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EFFECTIVENESS OF THE INFORMATION FOR PLANNING PURPOSES WITH PARTICULAR REFERENCE TO THE SOUTH AFRICAN –SCHOOL ADMINISTRATION MANAGEMENT SYSTEMS IN JOHN TAOLO GAETSEWE DISTRICT IN THE NORTHERN CAPE

by

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DECLARATION

I, **HERBERT MOYO,** hereby declare that:

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…is my own work and has not been previously submitted and in any form whatsoever, by myself or anyone else, to this university or any other educational institution for any degree or examination purposes. All resources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

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H MOYO   **DATE**

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I am greatly indebted to my family that deserves the credit for understanding my work commitments.

DEDICATION

This thesis is dedicated to:

- My wife Pfumelani Chitanga Moyo, for her unbridled support in this academic endeavour and the late brother Jackson Wilson Moyo who remained resolute in the need for my education and intellectual growth throughout his life, and

- My family members and the three loving children, Bernadette, Benedict and Bekithemba, for their witty behaviour.

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ABSTRACT

The study investigated the effectiveness of information collected through the SA-SAMS form in the Department of Basic Education in John Taolo Gaetsewe District in the Northern Cape. The research adopted the two research paradigms, namely, positivism and interpretivism. The research is situated within theories of leadership and organizational effectiveness. The mixed methods research design was used in this study. The study used the survey, interviews, documentary analysis and observation as research methods. The population comprised 171 schools in John Taolo Gaetsewe District. A simple random sampling procedure was employed to get a sample of 30 schools comprised 240 teachers, 3 teacher union representatives and 5 school governing body (SGB) members. Purposive sampling technique was also employed to choose 6 school principals and two EMIS Unit personnel. Qualitative data was generated through interviews, observation and documentary analysis. A survey was administered to obtain quantitative data. Statistical Package for Social Sciences (SPSS) version 24 was used for statistical information. Grounded theory was also employed, and it further provided a descriptive framework which assists in the understanding of a phenomenon that was being investigated. It was established that there were big disparities between enrolment figures declared and the actual ones that prevailed in schools. The study recommends that Circuit District Offices should constantly check and monitor the existence and maintenance of data source documents in schools in order that correct enrolment figures are maintained in schools at all times to enable effective planning processes. The SA-SAMS form should also incorporate a mechanism for detecting 'ghost personnel' and 'ghost learners.' The study further recommends the linking of HRMS and SA-SAMS tools to play complimentary roles so as to curb malpractices bedeviling the DBE. Additionally, the DBE should consider revising the policy where schools are allowed to factor in a 10% enrolment increase as it creates a good foundation for data falsification by unscrupulous officials.

Key Words: planning, South African School Administration Management Systems, evaluation, per Capita Grant, leadership effectiveness, organizational effectiveness and grounded theory.

LIST OF ACRONYMS

BVR	:	Biometric Voter Registration
CASE & JET	:	Community Agency for Social Equity and Joint Education Trust
CAPS	:	Curriculum Assessment Policy Statement
CVA	:	Competing Values Approach
CVF	:	Competing Values Framework
CCJP	:	Catholic Commission for Justice and Peace
DCFS	:	Department for Children, Schools and Families
DoE	:	Department of Education
DA	:	Democratic Alliance
DBE	:	Department of Basic Education
Ed-DQAF	:	Education Data Quality Assessment Framework
EMIS	:	Electronic Management Integrated System
EC	:	Eastern Cape
HRMS	:	Human Resource Management System
HOD	:	Head of Department
IFP	:	Inkatha Freedom Party
ID	:	Identification Document
IPPIS	:	Instrumentality Personal Payroll Information System
JTG	:	John Taolo Gaetsewe
KZN	:	Kwa Zulu Natal
LTSM	:	Learner Teaching Support Material
LURTIS	:	Learner Unit Record Information and Tracking System
N	:	Number
NSNP	:	National School Nutrition Programme
NC	:	Northern Cape
POA	:	Programme of Assessment
PERSAL	:	Personal Salary
RSA	:	Republic of South Africa
SA-SAMS	:	South African schools Administration Management Systems
SGB	:	School Governing Body
SPSS	:	Statistical Package for Social Sciences
SADC	:	Southern African Development Community

SMT	:	School Management Team
SACE	:	South African Council for Educators
REA	:	Rapid Evidence Assessment
SSA	:	Sub-Saharan Africa
SONA	:	State of the Nation Address
TI	:	Transparency International
TVET	:	Technical and Vocational Education Training
UK	:	United Kingdom
USA	:	United States of America
UN/DESA	:	United Nations/Development of Economic and Social Affairs
UNU	:	United Nations University

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CHAPTER ONE

1.1   BACKGROUND TO THE PROBLEM

Planning is deciding what to do before doing it. It refers to time and effort spent on thinking about the best way to reach a goal and to enhance the chances of accomplishing the goal (Forojalla, 2013:19). Gloss, Steade and Lowry (2010:53) also maintain that managers go through an organizational planning process; evaluating what they have accomplished and the resources they acquired. Forojalla (2013:24) concurs that managers analyze their environment, anticipate future demands, decide on what goals they want to achieve, and what actions to take to achieve organizational goals.

Callahan and Clarke (2008:11) claim that planning keeps one from fumbling through half-digested, non-carefully understood content and from making mistakes. If one is to avoid "fumbling or making mistakes" then he/she should have accurate information at his/her disposal to work with. According to Gloss, Steade and Lowry (2010:92), planning is the process of establishing and clarifying objectives and determining the policies and procedures necessary to meet set objectives. Without correct information, chances are that wrong goals and objectives will be set, leading to wrong policies and procedures. All this emphasizes the need for planning to be based on accurate and reliable information.

In the context of this study, the SA-SAMS tool is the main source of information used in the management processes in schools and DBE. It is, therefore, correct to say that all problems related to managerial issues in DBE stem from the failure of the SA-SAM tool to deliver on its core mandate of supplying correct information, for effective planning. The SA-SAMS tools, for example, fail to detect 'ghost teachers' and ghost learners'.

In relation to the need for accuracy in planning, Boshmane (2014:7), relates incidences of 'ghost teachers' and 'ghost learners' by school principals of various schools, in Nelson

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Mandela Bay. The incidences were about principals testifying to ghost teachers being fraudulently assigned to their schools. In one particular account, the accused pleaded not guilty to 31 counts of fraud and money-laundering of more than R1.2 million. The state claimed the accused processed numerous fraudulent applications during her tenure as the Provincial Education Department's official, leading to the irregular appointments of Grade R teachers. Similarly, in the Eastern Cape, Mashaba (2013:17) refers to the story with the headline: "Audit Rescues Gauteng Department of Health". The story relates an internal audit in the Gauteng Department of Health which resulted in 143 "ghost" employees being removed from the payroll, saving the province more than R1.2 million.

These accounts generate a lot of interest as one is forced to investigate the underlying factors about the causes of malpractices in various provinces across South Africa. This has deprived the state of millions if not billions of rands, hence, a serious problem that needs urgent attention. Principals and concerned stakeholders have wondered whether the government uses the information supplied by schools. An excerpt of minutes of meetings held by school principals in Kimberly, 2011, on this issue, reads:

> *"The school principals are concerned about whether the Department of Education looks at the information supplied by schools. When we ask why certain schools were left out on certain national programmes such as funding for learning facilities that include classrooms, toilets, stationery and texts and other supporting materials when we think, they deserved help more than schools which have been receiving help, the answer given is unconvincing. And furthermore, blame is put on principals failing to submit information on time. This surprises us since information is already gathering dust at provincial offices"* (SADTU, 2011:6*).

The Provincial Department of Education (PED) commissioned an investigation on learner absenteeism in South African schools between October 2006 and July 2007. The study was conducted by the Community Agency for Social Enquiry (CASE) and Joint Education Trust (JET). One of the most surprising findings was that there was no provincial policy on learner absenteeism in schools. This was clear evidence that the provincial as well as the district officers played a limited role in regard to monitoring learner attendance in schools. Despite all the relevant information being at their disposal, they would only

intervene in exceptional cases. This gives weight to the claim made by Mathonsi (2011:5) in the regional principal's conference, in Kimberly in 2011 that PEDs do not bother to look at information supplied to them.

The situation across Provincial Education Departments (PEDs) is uneven when they are using SA-SAMS data for planning, although, most PEDs receive reports on learner absenteeism, only four reported that they analyzed and acted thereafter. In short, there is no systematic attempt to analyze, report and use the information on SA-SAMS data. This shows that issues that should be given utmost priority are not given the attention they deserve. This also means that the PEDs are failing the nation by non-implementation of policies that facilitate monitoring school effectiveness.

Luhanga (2015:6) reported about learners at Kabelo High School in Polokwane, Limpopo Province who demanded desks and chairs. As a result, the parents of the learners took their children out of school, on the opening day on 20 July 2016. Together with their children they marched to the departmental head offices protesting about lack of furniture at the school. The protesting parents claimed that the issue of furniture had fallen on deaf ears. The response from departmental representatives was that the school would get 65 desks by the end of August 2016. Such situations should alert the stakeholders and government of the inability of the departmental authorities to use given information on SA-SAMS tool.

The SA-SAMS form has a potential to promote organizational (school) effectiveness as a technologically-advanced data-capturing questionnaire in the Department of Education and as a public-sector reform tool. The SA-SAMS form, on the positive side is heavily applauded for its robustness and technological ability to perform administrative tasks, however, it is evident that its implementation and use have not been without challenges. The concept of "ghost workers" and "ghost learners" has attracted considerable attention from scholars, economists and policy makers due to its disastrous consequences (Muathe, 2016:123). There is no comprehensive information that specifies on variations about "ghost workers" in institutions of many African countries. According to (John,

2017:25), such a scenario may partly account for the lethargy that is evidenced in some areas of the African region. This further hinders the administration of effective interventions aimed at alleviating the structural challenges to vice. This also reveals the limitations of tools used to capture data and the abuse of captured-computerized data.

Within the South African Ministry of Basic Education, there are some factors that exist with regard to the flow and use of information. Two main problems stand out; the first problem is the authenticity of the information supplied to SA-SAMS for planning purposes; and the second problem is the apparent inability of authorities to use the SA-SAMS data. These necessitate an investigation of the effectiveness of the SA-SAMS as a data gathering instrument in South Africa, hence, it is a grey area that needs urgent research. Using the case of the Limpopo textbook debacle of the 2013 academic year and the recurrent issue of ghost workers, the study sets out to investigate the effectiveness of the SA-SAMS as a data capturing tool and the improvements that could be made to it.

According to Postlethwaite and Rossi (2012:36), information is a requisite for any effective planning to take place. In order for the Ministry of Basic Education, for example, to approve amounts of fees to be charged by various schools, information is required on current fees and infrastructure and superstructure. To plan effectively for its citizens, the government should also have accurate and updated data base about what happens in schools. According to the Chief Secretary to the Cabinet's Circular number 67B 2011, (DoE, 2011:27), authored by Monareng (2014:8); the data collected through the SA-SAMS form, among other things leads to the:

- Grading of schools and school principals on the basis of the number of learners and educators;
- Provision of educators and ancillary staff on the basis of enrolment figures;
- Provision of learner transport and allocation of funds for food security;
- Calculations of per capita grants;
- Provision of infrastructure development allocation (capital project);
- The role and function of the school either into a technical or commercial or both, and

- Classification of schools into privileged and disadvantaged (which forms the basis of allocation of funds for capital expenditure).

These points above show that for effective planning to take place, data needs to be accurate. As indicated above, the information collected through the SA-SAMS form has, for example, a bearing on the grade of any school, its future and that of the school principal. It can, thus be argued that, because of this tremendous personal advantage accruing from the information collected through the SA-SAMS questionnaires, there is a big likelihood of that information being falsified to the advantage of the school principals.

Information system (IS) effectiveness is a complex variable. The literature on organizational effectiveness suggests that it may not be possible to find a precise measure of IS effectiveness and the criteria for effectiveness may vary from organization to organization (Davidson, 2006:169). According to (Hall, 2017:174) effectiveness is concerned with those effects on an organization which result from the development and use of an information system. Suffice to note that information systems add value to an organization. Organization across the globe use information systems to achieve its various strategy as well as short-term and long-term goals. The main aim of the development of information systems was to improve productivity and business effectiveness of an organization. It is important to observe that developed nations like Britain, Canada, Australia and United States of America have clear cut policies on how to handle learner information and personnel data to get value for money. It is also of paramount importance to note that information is given varying importance the world over. Furthermore, countries that invest liberally in information systems will garner unprecedented rewards (Altschuld & Zhub, 2017:139). The foregoing discussion lands weight to the importance of SA-SAMS as a data gathering tool. This forms the focus of the next section which looks at the statement of the problem.

1.2 STATEMENT OF THE PROBLEM

The main aim of the study was to investigate the effectiveness of SA-SAMS forms' information in relation to effective planning purposes which is encapsulated in the five main research objectives. In spite of its success story in South African schools, the SA-SAMS instrument has been taken advantage of by departmental officials who engage in money laundering through 'ghost workers' and poor service delivery (Boshomane, 2014:7). According to Carrinne Van der Westhuizen (2016), the national SA-SAMS Project Co-ordinator, SA-SAMS is not linked to HRMS which makes it susceptible to manipulation and abuse. Lebogang (2016:6), a web support specialist indicates this as an area that needs urgent exploration. There has been very little effort to study HRMS and SA-SAMS. The two sectors operate independently of each other, yet they are indispensable to each other. This mismatch leads to employees being paid for work not done, wages/salaries being paid to fictitious workers, unauthorized salaries being paid, errors occurring in wages/salaries calculations and wages/salaries being incorrectly recorded (Corppotelli, 2017: 24).

In addition, the DBE SA-SAMS tool should be filled in four times a year since the information is required four times in a year. This level of frequency means there is a likelihood that information would not be reliable, reducing the reliability of the information for planning purposes. At times the questionnaire is updated by personal assistants whose computer skills are limited and questionable. It is a time-consuming voluminous data-capturing tool with 17 modules and its value as a correct and accurate information for decision-making, hinges heavily on the issue of its reliability. The question that has eluded government planners and all concerned stakeholders and remains a great puzzle is how schools sometimes fail to receive textbook allocations despite all data being timeously supplied to relevant offices. It is likely a lack of checks and balances in the SA-SAMS questionnaire.

There is, therefore, a need to check the accuracy (authenticity) of information supplied to the Ministry of Basic Education through SA-SAMS form. It is the intention of this study to propose effective strategies with regard to the use of SA-SAMS tool.

Articulated in question form, the problem statement is: *What is the effectiveness of the information for planning purposes, with particular reference to SA-SAMS form?* The next section considers the purpose of the study.

1.3   PURPOSE OF THE STUDY

The main research question posed was: *What is the effectiveness of the information for planning purposes, with particular reference to SA-SAMS tool?* The study investigated the effectiveness of SA-SAMS form information in relation to planning purposes. The research was carried out to achieve the objectives below:

- To establish perceptions of principals towards SA-SAMS form as a data gathering instrument;
- To find out the problems/challenges school principals encounter in the completion of SA-SAMS form;
- To find out if schools have infrastructure to provide the information required by SA-SAMS form;
- To establish the extent to which information compiled through SA-SAMS form is used for planning purposes when cases of malpractices continue to affect the Ministry of Basic Education.
- To propose turn-around strategies for monitoring schools captured computerized information to obtain value for money.

The next section deals with the research questions.

1.4 RESEARCH QUESTIONS

The main research question posed was: *What is the effectiveness of the information for planning purposes, with particular reference to SA-SAMS form?*

The following subsidiary questions were raised:

- What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?
- What problems/challenges do school principals encounter in the completion of the SA-SAMS form?
- What infrastructure are available in schools to provide information as required by the SA-SAMS form?
- To what extent is the data on the SA-SAMS used for planning purposes, if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?
- What are the turn-around strategies that can be used to monitor computerized school information to obtain value for money?

1.5 ASSUMPTIONS

This study was conducted based on the following assumptions:

- All schools complete the SA-SAMS forms and this information is available for scrutiny at the schools, regional and head offices, as and when required.
- The information on the SA-SAMS forms of schools is likely to be inaccurate as it is gathered haphazardly and therefore not reliable.

1.6 THE CONCEPT OF SA-SAMS AND BRIEFLY ON LITERATURE GAP

The literature review of this investigation seeks to establish and provide the relevant theoretical framework within which analysis of the identified problem was done. This study is hinged upon theories of leadership and organizational effectiveness. The literature

review covers five aspects: theories of leadership effectiveness, literature gaps in relation to this study, critical studies on measuring effectiveness of an organization, a fit between human resource practices and organizational performance as well as evaluation of effectiveness in an organization.

Information is lacking regarding the effect on government and private sector officials on the use of data captured through SA-SAMS form. This study was an attempt to contribute to an understanding of the dimensions of the failure by the Department of Basic Education officials to use information supplied to them through the SA-SAMS form. Most of the available literature has focused on the implementation, appreciation and the potential of the SA-SAMS tool in transforming the education sector in total. The literature on the tool has examined employee awareness and participation, learner data storage as compared to the traditional manual methods, therefore, there are no comprehensive studies conducted on the effectiveness of the SA-SAMS tool to date. There is also no literature on monitoring and evaluation of the instrument per se, hence this study. The DBE places and prizes the critical importance of data usage and the full utilization of SA-SAMS for the development of education in the RSA provinces as alluded to by the acting deputy director general of Gauteng Department of Education (GDE) in 2016. In the same meeting, acting deputy director general bemoaned the underutilization of SA-SAMS data by schools and ministerial officials. Mosuwe (HOD for GDE) emphasized the role of data in education management, stating that SA-SAMS is a legislative requirement and must be the official management system in all RSA schools. In order to effectively leverage the power of data, Mosuwe called for SA-SAMS to become an integral part of the day-to-day processes in all the provinces. This means that each individual must be held accountable by incorporating the use of SA-SAMS into performance contracts to ensure consistent use from leadership down to school level. This will eliminate unnecessary duplication as data requests made by the district must be accessible through SA-SAMS.

SA-SAMS National Project Manager Carinne van der Westhuizen also bemoaned the poor performance with SA-SAMS, further emphasizing Mosuwe's point regarding provinces' poor SA-SAMS usage (Hall, 2017:89). Van der Westhuizen stated that

rampant data recapturing in all the 9 provinces has resulted in inconsistencies in school data reports and emphasized the importance of a standardized system to ensure data integrity and standardized data across all provinces – "SA-SAMS provides a single data warehouse source that can be integrated into one system allowing multiple users access to the same data". Van der Westhuizen discussed the future of SA-SAMS which will include a web-based format with online registration and district validation to modernize processes from paper to e-administration. She mentioned the data driven district (DDD) dashboard as an additional integrated system that makes use of SA-SAMS data. Some of the identified gaps are highlighted below:

- The effect of unemployment resulting from failure to use SA-SAMS' computerized data to curb malpractices, like 'ghost workers' syndrome, as previous researches only focused on the implementation challenges and the use of the SA-SAMS tool, not linking it to unemployment;
- The integration of the SA-SAMS data to HRMS has not been comprehensively researched on. Currently, there is no documented evidence on that regard as pointed out by the national SA-SAMS project coordinator, Carrinne Van der Westhuizen (2016). This has been a fertile ground upon which unscrupulous activities have been carried out by corrupt officials;
- The deliberate mismatch of SA-SAMS and HRMS tools has not been given the prominence it deserves, thus, creating a gap that needs to be filled by means of an empirical study, and
- Despite the prevalence of pertinent negative educational issues rocking the Department constantly and receiving the largest allocation from treasury since the advent of democracy in 1994, there is no documented research results that speak to the nexus between information on SA-SAMS form and its impact on the effectiveness on planning by various stakeholders.

Whilst all gaps highlighted above are crucial, this study attempted to address the last point, - investigating the SA-SAMS form data and its effectiveness for planning purposes

by various stakeholders. The research assessed studies conducted on the subject identifying consensus and controversies among scholars.

1.7   THEORETICAL FRAMEWORK

According to Eisenhart, (2017:19), a theoretical framework forms a basis on which a study is anchored. It is an ideological position on which an investigation is hinged. It reveals a relationship between the theoretical and practical aspects of research. Mertens and Gardner (2013:27) concur that a theoretical framework offers a lens that is used to perceive an investigation or research study. It further provides a justification for the choice of methodologies and methods adopted in responding to the research questions. The decisions and directions taken during the conduct of a research are solely based on perceptions held about the phenomenon of interest (Horkheimer, Lewin & Thornhill, 2009:61). The theoretical framework, therefore, guides the research and connects the researcher to the existing body of knowledge (Eisenhart, 2017:21). The next section deals briefly with two broad bodies of theories, namely, leadership effectiveness and organizational effectiveness.

1.7.1 Two Broad Theories: Leadership and Organizational Effectiveness

There are two broad theories of interest to this study, namely, leadership and organizational effectiveness theories. These two theories focus on one broad aspect of the research problem - the organizational effectiveness (the functional aspect) and the leadership effectiveness (the human aspect). The theories of leadership describe the factors that influence certain individuals to become leaders and the strategies which are implemented to reach such positions. According to Madanchin (2017:9), the leadership effectiveness theory postulates that the crucial aspects in leadership include knowledge that one would have learnt and acquired abilities or skills. On the other hand, Wahlstrom (2014:56) explains that organisational effectiveness relates to how competent an organisation or institution is in reaching its set goals as well as its value to the customer or client. The SA-SAMS form which borrows from these two theories embraces both

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aspects, therefore, implying that an improved SA-SAMS form grounded in the prevailing conditions, within the RSA schooling system would effectively address the management needs of the educational sector.

In the following sub-section, the researcher discusses the relevance, to the study of the four models of leadership effectiveness. The research questions have raised critical theoretical and practical challenges for academics and policy-makers, hence indicating the need to explore ways to bring about organizational success through measuring effectiveness. This study was underpinned by these models of effectiveness - The Goal Model, the Systems Resource Model, The Social Functions Model and The Competing Values Approach. Badham (2002:29); Schreens & Bosker (2007:100) and Rodgers & Hall (2009:67) recommend these models for effective planning, once the right information has been supplied. These models were relevant to the study as they helped to explain the observed trends in the use of data collected through SA-SAMS form. The next sections briefly focus on the four models of leadership effectiveness.

1.7.2 The Goal Model

Hallinger and Leithwood (2006:28) posit that the goal model shows that an organization is deliberately created to achieve certain goals and objectives, therefore, goal attainment is probably the most widely used criterion of effectiveness. Hall and Hord (2015:121) argue that goals seldom remain constant over time and are made more complex by the fact that organisations have multiple and frequently conflicting goals. Wilson and David (2009:58) express the same sentiments that goals change over time, as organisations are in direct interaction with their environments. Implicit, therefore, in the above discussion is that one problem with goal model of assessing organizational effectiveness is the issue of which parties are to judge the performance of the organization with regards to its goals. Postlethwaite and Ross (2006:201) share the same view when they advise that planners should be aware of the process of collecting information with just their goals in mind. In other words, the goal model gives rise to a narrow view of organizational effectiveness which tends to be myopic and unidirectional (Gifford, 2016:173).

1.7.3   The System Resource Model

Manabele (2016:133) claims that organisations compete for resources from the environment. Quinn and Kimberley (2014:249) says effectiveness in this model is defined in terms of the capacity of an organization to utilize its environment in acquiring valued and scarce resources that are required for their sustained operations. This means, then, that an effective organization is one that is able to acquire more resources than others from the government, parents, the community, and interested parties like non-governmental organisations to sustain its own development.

1.7.4   The Social Functions Model

Newstrom and Davis (2006:107) assert that certain kinds of planning imply paternalism, where people are to be given what is believed to be good for them and deprived of certain kinds of freedoms, lest they harm themselves. The above statement implies that someone has to decide on behalf of the society what is good for them. It also means that after collecting data from schools through the SA-SAMS form, educational planners, for example, should decide which schools need what form of assistance. In addition, the claims imply that the criteria used by educational planners to allocate resources to schools need to be acceptable to the schools.

1.7.5   The Competing Values Approach

The Competing Values Approach is also called the "contradiction model" and it says that effectiveness is a multifaceted phenomenon (Lowe, Kroeck & Vinitwanakhum, 2015:57). Madanchin (2017:9) asserts that an organization has competing goals like - the internal versus external focus, control versus flexibility, stability versus growth, and human resource development versus productivity. Scott (2008:89) goes further to say that effectiveness involves structuring the organization to acquire sufficient resources, pursue and move to accomplish major goals.

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In this study, four models of leadership effectiveness, namely, the Social Functions, the Systems Resource, the Goal and the Competing Values Approach (CVA) were used as overall, they have greater similarity in the way they view leadership effectiveness. Schreens and Bosker (2007:347) concur with Rodgers and Badham (2013:124), who strongly recommend these leadership effectiveness models as being effective and efficient in planning, given the right and reliable information. The scope of the four leadership effectiveness models, therefore, helped in contextualizing the research problem and shed valuable insights from conceptualization, conclusion to recommendations from the study. The next section looks at definition of key concepts.

1.8   DEFINITION OF KEY CONCEPTS

1.8.1   Evaluation

Coombs (2014:15) defines evaluation as a process of systematically collecting and analysing relevant data about features, activities and achievements of executed programmes, individuals and products. Evaluation is also done to improve efficiency or effectiveness of what is being implemented. In some instances, it serves to make judgements on the worth of intended actions. Rodgers et al. (2003:83) concur that evaluation is a logical process that assists in determining the importance and worth of a subject. Evaluation can help to examine the achievement of the intended objectives based on a particular endeavour. Bamberger and Spaull (2017:334) add that evaluation is utilized in characterizing and appraising aspects of interest in various human enterprises that include foundations, arts, government, criminal justice, non-profit organisations, health care and other human services. It is usually done at the end of a project or programme but in some instances it is carried out continuously. It, therefore, means that the SA-SAMS form as a data-gathering tool needs to be evaluated to make sure it is doing what it was designed for. The proliferation of 'ghost workers' and 'ghost learners' in RSA schooling systems put the management problem squarely on SA-SAMS tool, hence, the calls for a validity and reliability check to be done on the instrument.

1.8.2 Organizational Effectiveness

Organizational analysis is a quantitative measurement of inputs and outputs, looking at effectiveness and efficiency. Organizational effectiveness is the concept examining how effective an organization is in achieving its outcomes and their value to the customer (Bensimon *et al.,* 2015:156). There are many theories that deal extensively with the concept of organizational effectiveness. The chief theorists on organizational effectiveness focus mainly on the internal function of an organisation and they argue that organizational effectiveness rests on leadership effectiveness (Spillane, 2015:7). They believe the most relevant aspects in organizational effectiveness (functional aspects) are values, ethos, systems, structure, processes, organs, and goals as these help in fostering organizational effectiveness as an effective leader is needed to direct and steer the organization (Maitland, 2016:53). Organizational effectiveness rests on the leaderships' effectiveness (Grill, 2011:240).

1.8.3 Leadership Effectiveness

Leadership effectiveness is viewed in terms of a leader's capacity to exercise his/her influence in order to accomplish several personal or an organization's goals. This is closely related to the ability to enhance co-ordination among subordinates (Saxena, 2009:128). Historically, however, the effectiveness of leadership was perceived in regard to the leader's potential to control others, to formulate and attain goals and to co-ordinate the efforts of a team to report on a "top down" basis (Botha, 2016:211).

The leadership effectiveness theory states that the crucial aspects in practising leadership include knowledge that would have been learnt and the skills obtained (Madanchin, 2017:9). The theory seeks to describe the reasons why certain individuals assume leadership positions as well as the qualities that may be considered when one is assigned such a position (Andrew, 2016:45). Other theories, however, suggest traits or behaviours that leaders may learn in an effort to improve their leadership or management skills in various contexts. According to the proponents of the leadership effectiveness theories,

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no leadership style is best for all situations. Leaders must apply their minds when faced with management problems and provide a situationally relevant leadership style (Grill, 2011:237). Leadership effectiveness, thus, makes a huge difference in organizational success (Schwella, 2013:21).

1.8.4 South African School Administration and Management System [SA-SAMS]

According to Hall (2017:9), SA-SAMS is a data collection instrument often used to gather information pertaining to the physical structures, curriculum, financial matters, human resources and governance among others. It can also be described as a computer application that is robust, well developed and designed for purposes of efficient administration, governance and management of private, specialized, full service and public South African schools. The SA-SAMS instrument also helps various educational departments to keep records and analyse relevant statistics in as effective a manner as is possible. According to ISASA (2017:12), the gathering of information on a national basis utilizes LURTIS (Learner Unit Record Information and Tracking System). Through this approach, data can easily be accessed for further analysis and informed decision making at different levels.

The South African School Administration and Management System (SA-SAMS) is a government-funded school administration system. Based on the current legislation and policies from the DBE, the use of SA-SAMS as an administration system is not mandatory (Hall, 2017:4), however, it is necessary that schools utilize any School Administration Management System (SAMS) that complies with the SA-SAMS data-format standard and is supported by all relevant policies developed within the Department of Education (SASA, 2017:27). Failure to submit the required data to the Department can affect school grants, funding and other government-subsidized initiatives (SATU, 2017:2).

1.8.5 Per Capita Grant

The grant is a state-allocated fund on the basis of enrolment and location of schools, designed to assist with tuition and the running of the school and its terms are clearly spelled out in the cooperative agreement (SASA, 1996:6). The fund is also meant to assist registered non-governmental schools with recurrent costs of educating a learner; recurrent costs are operating, ongoing in nature, are distinguishable from capital costs and are, normally, referred to as Section 21 funds in RSA circles.

1.8.6 Planning

A process of planning involves the selecting of objectives and outlining procedures to meet the objectives based on information available to or collected by the planners. According to Goddard and Leask (2012:13), planning denotes a process where by an individual or organisation selects the best strategies to be implemented in executing various managerial operations with the ultimate goal of achieving the predetermined objectives. The extent to which the data collected helps education planners in meeting their objectives is an indication of the success of any planning activity. Cores and Hills (2014:88), concur that the collection and analysis of data play an essential role in planning since it is a process of decision-making and decisions cannot be made without a certain amount of information. Implicit in the above statement is that there exists a need for appropriate methods of data collection suited for conditions in a country and the fact that information is an essential ingredient needed for effective decision-making. The statement, thus, suggests that for effective educational planning to occur, the information has to be adequate and provided timeously. Schreens and Bosker (2002:137) caution that data can only be used as information from which decisions can be made if they are the right sort. The authors add that one of the most important aspects of data collection and analysis is identifying what sort of data is needed in order to provide the information required for planning purposes. Wilson (2001:23) notes that determining the quantity of data required for a particular enterprise may present problems. Postlethwaaite and Ross (2012:75) states that many planning decisions are made without adequate information due partly to

the paucity of existing data and partly to the speed with which decisions have to be made. Rossi and Mahlck (2009:78) and Hall and Hord (2015:45) contend that in some planning exercises there is a tendency to collect too much data due to the temptation to collect data for their own sake. Wilson and David (2009:133) suggest that adequate attention should be given to the reasons why the data are being collected and the purpose for which they are to be used.

In the light of the above, it is the duty of educational planners to decide meticulously on the construction of a data collecting instrument and how often the instrument should be completed so that it does not supply little or too much information. Also, implicit in the above discussion is the fact that data collection has to be accurate, providing only the right quantity and at the right times. It also means that the data-gathering instrument needs constant review to make sure it captures only the necessary data. The discussion above also recognizes that there can be problems with data collection.

Cores and Hills (2014:98), advise that emphasis should be placed on calculating the costs and benefits of any sort of data-collection exercises and searching for the types of data which are sufficient in scope and provides good indicators of a wide range of factors and issues. Cores and Hills (2014:109) say raw data generally have to undergo some form of analysis in order to reveal the information needed for a particular planning purpose and they have to be presented in a way that facilitates their understanding and use and be stored in a form which makes the data accessible, when needed. This, then, implies that compilers of information should have the capacity to store and analyze the data for meaning and that data will only be able to tell a story when they have been analysed.

1.8.7 Grounded Theory

Grounded theory is concerned with the identification and integration of categories of meaning form data (Charmaz, 2006:242). It was developed in 1967 by two sociologists, namely, Barney Glaser and Anselm Strauss. They believed that investigators need to employ a strategy that enhances a smooth link between data and theory so that new

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theories could be developed. Such theories would be relevant to the environments in which they would have been developed. This means that these theories would not rely on analytical constructs but on data from which they would have been constructed (Charmaz, 2006:16). Bryant and Charmaz (2007:13) concur that grounded theory was developed to form the basis for the construction of new, context-related theories. Grounded theory further provides a descriptive framework which assists in the understanding of a phenomenon being investigated. It is sometimes viewed as an end product of a process. Investigators using grounded theory adopt various strategies that include theoretical sampling, theoretical coding and comparative analysis to identify, refine, integrate categories and finally construct a theory or theories (Charmaz, 2006:18). In this study, the researcher took advantage of these characteristics and applied grounded theory in the data analysis.

Like other research strategies, grounded theory has its short comings. One of these is that it has an epistemological background. Melia (2016:17) states that grounded theory is often criticized for sidestepping questions of reflexivity and also for subscribing to a positivist epistemology. This implies that this theory does not adequately address questions of reflexivity (Glasser, 2007:27). Furthermore, Pidgeon and Henwood (2015:13) strongly advise that grounded theory investigators should carefully make a detailed document which describes every stage of the research process. This process should aim at increasing flexibility of the entire research procedure and demonstrate various ways in which, for instance, the researcher's predetermined assumptions, sampling techniques, values, analysis strategies, interpretations of context have influenced the research outputs (Melia, 2016:14). This is what the researcher did with this research, to carefully document the research processes so as to increase reflexivity. The next section briefly looks at the research paradigms, design and methodology.

1.9 RESEARCH PARADIGM, RESEARCH DESIGN AND RESEARCH METHODOLOGY

In this section, the research paradigm, research design and the methodology that were considered relevant for this study are addressed. It also provides the rationale for choosing the design and instruments, outlines the population, the different sampling methods that were employed, questions of reliability and validity as well as the data analysis methods. The pilot study that was conducted to ensure validity and reliability of research instruments is also described in brief.

1.9.1 Research Paradigm

According to Walter (2012:78), a paradigm can be defined as a framework, belief system, world view or set of assumptions that give guidance to an investigation or a research study. Paradigms are perceived as significant for they influence the choice of a design or research methodology. Cuba and Lincoln, (2010:5) add that researchers are guided by philosophical frameworks, which are called "paradigms". In this research four paradigms, namely, positivism, anti-positivism, critical and interpretivism (pragmatism) were adopted. These paradigms recognize both qualitative and quantitative techniques as strategies that can be used at different points on a continuum but ultimately complement each other in a single study (Creswell & Clarke, 2014:26). This was adopted for its relevancy to the formulated research questions and research instruments, which included a questionnaire, interview guides, document analyses and observation schedule.

1.9.2 Research Design

Thomas (2013:79), describes a "research design" as the plans and strategies that are developed so as to seek, explore as well as discover fitting responses to the research questions. It is concerned with the way the entire research is planned and managed until results are reported (Merton & Gardner, 2013:iv). This research study adopted the equal status convergent design of the mixed methods approach. This entails the gathering and

presentation of both quantitative and qualitative data before an integrated analysis (Oppenheim, 2016:555).

1.9.3 Research Methodology

Details on research methodology show how the research is to be carried out for the purpose of gaining knowledge (Creswell, 2015:79). It is the procedure by which people who conduct research, describe, explain and make predictions about the phenomena under investigation. This section presents the methods employed in the collection of research data; the study used both quantitative and qualitative methods.

1.9.3.1   Observation

Observation as a process of data collection was considered appropriate and since the researcher was interested in investigating the effectiveness of SA-SAMS form information in relation to planning purposes, the researcher observed documents kept by the school that are necessary to facilitate planning. A comprehensive observation check list was used to elicit as much information as possible and was in the form of a two-way mirror - observing and noting.

1.9.3.2   Survey

A survey may be conducted in different forms. This may be through face-to-face interviews or responding to questionnaire items. Unlike in observations, when conducting a survey, the researcher does not watch events or people performing activities of interests but personally seeks to discover their opinions on a certain phenomenon (Best & Kahn, 2009:24; Leedy, 2009:421; Laundau & Everitt, 2014:27).   The survey for this study entailed the use of both a questionnaire and an interview.

1.9.3.3   Interviews

In an interview, a researcher gathers information through oral questioning (Wiersma, 2000:73). Interviews can be structured or unstructured and for this study, the unstructured technique of face-to-face interview was used.   Face-to-face interviews have the potential

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of providing rich and highly illuminating data since they can be informal and highly individualized with no pre-test questions. This method has the advantage of allowing the researcher to probe for further meanings (Cohen *et al.,* 2007:567).

Crossley (2002:225) concurs that during the conduct of an informal interview, the researcher has room to ask impromptu questions. Non-verbal cues may communicate messages that assist in the understanding of verbal responses. Also, according to Mertens and Gardner (2013:226), informal interviews are more likely to yield serenditous discoveries.

1.9.3.4 The questionnaire

The questionnaire is used extensively in quantitative methodologies since quantitative data is believed to be able to reveal the real picture of people's knowledge, attitudes, experiences and beliefs (Haralambos & Holborn, 2011:207). Kobus (2016:73) observes that questionnaires allow for the collection of relevant and adequate data from different people within a short space of time. Lacey and Luff (2009:94) also posit that questionnaires provide greater anonymity for respondents by not asking for names on completion, which is important when sensitive or personal issues are being examined.

The questionnaire that was used in this study consisted of both closed and open-ended question items. Open ended items are necessary for most types of data. According to Neuman and Grove (2013:321), it is easy to respond to the questionnaire items, keeps the respondent focused on the research aspects, little time is used in responding to the items and is usually objective. Data collected through the use of a questionnaire can easily be represented through tables for purposes of analysis. This suited the main aim of the study because the research participants were school principals who by nature of their posts are very busy and can spare little time for requests like filling in questionnaires.

1.9.3.5   Document analysis

Braun and Clarke (2010:84) states that documentary research is the utilization of articles, written sources to clearly describe and support certain opinions about a phenomenon. The procedure of analysing documents involves critically accessing them, then making sound evaluations. In this study, documentary analysis was conducted through quantitative and qualitative analyses. The important aspects that surround the types of articles or documents as well as the capacity to use them as reliable forms of evidence should be given value by those who utilize them in their studies (Wilson & David, 2009:31).

1.9.6   Comparative Methodology

In addition, the researcher employed a comparative methodology strategy where the researcher considered a data matrix as depicted in tables in the literature review from other researchers, internationally; this was to complement the shortfall of the survey method. The selected European countries are America (USA), Canada, Australia, Britain and African countries include, Nigeria, Zimbabwe and Uganda.

1.10   POPULATION, SAMPLING PROCEDURE AND SAMPLE

A research study is undertaken in a particular target group, the population, however, one study cannot be conducted for a whole population, but a representation of it, the sample. This requires that one employs a sampling procedure to select a representative sample (Robson & Pearce, 2008:93).

1.10.1   Population

Borg and Gall (2014:119) describe a population as a collection of people who share features or characteristics that are relevant to the researcher in the conduct of an investigation. Borg and Gall (2014:119) explain that the population is a group of individuals who have characteristics in common that are of interest to the researcher. The

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population that was used in this research comprised secondary and primary schools in John Taolo Gaetsewe District in the Northern Cape Province. The population comprised 171 public schools which supply information through the SA-SAMS forms.

1.10.2 Sampling Procedure

There are many sampling techniques used under different circumstances. The sampling technique that was used in this study was a simple random sampling and purposive sampling to cater for both the quantitative and qualitative research methods.

1.10.3 Study Sample

Creswell (2005:74) argues that a sample should be drawn from a population that is used by the researcher in the study. Cutcliffe (2005:61) indicates that a sample is "a sufficiently large number of items taken at random from a large number of items which will have the characteristics of the group". According to Cohen *et al.* (2007:119), the quality of a research is determined not only by the kind of methodology or instruments that were used but also by the appropriateness of the adopted sampling technique. Gay (2004:213) acknowledges that big sample sizes yield more reliable results than smaller ones and also encourages the use of more sophisticated statistics.

It is on the above basis that, for this research, a sample of 30 schools provided computerized schools' data which was subjected to rigorous statistical analysis. This sample was considered more than adequate since a sample of 10% is considered representative (Gay, 1981:217). Cohen *et al.* (2007:105) suggest that a sample suitable for a qualitative research would range from 16% to 20%. The participants comprised; teachers (240), teacher union representatives (3) one per union, School Governing Body members (5) one from each circuit, school principals (6), EMIS Unit (2) personnel.

1.11 TRUSTWORHINESS

The trustworthiness of a study can be evaluated through its credibility. This study used a combination of qualitative and quantitative methods. This ensured triangulation. Triangulation is helpful in research because it is a validation strategy (Jupp, 2008:305). Data that were collected from various participants were combined and conclusions drawn. A pilot study was also conducted prior to the administration of a questionnaire in the actual study to ensure its trustworthiness. A pilot study was conducted before administering a questionnaire to ensure the trustworthiness of the instrument.

1.11.1 Credibility

Credibility is about the extent to which the study measures or tests what it is actually intended to do (Glass & Mickey, 2011:64). Credibility deals with the congruency of the findings with reality. Triangulation of methods, sources and investigators enhance confidence in the research findings. It, therefore, entails the use of multiple methods in a study as a strategy to add value, rigour and breadth to the research (Denzin & Lincoln, 2011:17).

1.11.2 Dependability

This notion concerns the possibility of a repeated study obtaining the same results when the same methods, context and participants are involved (Leedy, 2007:81). The researcher carefully sampled the participants based on their knowledge of the SA-SAMS questionnaire.

1.11.3 Reliability

According to Jupp (2008:42), reliability denotes the level to which results obtained are constant, represent the population under study and can be reproduced in similar contexts or environments.

1.11.4 Validity

Validity refers to the extent to which a research instrument measures what it intends to measure (Cohen *et al.,* 2000:106). Validity in this study was ensured through pre-testing of the questionnaire to enable participants to give appropriate responses to set items before the actual study is conducted. The researcher selected 10 schools in Gauteng Province to respond to the questionnaire items.

1.11.5 Confirmability

This is an evaluation of the investigator's comparable objectivity (Kobus, 2016:467). Such measures should be employed to ensure that findings, interpretations and conclusions of the study are derived from data sourced straight from participants and not influenced by the researcher's preferences and expectations (Creswell, 2013:348).

1.11.6 Pilot Study

Before administering the questionnaire to the respondents, it is necessary to pre-trial it on a small related sample. Borg and Gall (2009:123) point out that a pilot study helps the researcher to realize some important aspects that may need attention before administering designed instruments in the real study. Therefore, it is done to improve the reliability and validity of the research instruments. In this study, the questionnaire and the interview schedules were piloted. Oppenheim (2016:56) argues that reliability is improved by selecting a number of sufficient items to stabilize the sample response.

1.12 DATA ANALYSIS

Responses from the questionnaires, in table form, with scores for different items were converted to percentages. According to Cohen *et al.* (2007:217), statistics are an indispensable tool for researchers that enable them to make inferences or generalizations about the population from their observations. The statistics of each response was

compared with the observations to find out the degree of deviation. Inferences were drawn on the effectiveness of information for planning purposes with reference to information drawn from the SA-SAMS form. The results from the questionnaire underwent cross-tabulating and filtering, benchmarking, trending (longitudinal analysis), comparative data, and analysing the numbers (looking at averages). The researcher also did thematic analysis of qualitative data to enable the researcher draw conclusions. Also, from the observation method, the researcher looked at emerging patterns in order to build up the picture of the phenomenon. Continual reading, re-reading and reflection on the interview schedules, videos or field-notes, often highlight issues worthy of further investigation. This helped in progressive focusing and field work in grounded theorizing. Lastly, the researcher employed the deductive and inductive approaches on the interview data.

1.12.1 Quantitative Data

The SPSS is a software package for the analysis of statistical data (Landau & Everitt, 2014:23). The process begins with the creation of a data set, defining variables and then entering data in the variables to come up with a number of cases. There are types of variables - scale variables contain numeric values of measurement while categorical values are composed of values which define a category, for example, gender and age. Categorical values can also be a single number or on a rating scale, such as, 1-10.

In this study, categorical values were used for demographic data while the Likert type scale with, *strongly agree, agree, disagree* and *strongly disagree* were employed. Data were then entered into the SPSS with cases defined by values which were in the variables. The analysis was made through selecting the required output from a menu to obtain graphs and tables to represent the information collected. The SPSS provides the best choice for data organization and management, as well as, a range of options for data presentations.

1.12.2 Qualitative Data

Thematic analysis is "a method that is used to identify, analyse and report ideas (themes) within data (Braun & Clarke, 2010:66); it is interpretive and subjective (Viiswambharan, 2015:19). The approach is inductive in nature as it seeks to derive meanings from the texts instead of imposing meanings on the gathered data.
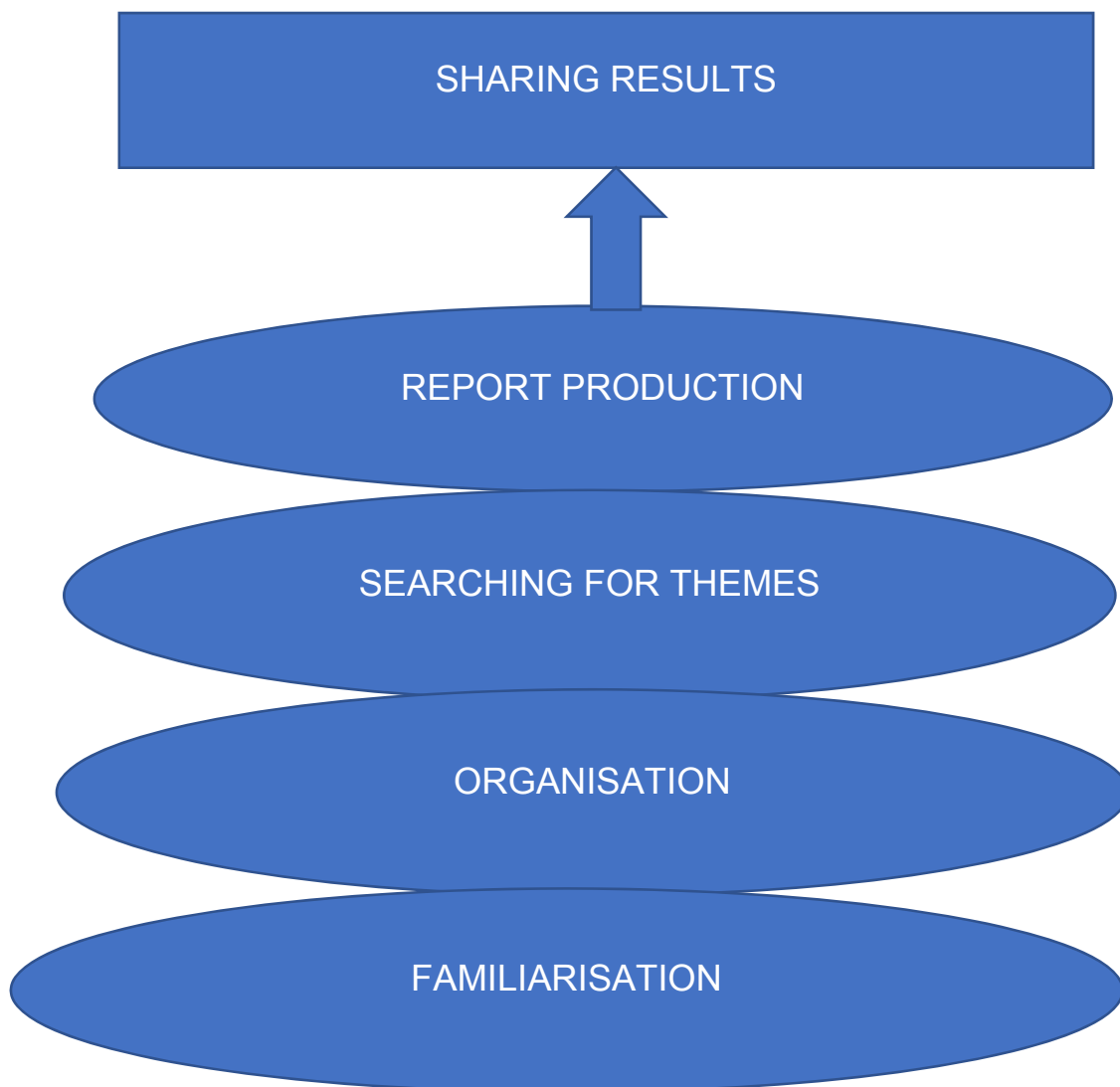
Figure 1.1: Steps of Thematic Analysis. (Adapted from Braun, V & Clarke, V. (2010), **Using Thematic Analysis in Psychology**. Qualitative Research in Psychology, 3:77-108).

Figure 1.1 shows the steps of the analysing process as comprising of familiarisation, organization, searching for themes and report production, as discussed hereunder:

Familiarisation: This step involves a deeper understanding and transcription of raw data which are sourced from participants (Viiswambharan, 2015:24).

Organisation: The collected data has to be organised. This can entail the use of codes, pseudonyms or dates to segment the data. Interesting data that speak to similar issues are coded alike (Viiswambharan, 2015:24).

Searching for Themes: Themes are concepts that emerge from the gathered data (Viiswambharan, 2015:24).

Report Production: This is the final stage in the analysis process. It involves the synthesis of data and the reporting of the results (Viiswambharan, 2015:24).

1.13   SIGNIFICANCE OF THE STUDY

Kothari (2009:319) states that there is a strong co-relation between progress and enquiring from experts or experienced persons. Inquiry precedes inventions. An increased amount of research, therefore, makes progress possible.

In order for effective planning to take place, there is need for the gathering of relevant, accurate and concise information for the purposes of decision-making (Cohen *et al.,* 2007:429). If the information is to be accurate, the data-gathering instruments should be as specific and as appropriate as possible. Kobus (2016:401) argues that the decisions made by policy makers are influenced by results of specific researches although decision making is not usually a component of research. Suffice to acknowledge that research bears its special significance in solving various problems and in this case, hopefully, the operational and planning problems of schools.

1.14 DELIMITATION

This study was conducted in the Northern Cape Province, in John Taolo Gaetsewe District (South Africa). The map in Figure 1.2 gives the exact location of the research area.
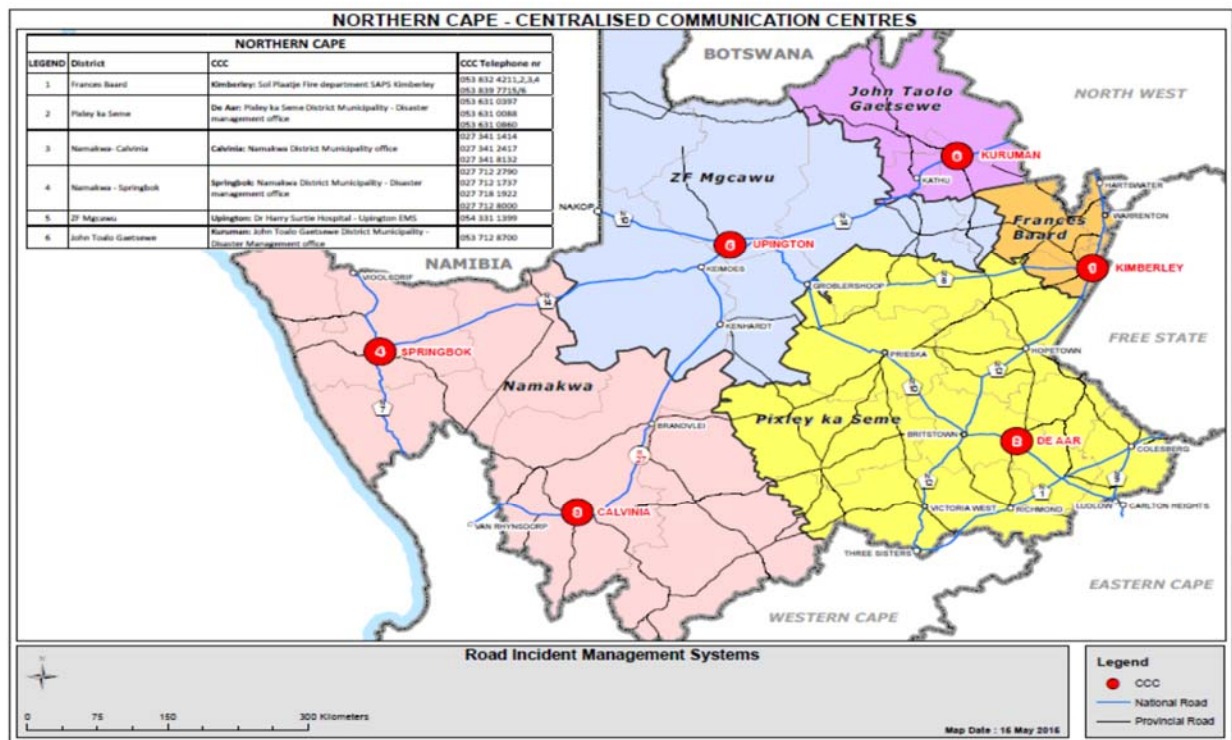
Figure 1.2: Northern Cape – Centralized Communication Centres (South Africa).

1.15 ETHICAL CONSIDERATIONS

A covering letter was written to the target group in which assurance and explanation of issues of confidentiality were given to the participants. Strict adherence to ethical guidelines was adhered to in this research. The researcher paid particular attention to three important ethical principles - respect for participants, avoiding harming participants and the issue of justice. Participants of the study - remained anonymous, were treated with the utmost respect and the information gathered was treated with the strictest confidence. Participants were given consent form explaining the purpose of the study

and rights of participants such as their right to withdraw from participation without being coerced to give an explanation or being penalized.

1.16   CHAPTERS DIVISION

The thesis is organized into six chapters as indicated below**:**

Chapter One: This consists of the background to the problem and encompasses the statement of the problem, purpose of the study, research questions, hypotheses, objectives, as well as the definition of concepts**.**

Chapter Two: The first part of the literature is reviewed. The review focuses on theories and concepts of models on leadership effectiveness.

Chapter Three: Review of literature related to crucial studies about organizational effectiveness and the good practices that promote effectiveness and efficiency in organizational set up, continues. The chapter also presents challenges encountered in the capturing, storage and dissemination of computerized learners' data.

Chapter Four: The discussions highlight the research paradigm selected showing its impact on the design and methodology of the study**.** It also justifies the population, sampling procedures, data collection and analysis.

Chapter Five: In this chapter there is a presentation of the analysis and interpretation of the generated data.

Chapter 6: This chapter provides a summary of the study, conclusions and recommendations and a proposed theory/model for the effective use of the SA-SAMS form.

1.17   CONCLUSION

This chapter has articulated the introduction and background to the study. The statement of the problem detailed the central issues of concern motivating the study and identified the gap which the study has endeavoured to fill. The purpose of the study which hinges on an examination of the effectiveness of information for planning purposes with particular reference to SA-SAMS datasets was also highlighted. The objectives of the study focused on perceptions of school principals regarding the use of the SA-SAMS tool, availability of infrastructure to effectively collect and capture SA-SAMS data, and lastly the extent to which the collected SA-SAMS data is used for effective planning purposes. The four models of leadership effectiveness were briefly looked at and how that guided the processes and procedures of the study. The mixed methods design was also discussed and related to the population, sampling process, data collection and presentation of results. The chapter further established the delimitation of the study as well as the ethical considerations which were observed, particularly in data collection and reporting of findings.

CHAPTER TWO

THEORETICAL FRAMEWORK OF THE STUDY

2.1   INTRODUCTION

This is a research into management based on the examination of the challenges of using SA-SAMS data for effective planning, in the education sector. This chapter therefore discusses the theoretical framework within which the study was conducted and provides, therefore, the lens through which this investigation was viewed. The study is based on four models of leadership effectiveness - the goal, the resource, the social functions and the competing values models. An exposition of the theoretical framework as a concept and its relevance in this study is made. There are two broad bodies of theories on, leadership effectiveness (the human aspect) and the organizational effectiveness (the functional aspect); also discussed is the Grounded Theory (GT). The SA-SAMS tool conceptualized from the two bodies of theories and buttressed in the Grounded Theory and the prevailing conditions within the RSA schooling system is examined with the assumption that it could effectively address the management needs of the educational sector.

The logic or sequence that a research follows when writing and compiling a thesis is guided by a theoretical framework (Jupp, 2008, 2011:2). A recommended theory should have a capacity to guide the researcher from the stating of research questions, problem statement, discussing the results of collected data and making valid conclusions. This theoretical framework presents a defendable rationale for doing the research and assists the reader to understand the perspective of the researcher (Kobus, 2016:321). It assures the reader that the suggested research is not based on personal guesses, but instead rests on established theory and scientific facts sourced from credible studies. Research ideally rests on a defined world view which is built from logical reasoning and in turn reflects the researcher's understanding and the direction of the study. The theoretical framework presented in this section helped the researcher as it provided the motivation and the rationale for conducting the research to investigate a particular research problem. It also

provided the background that supported the investigation and offered the readers the justification for the study of a particular research problem. The theoretical framework involves a well-supported rationale and is organized in a manner that helps the reader understand and assess one's perspective. It includes the variables the researcher intends to measure and the relationships the researcher seeks to understand. Essentially, this is where the researcher describes a "theory" and built his case for investigating that theory (Eisenhart, 2017:317). The theoretical framework is effectively presentation of a theory that explains a particular problem. Therefore, it is critical that the theory that guides the study be clearly presented (Fleishmann, 2000:278). The theoretical framework also gave insights to the researcher to consider other alternative theories that might challenge his perspective. The researcher also considered the limitations associated with the theory adopted, and possible that the problem could be better understood by other theoretical frameworks. It is also important to note that by locating the problem (contextualizing the problem) it helped the researcher to fully explore and engage with relevant literature for the study (Ellen, 2014:318). The theoretical framework also played a crucial role in the choice of research design, methodology and data analysis. The next section looks at leadership effectiveness theory.

2.2   LEADERSHIP EFFECTIVENESS THEORIES

Theories of leadership attempt to describe factors that influence people to become leaders and the strategies adopted to reach such positions (Babyegeya, 2016:45). These theories mainly describe the attributes of leaders while others may attempt to identify leadership traits that can be adopted by leaders so as to improve their management styles in different contexts. The leadership effectiveness theory stipulates mastered knowledge and the skills acquired are important when practicing leadership (Madanchin, 2017:9). According to Bandura (2006:169), learning takes place through observation of other people's behaviours, attitudes and consequences of those behaviours. People acquire new behaviours learnt from others, including siblings, friends, peers, parents and teachers who may be more knowledgeable, experienced and authoritative in their environment (Usher & Pajares, 2009:90). In other words, as people (followers) observe

a model (leader) performing a behaviour, and witness its results, they remember the sequence of events and use that information to direct their own future actions when faced with a similar novel situation.

Different styles of leadership theories exist, ranging from situational, trait, contingency, behavioural, participative, managerial also known as transactional, and relationship (Robinson, 2013:123). Each of these leadership theories has their own set of distinctive strengths and weaknesses (Cherry, 2005:28). The main argument of the leadership effectiveness theorists is that leadership effectiveness rests on the human factor (the human agency) (Michael, 2015:53); it closely looks at human actions and factors (Fleishman, 2000:412). The theorists in this category argue that the most important aspects in leadership effectiveness are the decisions made, the actions taken, traits, intellect, knowledge, dominance, power dynamics and influence (Chadwick, 2010:56). Academics and scholars agree that leadership plays a pivotal role in management (Dennison, 2003:121; Damme, 2016:33).

Leadership effectiveness is viewed in terms of one's ability to create an environment which encourages team work among organisation members for the achievement of desired goals (Saxena, 2009:128). In the past, leadership effectiveness was perceived as related to one's ability to control others to achieve goals and to co-ordinate the reporting team's efforts on a top down basis (Botha, 2016:211). There are many leadership effectiveness theories. These range from the trait theory to transformational leadership theory.

Proponents of the leadership effectiveness theories argue that no leadership style is best for all situations (Grill, 2011:237). Leaders must apply their minds when faced with management problems and provide a situationally-relevant leadership style. In the context of this research, it is expected that school principals and DBE officials demonstrate critical, creative and independent thinking abilities as they use SA-SAMS data to facilitate and foster effective planning in their attempt to solve management problems. It is, therefore, expected that the application of the two broad bodies of theories

in conjunction with the Grounded Theory (GT) should help in resolving management problems. The next section deals with the organizational effectiveness theories.

2.3   ORGANIZATIONAL EFFECTIVENESS THEORIES

Organizational theory consists of approaches to organizational analysis (Sampson, 2012:11). Organizational analysis is the quantitative measurement of inputs and outputs, looking at effectiveness and efficiency.   There are many theories that focus extensively of the concept that pertains to the effectiveness of an organisation. According to Richard *et al.* (2009:56), the effectiveness of an organisation can be measured in relation to the extent to which it achieves its set goals as well as its value to the customer or client. The chief proponents of the organizational effectiveness are Hannan and Freeman (1970). The two theorists postulated that a logical way of measuring the effectiveness of an organisation is its ability to reach the desired outcomes. This is closely linked to performance. The concept of organizational ecology is used in arguing that the effectiveness of an organisation is influenced by the context in which it operates, that is, the ecology. An organisation that manages to perform well in a challenging context may be more effective than the one that does so without facing hindrances or problems

The concept of ecology suggests that an effective organisation can manage to adapt to challenges posed by the environment through producing positive outcomes (Hannan *et al.,* 1993:321). The chief proponents of the theory identify constraints as including, inadequate physical plants and equipment, challenges of competition or regulatory action, the human resource and raw materials. Most effective organisations are able to meet the required standard in spite of the challenges encountered (Hannan & Freeman, 1970:89). Hannan and Freeman (1993:237) point out that one of the strategies adopted by effective organisations so as to challenge disturbing circumstances is adaptation to the ecology or context. Current research has revealed that effective organisations use the resources at their disposal and adapt to the environment so that they perform as expected (Cronje & Smit, 2003:31). In other words, organisations tend to live within their means. In the context of this research, school principals should adapt to their environment and solve

the management problems they come across such as absenteeism from both teachers and learners, poor service delivery from DBE, late coming by both teachers and learners, just to mention a few.

Furthermore, Hannan and Freeman (1970) view "organizational inertia" as variables that hinder organisations from adapting. Damme (2016:233) have acknowledged that this inertia can be composed of physical plants which cannot easily change, employees that experts in a single field, limited management knowledge and the history of the company that has led to a particular way of doing things.

The chief theorists of organizational effectiveness focus mainly on the internal function of an organisation and they argue that organizational effectiveness rests on leadership effectiveness (Spillane, 2015:7). They believe that the most important aspects in organizational effectiveness are values, ethos, systems, structure, processes, organs, and goals as these help in fostering organizational effectiveness and an effective leader is needed to direct and steer the organization (Maitland, 2016:53).

The performance or success of an organisation is highly dependent on the qualities of those in leadership. This denotes a close link between leadership and organizational success (Schwella, 2013:21). In a number of times, leaders fail to apply the appropriate leadership styles resulting in the manifestation of unethical behaviours and this in a way affects the productive capacity of the organisation. In fact, good leaders should not entertain narcissistic tendencies as it will cultivate the proliferation of malpractices in an organisation.

According to (Balduck, 2016:42), studies have revealed that there is no single model of organizational effectiveness that is suitable for all organisations. Bass and Riggio (2003:32) contend that there are four models that seek to describe the effectiveness of organisations. These include the goal approach, strategic constituency approach, systems approach as well as the internal progress approach (Butle, 2016:81). The

applicability of these approaches depends on the manner in which the contexts present themselves (Damme, 2016:73).

It is also prudent to acknowledge that, for an organisation to achieve its set goals, proper management should be put in place. Proper management is a prerequisite in an organization as it can be argued that the standard of management has a big bearing on organizational effectiveness. The next section looks at Grounded Theory (GT) as it played a significant role in conducting the study from problem conceptualization to conclusion and recommendations. The next section looks at grounded theory.

2.3.1 Grounded Theory

This theory involves the selection and integration of categories of meaning form data in a sequential manner (Charmaz, 2006:242). One purpose of this theory is to accept emerging, contextual theories to develop directly from data. This means that grounded theory appreciates that, out of observations, new ideas may develop, and this relates to induction. In this study, the researcher applied the induction and deduction approaches to data analysis. This liberated the researcher from the "straight jacket" idea of hypothetico-deductive research (Pidgeon & Henwood, 2015:9).

According to Stanley and Wise (2015:29), induction assumes or believes that data speaks for itself. In this case, the role of the researcher is not prioritized.   In spite of this, scholars who criticize positivism argue that all observations are based on certain perspectives or ideologies. This means that the results drawn from an observation are highly dependent on the beliefs of an observer (Charmaz, 2006:19). In the same line of reasoning, the results obtained after an analysis of data are theoretical, since the whole process is hinged on particular questions form the investigator (Dey, 2011:11).

In conclusion, it is important to look at what grounded theory as a methodology aims to produce, the underlying assumptions it makes about the world it studies, and the way in which it conceptualizes the role of the researcher in the process of knowledge production.

Grounded theory was designed to identify and explicate social processes. Its techniques for data-gathering and analysis are designed to allow concepts and categories to emerge from data, thereby avoiding imposition of meanings onto data. The aim of the grounded theory's analysis is to produce theories that are truly grounded in the data, that is, theories that do not depend on external concepts that are brought to the data by the researcher, hence, has realistic orientation (Glaser, 2007:15). The kind of knowledge grounded theory aims to produce is that of processes that reside in the data and which can emerge from the data, with some help from the researcher. Categorization and theorizing are simply ways in which these processes are systematically presented to a readership by the researcher. As noted earlier on, grounded theory's positivist tendencies, however have been challenged by those who are attempting to develop a social constructionist version of the method. In the context of this research, the researcher utilized the three theories so as to proffer a workable solution to the educational management problem understudy.

In this research, four models of organizational effectiveness, namely, the Social Functions, the Systems Resource, the Goal and The Competing Values Approach (CVA) were used because, overall, they have greater similarity in the way they view organizational effectiveness. These four models were chosen since they emanate from the two broad bodies of theories, namely leadership effectiveness and organizational effectiveness (Gigliotti, 2003:232). Furthermore, the selection of the four models does not denote their superiority over the ones which were excluded. The next section discusses the qualities of the four models of leadership effectiveness.

2.3.2 The Goal- Setting Model.

This model reveals a relationship that exists between a challenging particular goal and performance of a task (Locke & Latham, 2013:45). Quinn *et al.* (2007:231) state that the goal model is task-oriented while at the same time being driven by set goals. This model emphasizes aspects which include planning, formulation of goals, productivity and clarity. What is paramount is that institutions should be able to compete effectively in a

competitive market culture (Hooijberg, 2014:191). In other words, through this model, the culture of the enterprise which constitutes strategic reasoning and planning is promoted (Quinn, 2007:233). This theory makes it explicitly clear that setting challenging specific standards encourages commendable organizational performance than simple encouraging employees to work hard, and that this positive effect is present in both self-set and assigned goals as well as individual and group goals (Lunenburg, 2011:6). The theory is confirmed by many empirical studies and can therefore be regarded as one of the most 'evidence-based' interventions in organization and people management (Dagilis, 2016:445). In addition, this shows that the effectiveness of setting goals can be improved if meaningful feedback is given or when progress is closely monitored. This can also occur in a situation in which people give detailed outline of how they intend to achieve the set standards (Hall, 2009:88). Finally, some recent empirical studies suggest that goals rooted in personal interests will have a somewhat stronger effect on performance than goals pursued for external reasons (Urich & Heck, 2006:186).

Although the setting of desired standards or goals can be recognized as an effective organizational intervention, Rapid Evidence Assessment (REA) argues that there are some factors that may affect the outcome of performance of an organisation (Elliot, 2014:346). Therefore, goal setting should not be considered as a one-size fits all treatment to enhance performance. For, instance, in situations where the task to be performed seems complicated and challenging, goals may have a negative impact (Elliot, 2014:348). Also, in circumstances where acquisition of skills by employees must precede performance of a task, the process of goal setting must be carefully observed. Locke and Latham (2009:35) view behavioural and learning goals as more effective than outcome goals which only lead to improved results after mastery of the given task. REA further reveals that the process of setting goals in an organisation should be sensitive to varying abilities that employees possess. This means that ability-based goals are more effective than those that influence the assignment of the same performance target (Lowe, Kroek & Vinitwanakhum, 2015:2 81).

In addition to these contextual factors, several personality traits have an impact on the link between the formulation of standards and the performance of related tasks (Dame, 2016:226). Several studies conducted in recent years have discovered that people with learning orientation mainly intend to improve themselves while those with performance orientation aim at doing better than others; secondly, the degree to which people set challenging goals partly depends on their self-confidence, personality and cognitive ability; lastly, the degree to which employees believe their own abilities can be developed predicts the nature of the goals they will pursue, as well as how they will pursue them (Hatta, 2015:124). Lately, studies show that a combination of very high targets and economic incentives may lead to behaviour that is not commended (Gigliotti, 2003:78).

Hall (2008:110) argues that goals seldom remain constant over time and are made more complex by the fact that organisations have multiple and frequently conflicting goals. Wilson and David (2009:37) expresses the same sentiments by saying that the goals change over time because organisations are in direct interaction with their environments. Wilson and David (2009:41) add that goal-setting is affected by competition, bargaining and co-operative governance and coalition relationships within the environment. This means that goals change as the organisations undergoes renewal and the goal model should not be used as the one-size-fit all but as a strength. This calls for leaders to be aware of these organizational dynamics to chart a way forward. Hall (2008:321) also supports that organisations are a battle ground for stakeholders, both inside and outside, who compete to influence the criteria for effectiveness to advance their own interests and agenda.

Despite the benefits of goal setting, critics of the goal model postulate that, the goal model –setting procedure has got its own limitations (Locke & Latham, 2002:123). According to Kobus (2016:341), linking the achievement of goals to monetary rewards may influence members of an organisation to set goals that can easily be accomplished. In certain instances, supervisees may set goals that they would have already accomplished. This creates cheating at work. Secondly, goal setting may influence organisation members to put more focus on what would be measured. In this case, those aspects of the job that

are hard to measure may be ignored. The adage "What gets measured is what gets done" applies here. Thirdly, the setting goals or standards seems more applicable in well-established jobs. This means this process may be too difficult in organisations where members are still acquiring the requisite skills or doing more complicated jobs is effective in established jobs, but it may not be effective when organization members are learning new and complex jobs.

Implicit, therefore, in the above discussion is that one problem with the goal model of assessing organizational effectiveness is the issue of which parties are to judge the performance of the organization with regards to its goals. Postlethwaite and Ross (2006:201) share the same view when they caution that planners should be aware of the process of collecting information with just their goals in mind. In other words, the goal model gives rise to a narrow view of organizational effectiveness which tends to be myopic and unidirectional (Gifford, 2016:173). Goal-setting is accepted as one of the most effective organizational interventions, although current and ongoing researches show that it may be impossible for it to apply to all situations (Ely *et al.,* 2011:97). Current researchers maintain that goal setting should be viewed by managers of different organisations as a prescription strength (Luneburg, 2011:13). This implies that visionary effective leadership should be exercised when this goal model is employed in organisations.

Related to the goal model is the resource model. According to Dennison (2007:174), the goal model is useful for the allocation of resources especially with a view to curb inequalities, redress colonial imbalances and to bridge the gap that results from differences in achievements. In many cases, children who require help and support attend learning centres or schools that have poor infrastructure, inadequate learning resources inclusive of technological devices, curricula that is less challenging and higher staff turnover (Kothari, 2013:111). The mobilization and allocation of resources that enhance the teaching and learning process is important to school reform efforts (Leedy & Ormrod, 2005:85).

2.3.3 The System Resource Model

System Resource Model is concerned with what the figure receives or its input (Butle, 2016:56). This model contends that the effectiveness of an organisation is related to its capacity to acquire important resources from contexts that are outside it (Schermerhorn *et al.,* 2004:44). A healthy relationship between the resources that an organisation receives and what it produces has an influence on the effectiveness of system resource application (Cameron & Quinn, 2009:19). Such an approach or system assists those in management to realize that organisations are elements of larger groups and therefore, should be viewed as such. This further implies that the activities that take place in an organisation affect other areas (Quinin & Kimberly, 2014:251). Furthermore, because of their quantitative characteristics, the utilisation of input and output measures of organizational effectiveness in the system resource approach seems attractive (Schumacher & McMillan, 2006:49).

However, this approach does not allow the giving of full details of how performance was reached since it is impossible for new ideas and discoveries to have an instant and direct observable impact (Hatta, 2015:55). Funding academic and research organisations for a long period of time does not imply that there will produce outstanding performance. In spite of this, Altschuld and Zhub (2017:178) observe that funders may continue to offer their services with the hope that gradually the sponsored organisations will improve their effectiveness and produce remarkable outcomes.

Hall (2009:113) claims that organisations compete for resources from the environment, to which Mandaza (2017:249) concurs - that organizational effectiveness in this approach can be described as the capacity of an organisation to sustain its functionality through acquiring scarce and important resources from its environment. The system resource model analyses the potential of administrators to effectively and efficiently distribute the available resources among a variety of subsystems. Altschuld and Zhub (2017:57) elaborate that the system resource aptly views an organization as a network of subsystems that are interrelated. The following are its classified needs:

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- The capacity of the organisation to utilise its environment or content in acquiring resources that are scarce but valuable;
- The capacity of the system's managers to recognise and appropriately interpret the actual features of the environment which is external;
- Maintenance of internal day to day tasks or duties;
- The efficiency of an organisation to establish and co-ordinate relations among different sub-systems;
- Capacity of the organisation to respond to feedback which pertains to how effective it is in the environment;
- Potential of the organisation to assess and evaluate the effectiveness of its decision-making process, and the
- Capacity of an organisation to achieve its set goals.

This means, then, that an effective organization is one that can acquire more resources than others from the government, parents, the community, and other interested parties like non-governmental organisations to sustain its own development (Chakrabarti, 2014:155).

Bass and Riggio (2015:79) note that the basic challenge governments face is how to allocate scarce resources between competing parties. Smit and Cronje (2002:82) posit that resources facilitate the attainment of an enterprise's purpose, mission and goals. Forojalla (2013:87) concurs with Zvobgo (2011:68) when he says that human resources in a country determine the pace and character of its economic development. Implicit in the above discussion is the fact that there are different goals any country can aim at in its educational development.

According to Dame (2016: 298), effective leadership centres on establishing a secure, supportive environment through a clear code of ethics and expectations in an organization. The effective organization goes an extra mile by creating a well-organised, nurturing environment both in and outside the work premises, where staff feel safe, at home and are appreciated (Dame, 2016:299). In the system resource model, the nature

of the roles and responsibilities of managers is dictated by the legal frameworks that are in place. This relates to policies and procedures. According to (Sharrock, 2012:38), the expectation is that individuals that have been assigned with management or leadership tasks should adhere to the availed internal systems or mechanisms and structures as this is crucial for tracking and reporting purposes. What is considered important in this case is to be systematic. This can be achieved through the application of robust systems inclusive of standardized regulating and monitoring mechanisms.

Newstrom and Davies (2006:213) posit that the system resource model encourages competition, which has the potential of producing negative side effects instead of positive results. Similarly, West and Thorn (2001:23) point out that resource acquisition in organisations does not just happen, but the process is linked to their goals. This means the system resource model is related to the goal model. Stakeholders also need to authenticate the information so that it is the right information to ensure that they are allocating resources to where they are needed most to prevent damaging consequences in future that may greatly affect curriculum delivery (Gerhardt, 2013:35).

According to Warner (2013:38), recent research on organizational studies contend that "good" should not be perceived as adequately "good" or the ultimate standard because such a view hinders organisations from achieving remarkable "greatness". This implies that managers in current organisations should aim to achieve greatness more than effectiveness. Such an attitude has a capacity to improve the production of the modern organisation. This also implies that the organisation can only grow on condition that the leaders aim higher. The system resource management continues to create a lot of debate among scholars and researchers on how to deploy various resources to ensure organizational prosperity (Spillane, 2015:335).

The systems resource model should enhance the achievement of an organizations' strategic goals (Barder, 2012:249). In other words, if an organisation has to reach greater heights it should utilize the potentials of its employees. According to Hatta (2015:119), it is quite significant to create a supportive environment for human practices

as this has an impact on the overall performance of an organisation. Assessment of organizational effectiveness depends on those human practices that can improve their performances. Therefore, it can be argued that leadership effectiveness plays a part in organizational management (Ely, 2011:131; Barder, 2016:251). The synergy of internal and external fit in the organisation create the required condition for organizational effectiveness (Bensimon, Neumann & Birnbaum, 2015:156). In view of these arguments, leadership effectiveness alone can never be used as a good measure of organizational performance but must be complemented by other work teams (subordinates) who are conversant with organizational culture of attainment (Balithazard, 2010:451). The system resource model is intricately linked to the social functions model.

2.3.4 The Social Functions Model

The third model is referred to as the "process approach". It primarily focuses on the process of transformation and is also determined to realize the level to which resources are officially utilized to provide services or produce goods (Balduck & Buelens, 2016:93).

Schermerhorn *et al.* (2004:127) assert that certain kinds of planning imply paternalism, where people are being given what is believed to be good for them and deprived of certain kinds of freedoms, lest they harm themselves. Therefore, in order to assess the extent to which an organisation meets the needs of a society, accountability to the public expectations is highly regarded. This is most applicable in capitalist educational systems (Mambo, 2013:23; Wahlstrom, 2014:231). The above statement implies that someone must decide on behalf of the members of a society what is good for them (Roger, 2015:63). In addition, the social functions model is a strong advocate of equitable resource distribution and this advocacy imply that the criteria used by educational planners to allocate resources to schools/institutions need to be acceptable to the schools (Walter, 2012:13).

In line with the above argument, Maitland (2016:117) maintains that the social functions model assumes that an organization is effective to the extent to which it is serving the

society in which it finds itself. Sampson (2012:21) concurs, noting that it is schools that are perceived by society to be achieving their objectives that are considered effective (well-functioning). Walter (2012:17) maintains that social systems must solve four basic problems - adaptation, goal attainment, integration and maintenance of the systems motivational and cultural patterns. Davidson (2006:123) states that the information collected helps in the establishment and organisation of relationships that exist among units of a system (Robinson, 2016:77). The above model is also linked to the competing values model as outlined below.

2.3.5 The Competing Values Approach [CVA]

Many social theorists have postulated that the definition of effectiveness has remained controversial despite its centrality in the literature of organisations (Rogers, Frierson, Holden & Mumford, 2003:145). The CVA mainly focused on research that identified the indicators of an organization's effectiveness (Quinn & Rohrbaugh, 2014:363). CVA analyses how an organisation affects the main stakeholders as well as their interests (Schermerhorn *et al.,* 2004:332). According to this approach, the effectiveness of an organisation can be determined by the satisfaction of all its sub-systems. This renders the CVA inclusive of all individuals that are linked to the organisation (Quinn & Kimberly, 2014:177). These individuals may assume different responsibilities which include being the consumers of products produced by the organisation, the resource providers, facilitators of the organization's production, the supporters and the main dependents of an organisation (Cameron & Quinn, 2012:51).

The Competing Values Framework (CVF) was borne from a number of empirical research that focused on the nature of the effectiveness of organisations. The first dimension is linked to the goals of an organisation, from an internal focus on individuals found in an organisation to an external focus on the organisation (Quinn & Rohrbaugh, 2014:113). The second dimension represents a deviation between control and stability, against change and flexibility (Quinn & Rohrbaugh, 2014:147). It can be noted that the CVA approach is also referred to as the "contradiction model". It states that effectiveness is a

multifaceted phenomenon (Schreens & Bosker, 2007:113). McMillan and Schumacher (2006:119) assert that an organization has such competing goals like: the internal versus external focus, control versus flexibility, stability versus growth, and human resource development versus productivity. In agreement with Hall (2009:89), McMillan and Schumacher (2010:129) add that organizational effectiveness involves structuring the organization to acquire sufficient resources to pursue and move to accomplish major goals.

The CVA has been evaluated as an effective model for understanding various individual and organizational phenomena inclusive of theories that are interested in organizational effectiveness, competencies required in leadership sustenance, the culture of an organisation, organizational design, stages of life cycle development, information processing, leadership roles, organizational quality and brain functioning (McMillan & Schumacher, 2006:125). Its robustness and resilience are some of the strengths of CVA. Its framework is considered one of the 40 most significant pieces in the history of business and has withstood the test of time in the changing economic trends and climate (Smit & Cronje, 2003:231). The CVA has been used in resolving some administrative management problems in the RSA schooling system.

The CVA can be utilized in several ways in an organizational environment. Most importantly, it can be considered as a guiding instrument in the development of management and supervision programmes. According to Smit and Cronje (2003:131), the CVA can further assist organisations to identify their existing and desired cultures. Also, the CVA approach can be used to examine the gaps as well as the needs that an organisation may have. Other possible functions may include using it as a teaching instrument and for assessment processes and to help organizational members better understand the similarities and differences of managerial leadership roles (Quinn & Kimberley, 2014:123).

Through an analysis of various ways of innovation, the CVA assists change agents to realize how the tension between competing forces can be used to influence positive

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development. These forces could be simultaneous pursuit of standardization and customization (Quinn & Rohrbaugh, 2014:137). The CVA is a practical strategy to assist various organisations to establish, adopt, administer and sustain change and innovation. Quinn and Kimberley (2014:141) view the model as the blue print for organizational effectiveness. Sharrock (2012:38) contradicts the view that an individual can become a master manager through an engagement with the four models that are cited by Quinn *et al.* (2014:141). An effective leader is viewed as one who is inquisitive, reflective on and utilises experience as a baseline to plan future activities.

CVA is a representation of a combined hypothesis which integrates various types of management styles, cultures, abilities as well as industrial dynamics, markets and financial valuation. It assists those in leadership to relate the practices adopted in their organisations with factors that influence development, which is the basic element that makes innovation possible (Andrew, 2016:142). A single strategy to attain organisational goals is to ensure that the methods adopted by managers in their administration are adequately effective (Cameron, 2012:141). This implies that the goals that managers set for themselves or their organisations must have a strong relationship with their practices. Michael (2015:321) points out that the CVA may be applied to a conglomeration of companies, business units, teams or organisations using the same process. Some of these uses are described below.

The CVA model can be used for strategic planning, especially, when considering the SAIP. It gives invaluable insights in mapping out the strategies and the resources needed to accomplish predetermined targets (Castetter, 2011:142). In addition, the model helps in the improvement of the overall tone and the schools' culture of teaching and learning, thereby, helping in the achievement of the mission and vision of the institution (school).

Secondly, CVA helps in improving performance management processes, such as, conflict resolution at work, dealing with cases of indiscipline among teachers (such as, improper association, indecorous behaviour, dereliction of duty, like assigning learners to mark other learners' work and updating official records). The framework also helps to deal

appropriately with a range of administrative tasks that result in the school being functional (Bensimon, 2009); it further enlightens managers and teachers by creating a shared vision and values for the accomplishment of set targets and the development of high-performing teams and leaders (Madanchin, 2017:18). Another application of the CVA, as noted in the current study, is to help school principals in launching team-building interventions in work places as a good practice towards making a school functional (David, 2015:33).

CVA also allows teachers to independently develop customized innovation processes on curriculum delivery, assessment of learners and empowerment works that help to keep them abreast with technological changes, thus, integrating innovation into existing processes. CVA's other role of helping in the organizational competency allows subordinates and managers to perform their mandates diligently (Cores & Hills, 2014:49). Most significantly, CVA helps in the launching of innovation and standard control initiatives especially on the SA-SAMS form.

2.6   SYNCHRONIZATION OF THE FOUR LEADERSHIP EFFECTIVENESS MODELS AND THE GROUNDED THEORY

In this study, four models of leadership effectiveness namely, the Social Functions, the Systems Resource, the Goal and the Competing Values Approach (CVA) were used as they have extensive similarity in the way they view leadership effectiveness. As companies restructure, reconfigure, rebrand, downsize, reposition and reinvent themselves, the new roles being created, tend to be team- oriented (Batliwala, 2011:127).

Bass and Riggio (2003:112) identify elements to consider in organizational effectiveness as goals, resources, clientele and the community in which the organization is embedded; these are found in all the four models of leadership effectiveness theories under review. These four mentioned models of leadership effectiveness, therefore, play complementary roles in that, planning practices used by policy-makers to achieve effectiveness in their policies are based on one, or a combination of these bedrock of the reviewed literature in

this section (Coombs, 2014:89). Schreens and Bosker (2009:347) concur with Rodgers and Badham (2012:124), who strongly recommend these leadership models as being effective and efficient in planning, if the leaders are given the right and reliable information. The scope of the four leadership effectiveness models, therefore, helps in contextualizing the research problem and shedding valuable insights from conceptualization to conclusion and recommendations of the study.

Educational management matters denote several processes which include the setting of objectives, planning activities to be done in a logical sequence, controlling the proceedings and making an evaluation of the outcomes. All this if done based on the overall aims and objectives of an educational institution (Musaazi, 2008:93). A sound understanding of the social functions model gave insights to the researcher on policy formulation at national stage or level. This is primarily concerned with cultural development, social, economic and ideological factors (Zvobgo, 2014:39).   In other words, the best method to reach remarkable advancement in such areas is through the development of human resources and provision of sound educational case. Education should supply or provide the society with individuals who have adequate skills, commendable attitudes, work ethics, moral and social values that can have a positive impact in the development of nations (McMillan & Schumacher, 2010:91). Furthermore, the educational system has to design a curriculum that responds to the expectations of a dynamic society, knowledge of the social functions model must enable school management teams to influence desired changes in the society while preserving the positive and desired aspects of its existing culture (Hallinger & Leithwood, 2013:13). Therefore, these functions call for the adoption of systematic and scientific strategies that are necessary for effective management of educational institutions. Such strategies possess qualities that have a direct influence on the production of both quantitative and qualitative changes in the entire education system. Education is a vehicle for socialisation (Glyn & Linda, 2002:15). There is need for management teams to be aware of this and to also design community service engagement activities to interact and foster good lasting relations.

A good understanding of the goal model paves way for the researcher to understand that for education to have a positive contribution to the attainment of national and developmental goals, education systems have to be dynamic (Goddard & Leask, 2012:86).

The knowledge of resource model is quite useful, so that the management teams can allocate and use the scarce and dwindling resources efficiently for education in the most effective and efficient manner (Gay & Airasian, 2016:167). The Systems Resource gives insights into budgeting, handling of school finances and above all, equitable allocation of the scarce resources.

CVA provides scope for educational management on issues like management science theories, duties of educational managers and skills that managers should possess (Fayol, 2017:71). A deep understanding of CVA enables management teams to design appropriate co-curricular activities, to mount staff-empowerment workshops (on curriculum-related issues), to manage the inevitable conflicts and work-related stress, amicably. CVA empowers management teams to develop and foster a healthy and conducive school climate. It gives insights into the necessity of maintaining of school records and evaluation of learners. An understanding of CVA is also required to manage and create institutions of excellence in the use and application of technology (David, Robert, Thompson & Michael, 2015:134).

The two broad bodies of theories, namely, the leadership effectiveness and organizational effectiveness theories in conjunction with Grounded Theory principles, concepts, techniques, skills and strategies, when appropriately applied to the research problem, should provide the much sought-after solutions.

2.7   CONCLUSION

This chapter focused on the theoretical framework that guided this investigation. A theoretical framework was viewed as a combination of sets of concepts, components,

assumptions and beliefs through which a study is conceived and implemented. The four models of leadership effectiveness - the goal, the social functions, the systems and the competing values approach - were reviewed in detail. These were very crucial in the study as they related to the use of SA-SAMS data in facilitating effective planning in the DBE. Lastly, the researcher synchronized the four models.

CHAPTER THREE

REVIEW OF LITERATURE

3.1   INTRODUCTION

The previous chapter dealt with the theoretical framework of the study. The current chapter discusses the reviewed literature of the study. The literature is hinged on the theory which guides the study. This theoretical framework connects the seemingly different but interconnected parts of the literature review (Hart, 2016:27). The researcher elicited data from both primary and secondary sources.   According to McMillan and Schumacher (2010:474), literature review is a summary and analysis of related literature to provide deep insights about the phenomenon. The function of the reviewed literature is to interrogate the findings of other researchers and authors which are closely related in order to benchmark the present study's literature review and act as the foundation of the study (Creswell & Clarke, 2014:465). The literature review amongst others highlighted some pertinent issues on the research questions as the overview was an endeavour to make a contribution to understand the various ways of failure by the Department of Basic Education officials to use information supplied to them through the SA-SAMS form.

The literature review served to offer the best platform to analyse the problem understudy. It provided the researcher with a background of what planning is, what information is and its role in planning. The SA-SAMS form, as a data-capturing instrument in the Ministry of Basic Education, was described together with other data-gathering instruments used in the same Ministry. Purposes of information and evaluation was then used to look at the effectiveness of information and evaluations for planning purposes. This section looks in greater detail the following issues-the literature gap, critical studies on measuring the effectiveness of an organization, challenges in implementing SA-SAMS tool, teacher and learner absenteeism, statutory mandate of principals, the role of the Department of Basic Education (DBE), integration of personnel and payroll systems, the collapse of the record keeping systems, the way in which security concerns and

electronic data can be manipulated, lack of accountability for electronic records, issues in human resources management system, best practices to improve the quality of computerized data in the SADC region, the linkage between practices of human resources and the performance of the organisation and lastly, evaluation of teachers and learners with particular reference to information supplied through the SA-SAMS tool in the Ministry of Basic Education. Since no known study addresses everything, this study started by identifying the gap in previous studies so as to position the present study in the academia schema. The next sub-section looks at the literature gap.

3.2   LITERATURE GAP

Hart (2016:28) asserts that the review of literature assists to discover the factors that are relevant to the phenomenon of the study. It helps to synthesize and gain fresh perspective and to establish the relation between the ideas behind practice. The reviewed literature functions to locate the problem in the proper context and to provide reasons for the existence of the problem. The structure of the subject or field is also built through a review of literature. The perusal of literature locates gaps that are existent in the available information in a given area (Eisenhart, 2017:51). The established dearth avails the opportunity for the researcher to contribute in the specific field.

This section critically reviewed the literature related to the extent, the effectiveness of information on SA-SAMS form, effects of poor service delivery and brazen malpractices and suggest the strategies that could be used to discourage these kleptocratic tendencies and endemic corruption. The ongoing literature review added insights into the research in question. This helped in the choice of the research design, paradigms, and methodology, sample and sampling procedures. The researcher looked at the literature gap in relation to the problem of effectiveness of some organisations, and studies conducted to assess and ascertain these organisations and lastly, at evaluation of performance.

According to Hallinger and Leithwood (2013:45), knowledge is lacking regarding the

effect on government and private sector officials on the use of computerized information captured through SA-SAMS form as highlighted below:

- The effect of unemployment resulting from 'ghost-workers syndrome' as previous research only focused on the implementation and use of SA-SAMS tool not linking it to unemployment;

- The integration of the SA-SAMS data to Human Resource Management System (HRMS) has not been properly researched on. This has been a fertile ground upon which unscrupulous activities have been carried out by corrupt departmental officials;

- The deliberate mismatch of SA-SAMS and HRMS tools has not been given the prominence it deserves, thus, creating a dearth needing to be clogged through means of empirical study, and

- Despite the prevalence of a number of pertinent educational issues rocking the Department every day and receiving the largest budgetary allocation from treasury since the advent of democracy in 1994, there is no single research to date that investigated the nexus between computerized information on SA-SAMS form and its effectiveness for planning purposes, by various stakeholders.

Whilst all gaps highlighted above are crucial, the treatise endeavoured to address the third issue that is, investigating the SA-SAMS computerized data and its effectiveness for planning purposes by various stakeholders. The research assessed studies conducted on the subject, identifying consensus and controversies among scholars. This entailed critical studies on measuring effectiveness of an organization, best practices to improve computerized data quality, human resource practices and organizational performance, and an evaluation to improve the implementation of the SA-SAMS form. The next section deals with the critical studies conducted on measuring the effectiveness of an organization.

3.3 CRITICAL STUDIES ON MEASURING THE EFFECTIVENESS OF AN ORGANIZATION

There is a large consensus on good practices to manage change and effect organizational continuity. The most recommended practices in a number of countries are effective teacher supervision, good leadership role of the school managers and monitoring of learner information. The monitoring of learner information is accorded varied priority levels in diverse nations (Cheng, 2014:18).

3.3.1 Cases of Measuring the Effectiveness of an Organization

In more developed nations such as Canada, the United Kingdom (UK) and the United States, they support monitoring of learners' information with the education systems that work well (Cores & Hills, 2014). Huge resources are put into systems that are used in the recording, tracking, monitoring and managing computerized information. They create master files to keep learner data and the data are only monitored by senior independent respected citizens, such as retired judges (Muathe, 2016:21). In these countries, they also pay considerable attention to data security to counter cybercrimes (Marse, 2017:321). On the other hand, in most underdeveloped African countries, the most common concerns range from data security, lack of infrastructure to capture computerized data, frequent break-ins especially during festive seasons and lack of technical knowhow in schools (Benedict, 2016:237). This is, at times, attributed to economic mismanagement, plunder of national resources and policy inconsistencies (Mandaza, 2017:17). The ongoing literature review addresses research question number three which talks to the effect of available infrastructure in schools to facilitate collection of computerized data.

In a comprehensive survey carried out by the World Bank (2016:132), in selected African States, East Asia, and Latin America and the Union of Soviet Socialist Republic (USSR) on the rational of the failure of control management systems, evidence showed that poor management of personnel in government, misguided growth, volatile conditions in terms

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of costs aggravated the situation. The resilient challenge in the management of human resources in selected nations relates to the strategies used to collect, capture, store and disseminate information on employees of government (Marse, 2017:123). The same author further notes that data regarding employment situation in government is normally unreliable and incomplete. The collapse in the systems created chances for the existence of frauds in the area of pay roll as exemplified by the trend of ghost employees. According to Cheng (2014:19), the main characteristics of the challenges in management information and data of personnel include the following:

- Personnel records that are weakly maintained;
- Information that is disjointed and associated payrolls, and
- Gaps in the control of data base of personnel and payroll information.

The literature review addressed the main aim of the study on the effectiveness of SA-SAMS data for planning purposes as informed by the evidence of malpractices and poor service delivery.

Governments in the SADC region have put in place measures to manage the quantity and costs of workers but without much success (Rehebock, 2014:123). Those strategies encompass biometric head count aided methods and census. The employment of these methods especially, to locate ghost employees in the pay roll have failed to realize desired benefits.

In the same vein, Zimbabwe, Uganda and Nigeria have recorded the worst cases of "ghost workers" (Neuendorf, 2015:121). Forensic audits carried out by reputable forensic auditors, like Klynveld Peat Marwick and Goerdeler (KPMG) and Deloittee, (Randolph, 2007b:117) to measure the effectiveness of public service in African countries, have produced various findings. A survey carried out in Zimbabwe by Ernest and Young, (Pfumelani, 2015:123) found out that government had more than 75 000 ghost workers on its payroll. This resulted in a bloated wage bill gobbling up to 97% of the fiscus. In the Zimbabwean case, there was lack of decisive action and political will to address the vice despite overwhelming evidence (Biti, 2016:8). This implies that

information can be set aside for political expedience (Mambo, 2013:127). In other words, officials may abuse information and may decide not to act on it, if it affects their political livelihoods.

In Zimbabwe opposition political parties have approached the Constitutional Court to reject the unilateral declaration of the Biometric Voting System (BVS). The major players in the manipulation of this system are the Zimbabwe Electoral Commission (ZEC) officials (Mandaza, 2014:67). Therefore, the biometric system is not error-proof. For example, in Nigeria, the incumbent head of state escaped being captured by the system in their last harmonized general elections in 2014. In short, officials may engage in collusion to thwart any organised success by taking advantage of technology to commit cybercrimes (Marietjie, Havenga, Christina, Moraal & Van Berg, 2015:29).

In addition, Barney (2016:21), has reports that the Zimbabwean Ministry of Finance is in the mode of plugging leakages. The forensic findings by the auditor-controller general, is that government was losing millions of dollars through organized leakages (Chiri, 2015:9). The audit highlighted the monitoring systems that use software which is not functional as well as misappropriation of money. The Ministry of finance which is the custodian of the national purse, is faced with severe problems of misappropriation of funds, leading to several personnel suspensions, dismissals and prosecutions (Kizito, 2014:15). The report further notes that there are no controls and there is a deliberate lax to implement corrective measures to arrest the situation. Marse (2016:13) contends that the situation has become a tangle of economics and politics. Implicit from the above report is that checks, and balances should be done to counter these nefarious activities. This point, in turn, addresses research question three and five on available infrastructure and what institutions can do to monitor the use of computerized data to guard against kleptocracy, respectively.

In Uganda, there was a massive transfer of the pay roll of local and manual workers in 1994 to a system of computers which was centralized to ensure the effectiveness in the quest to monitor and control entries (Mambo, 2013:113). Approximately, 20,000 'ghost

workers' in the pay roll of teachers which was being done manually were identified and removed as a result of the computerization and centralization of the control system (Babyegeya, 2013:114). The above scenario addresses research question five on what institutions can do to arrest collusion efforts by unscrupulous office bearers. Muathe (2016:41) raised the use of reliable information to measure the effectiveness of an organization. The author stresses the necessity of decision-making regarding information as a vital cog in any organization's proper functioning. The author further posits that for change to occur, correct relevant information and effective leadership (change agent) should be in place.

The fraudulent activities are believed to be linked to the failure to segregate the duties of officers (Beatrice, 2016:6). This affects areas that are mostly prone to embezzlement, misappropriation of public funds, and corrupt decision-making processes, for example, through the influence of external actors who are politically connected with regard to several decisions, including procurement of materials for teaching and learning as well as educator appointments (Mambo, 2013:116). It proves to be hard to avoid fraud in situations in which staff collude to cheat (Biti, 2016:18). In the past, organisations have been deprived of a lot of money in cases where massive workers come forward to claim unauthorized pay for over time. Cheng (2014:144) suggested that a master data file should be set up wherein wages need to be calculated, recorded and deductions well captured. The above suggestions address research question five on the turnaround strategies that can be done to mitigate endemic brazen activities in institutions to curb malfeasances.

Report of criminal activities from Corruption Watch in schools (RSA), headed by Davies Lewis (2018), show that endemic levels of corrupt activities have affected several areas of the education industry. Tendencies of vandalism that are a feature of dysfunctional organisations include "tenderpreneurship" and embezzlement and these conspicuously emerged at independence (Kgolagano, 2015:145). Furthermore, misappropriation of funds jeopardizes and threatens infrastructural development in schools, hence it jeopardizes curriculum implementation. Above all, it derails the successes of the reform

tool, SA-SAMS.

The implications of embezzlement create a lot of organisational instability particularly that education systems the world over have been known to drive the economic development of nations (Nziramasanga, 2015:15). Developing economies such as Singapore, India and China trace their development precisely to a vibrant educational stand point. In addition, administrative abuse in institutions of learning across the country derails prospects of economic advancement in South Africa and jeopardizes the future aspirations of the entire generation of future leaders (Hansraji, 2015:71).

Okonjo and Svensson (2016:9) similarly, report a shocking revelation in the Nigerian government. In part, the story reported that the finance minister announced that the government had saved about USD$11, 53 million when it struck-off 20 000 'ghost workers'. This further highlights endemic and deep seated corrupt tendencies in one of the biggest economies in Africa and also showing the extent to which nations suffer due to failure to curb vices that defraud their economies. In the same publication, Okonjo and Svensson (2016:27) report that the incumbent president vowed to stamp out endemic corruption in Nigeria. This only goes to indicate that it takes political will to act decisively and rid the nation of endemic corruption. Mandaza, (2017:56) complains that some politicians would rather consider loyalty and patronage and choose to allow such practices to persist at the expense of the nation.

The 'ghost-worker syndrome' in Nigeria has been a menace across all the tiers of government and has led to the state spending billions of naira because of money being siphoned through payments to non-existing employees (Muathe, 2016:51). Consequently, the geometric annual increase in wage bill has become worrisome, hence the Nigerian labour net has become saturated and has resulted in the nation's economy being put in jeopardy (Huano, 2014:27). The Nigerian government adopted the integrated personnel payroll information system (IPPIS) to address the management issue of 'ghost workers' in the public sector. Each employee is assigned a code, a tracking number and issued with a practicing certificate. These are some of the stringent

austerity measures to fight graft and addresses research question five. This development of an IPPIS was a valuable turnaround strategy that went a long way in helping the researcher with footnotes to propose a situational-relevant Integrated SA-SAMS Approach in Chapter six (See 6.2.4).

A census that was conducted between 1986 and 1988 in Ghana, did not obtain the anticipated outcomes. There was a disjuncture in the census figures and the pay roll that pertained (Muriel, 2017:129). Poissoon (2013:213) notes that Tanzania also conducted a head count of civil servants and the data escaped processing up to 1991. At the time of the final count, it was impossible to be sure of the veracity of the results. A repeat of the census in 1994 had its contradictions also. The Institute of security Studies in the United Kingdom (2014:11) showed that features of payroll fraud can affect even those companies that reflected the existence of effective internal controls. Regular frauds involving pay roll encompass:

- Harbouring ghost workers on the pay roll. This case is cultivated by organisation supervisors that keep blank cloaking cards and also distribute envelops of stipends to employees. Staff members that update the master file and at the same time give out pay packets exacerbate fraudulent activities;
- Voluntary errors in timing presents a different form of pay roll fraud. It entails including fresh workers on the pay list prior to their commencement of duties or retaining those workers on the list after they have terminated their contracts;
- Asking for a chunk of net salaries with an amount that is more than the needed quantity. This type is common in systems that used manual format. Paying workers through bank transfers can avail an opportunity for staff to alter figures or lists before submission to the banks, and
- Funds that are released for unauthorised overtime occur in situations whose authorisation of such work lacks proper control or in cases where the activities are not carefully reconciled with official figures for the month.

In the US and the UK, in an attempt to control learner information, policies on attendance are put in place to monitor the system (Cohen *et al.,* 2007:401). The policies allow for a

discretion to be made regarding authorized and unauthorized forms of absenteeism. The corner stone to monitor attendance and absenteeism of learners is the use of attendance registers. The guidelines for the use of registers consider individuals that are mandated to use them and the way in which they have to be completed. In the USA and Britain, computer systems are also employed to record, analyse as well as store learner information in efficient and reliable ways (Kobus, 2016:179-181). The above reviewed literature also addressed research question number three that speaks to the effect of availability of infrastructure to capture the information needed in the SA-SAMS form.

The governments of the USA and Britain have developed strategies to identify "ghost employees" through the suspension of bank-based salary payments and the adoption of cash pay system (Muathe, 2016:21). However, this pay approach has not yielded desired results as it is not easy to organize and administer it. In most instances, the cash gets lost and fraudulent activities tend to be distributed through the payment process (Shongwe, 2014:119) illustrates that without proper well-computerized data, nations will continue to lose out to organized frauds, when employees collude to defraud their organisations. Proper infrastructure and control mechanisms need to be put in place to curb organized crimes in institutions.

In addition, the World Bank Public Sector Report (2016:231) established that nations which are able to reap the profits of globalization are those that are reflective of comprehensive and developed sections of a public nature. Studies highlight the importance of efficiency and effectiveness in the management of human resources to enhance the performance of government for national development (Thinnes, 2015:123). It also evidenced that the particular structural characteristics of national bureaucracies improves the growth of the economy, leverage state performance and alleviate poverty (Thinnes, 2015:124). Studies have also demonstrated the impact of delineated factors in regard to the integrity and quality of public service and the high status that accrue from employment in the public sector. The linear multiple regression analysis by UN/DESA attest to correlation among merit-based employment, promotion and the integrity and

quality of service in the public sector. Increase in the wages of high ranking employees raises the integrity and quality of bureaucracies and the pride that goes with employment in countries that are not in Africa (Muathe, 2016:29).

According to Huano (2014:128), HRMS is not merely linked to the performance of an organisation but determines such performance. The World Bank Survey Report (2011:77) argues that while there is evidence of increased performance and effectiveness of organisations in response to effective management of human resources, there is dearth of information relating to clarity as to which human resource activities produce the most significant impact. Newstrom and Davies (2006:321) identify the following activities as impacting the performance of organisations; sharing of information, security of employment, selection, recruitment, limiting differences in status, self-managing teams and training of staff. It is paramount also to ensure individual activities of the organisations are properly aligned. There has to be synergy in operations. This carries the notion that the whole is greater than the total of its components (Kessler, 2012:143).

In a World Bank Survey report of (2016:43), the inability to properly control the records relating to finance promotes chances for fraud, revenue loss and obscures the planning of fiscus. Record keeping assists in making an audit trail of actions, transactions and decisions. The repercussions for shoddy controls can be observable in the provision of goals and services (Kaufmann, 2009:131). In order to guard against corruption and fraud, it is critical to manage records as this is a cost-effective strategy to such illicit practices. Record keeping systems serve to monitor access to information, the passage of records throughout the organisation and make sure reliable trail of processes is carried out. Audit trail reflects the link between the source of authorization, the actions of individuals and the date of an activity (Okonjo & Svensson, 2016:17). Accurate recording can be used to locate misuse, non-compliance and abuse in tandem with laws and regulations of the organisation. Corppotelli (2013:171) states that strategies for ant-corruption remain a pipe dream in the absence of records which are properly managed.

The basis to effective management of policy in government is the human resource consideration. However, most countries with personnel files that are paper- based have incomplete and hard to access information (Weideman, 2010:123). Reforms in the public sector tend to focus on a reduction in the size of the workers but governments usually lack the required data in regard to staff totals (data base) guide levels and dates of appointment to accomplish this task (Barney, 2016:131). The ongoing discussion notes the importance of accurate records keeping for effective decision-making.

Computerization will undoubtedly facilitate the retrieval of personnel information. At the same time, unless there is a very well-developed capacity to manage electronic records as legally verifiable evidence of entitlements, contractual obligations, policies, or transactions for the period required, a mixed media, paper/electronic, human resource information system is essential (Barnett, Barr, Christie & Hext, 2010:143). In other words, managing records accurately is the basis for effective service delivery and public accountability in development circles (Weideman, 2010:233).

The ability to manage as well as control reliable costs of personnel requires a data base of personnel that is detailed and accurate (Muriel, 2016:9). This kind of data base serves to provide comprehensive information as and when required, show shifts in the total number of civil servants, expenses incurred as well as new recruits and those exiting the system (Siyabonga & Glyn, 2012:107). The availability of stored information enables quick analysis and the verification of data such as that concerned with the financial bill regarding salaries. It is admittedly, a long-range goal to build such a data base. The South African government has tried since 2008 to curb the issue of 'ghost workers' by implementing the 'Biometric Aided Head Count' every year, on quarterly basis but little success has been achieved (Xolani, 2015:11). In the RSA, the DBE has also requested every serving educator and non- teaching staff to update their personnel profiles and every employee has a photograph in the SA-SAMS questionnaire. The above reviewed literature addresses research question five.

The current study examined the effectiveness of computerized information as captured

by SA-SAMS tool and how this computerized information was being used to address educational management challenges in the Department of Basic Education. These include, failure to use supplied computerized information resulting in the proliferation of 'ghost workers', 'ghost learners' and non-service delivery. It is well recorded, every year, that South African learners go for many months without teachers and without stationery and furniture despite all the information being timeously provided through the relevant reform tool (SA-SAMS) (Lewis, 2018:7). This information is in the public domain and is clear for everyone to see, as reported by Corruption Watch (RSA) in its quarterly reports in (2018:8). The latest (RSA) Corruption Watch Report (March 2018:6) found that learners go for long periods without teachers and stationery and the necessary paraphernalia.

The MEC for Education in Gauteng Province, 'publicly' begged for placement of about 17 000 learners in January 2016 as reported by Lebogang (2016:9) despite information having been supplied in October 2015 through SA-SAMS form. All the supplied computerized information is meant for school readiness and, most importantly, for forward planning purposes for the academic year ahead. In other words, it shows that the envisaged school readiness as per the ministerial policy for each coming academic year is a pipe dream. The next section deals with cases of 'ghost learners' in RSA schools.

3.3.2 Cases of 'Ghost Learners' in RSA Schools

The concept "ghost" learners relates to the actions of school principals that inflate the total number of learners illegally in schools they are managing for the purpose of acquiring additional financial support from the state. In relation to the issue of ''ghost learners'' in RSA, Sesant (2015:6) narrates a story on an investigation for 3 years by the Eastern Cape (EC) Department of Basic Education (DBE) on the matter. In part the story read, 'the preliminary findings of a three-year investigation by the Eastern Cape Education Department has uncovered that more than 30,000 learners do not exist, yet they have been on the provincial education system for years. One learner has, until

recently, been on the education system since 1952. The removal of the "ghost learners" will now save the department of more than R60 million according to the investigative journalist (Sesant, 2015:6). In short it highlights the fact that there is poor use of proper records or deliberate collusion by the DBE officials to engage in corrupt practices to enrich themselves (selfish ends). The above reviewed literature also addresses research question three.

According to Sesant (2015:7), the Democratic Alliance (DA) provincial education spokesperson, Edmund Van Vuuren (2015) noted that many school principals inflate the number of pupils in their schools for personal benefits. The DA provincial education spokesperson further claimed that high enrolment figures of learners translates into a higher grade for a particular school and that means a higher salary for the school principal as indicated by Sesant (2015:6). Implicit from the above article is the fact that school principals deliberately falsify computerized data collected through SA-SAMS fool for their own selfish interests. A lot of these schools are in deep rural areas and most of them are inaccessible by roads - with the result that they cannot be monitored as claimed by the investigative journalist (Sesant, 2015:6). Biometric aided individual counts involving teachers and learners started in 2010 but this has not succeeded in curbing the "ghost" phenomenon that is gobbling funds from the department as claimed by KwaZulu Natal (KZN) MEC for Education, Madlopha-Mthethwa (2015). In the same article, the MEC indicates that the principals of schools must be prohibited from committing frauds and kleptocratic tendencies. These include giving false figures on the qualities of teachers and learners, a situation which borders the education budget. Implicit from the above is that there is abuse of government resources. This would enable the DBE to win eliminating corrupt tendencies in most state departments.

The illegal syphoning of the government resources through the existence of the failure by the DBE to provide adequate ablution facilities and classrooms in schools that are located in various provinces. More than two decades after attaining independence, many RSA learners are still using mobile classrooms, pit latrines, poor sanitary facilities and mobile toilets due to malpractices bedeviling the education sector as claimed by

Vijayi (2016:12). The on-going discussion is very relevant in order to assist everyone concerned (stakeholders) in realizing that abuse of office and corrupt behaviour need exposure so as to counteract the long damaging consequences of endemic brazen corruption that deprives learners of a better future (Lewis, 2018:111). Suffice to note that if the money that is being lost through corrupt deals was being channeled towards education, RSA could have benefited a lot in terms of skills development. Education is the most powerful tool that can be used to change the world, as remarked by Nelson Mandela, in his State of the Nation Address (SONA) (1996:6).

Professor Labby Ramrathan an educational expert in KZN added his voice that the blame game in the DBE should stop (2015:3). The issue regarding 'ghost learners' and 'ghost teachers' was serious and very complex; hence, it needs a comprehensive system in place that could manage and authenticate information as to which school the learners are based using modern technology and identity documents (IDs). Managing migration of learners, drop-outs and absent learners and teachers was difficult because teachers did not know at what point they had to strike learners off the register (Xolani, 2015:7). The same author was quick to caution that, while there could be elements of fraud, it was dangerous to generalize since it demotivated honest school principals by painting them using the same brush. Also, the LTSM document, (2016:13) allows school principals to factor in a 10% enrolment increase to cater for migration of learners and other unforeseen circumstances. The ongoing literature review addresses research question three that talks about availability of infrastructure. It also puts into sharp focus the SA-SAMS form as data collecting instrument and whether it meets its mandate while also questioning the authenticity of captured data when a huge 10% projection is factored in.

As reported by RSA Corruption Watch (2013:14), a teacher at a school in Mpumalanga province robbed tax payers in South Africa of a lot of money through cheques that were received from the principal of the school. This happened while the culprit was serving as a state agent and not in anywhere partaking in the instructional duties. At another school, the principal, colluded with Verona Drinkwater, a ghost teacher to be illegally remunerated for two years. The teacher was presumed to teach a Grade seven class.

This teacher completed a false attendance register and claimed to have been on sick leave. The same school principal claimed that another teacher was being paid for marketing the school rather than a teacher (RSA Corruption Watch, 2014:13). The above reviewed literature illustrates beyond any shadow of doubt that some DBE officials collude to defraud the system and points out the weaknesses of the SA-SAMS form as a reform tool.

One concerned stakeholder, in 2016 remarked that the phenomenon of ghost employees would be a foregone problem if the South African Minister of finance is much concerned about the issue. Curbing the problem would reduce the bill of the public sector pegged at R345 billion. The anonymous stakeholder (2016) believes weeding them out wound cut the R345-billion public sector wage bill. Gordon (2016:11) believes that this kind of crime is unaffordable and has to be contained to curb wasteful expenditure. He proposed and implemented austerity measures such as wage freeze of perpetrators to deal with ''fake workers'', hence, the reviewed literature addresses research question number five.

RSA Corruption Watch executive director, Davies Lewis (2018: viii), commented:

> *"The case of 'ghosts' is important for two reasons - firstly, it is about a practice, namely, the paying of ''ghost workers'', which is extremely widespread and, collectively, cost millions; secondly, it is about corruption in schools. We have received many reports of school-level corruption. While the sums of money involved may be relatively small, the impact is great and has far reaching consequences. They make the difference between having an additional teacher or not, a library or not, an extra classroom or not. People who willfully deprive our learners of opportunities for a better education should not be allowed to get away with it"* (Lewis, 2018:11).

In short, the long arm of the law should be allowed to take its full course and due processes should be allowed to prevail, without fear or favour.

To sum up, causes of "ghost" learners in South African schools are largely due to acts of corruption from school principals who deliberately falsify enrolment figures of learners by over-estimating their numbers. The national project coordinator of SA-SAMS,

Carrinne (2016) contend that most of the "ghost" learners emanate from poor records found in schools, especially, on admissions and attendance registers. The national coordinator concludes that this poor record system, lack of checks and balances by departmental officials and lack of ethical behaviour are the root causes of the proliferation of malpractices rocking the DBE. The next section looks at the research instrument and how it was developed.

3.4   HISTORY OF SA-SAMS TOOL

Schools Administration Systems (SA-SAMS) is an idea borrowed from developed nations, namely, United Kingdom, United States of America and China (Hansraji, 2015:6). The main aim behind the development of the software was to enable public institutions to manage efficiently the smooth transition of large volumes of manual records into computerization of records (David, 2015:81). It was a way of trying to deal with educational management challenges and to maximize efficiency in service-delivery initiatives. SA-SAMS tool was developed, maintained and supported by DBE to enable it to move away from manual systems to computerization. The SA-SAMS is a tool that involves a computer application system which is advanced and properly maintained. It is created to address the concerns of management, governance and administration in schools in South Africa. These include the specialized, full service, private and public schools. The tool EMIS focused to help the institutions, DBE and the PEDs to keep records, report and analyse statistics in ways that permit the beneficiaries to also develop the solution (Hall, 2017:7). The collection of data is done nationally though the LURTIS. This process is used for further data analysis by the system for coming up with decisions that are effective for the realisation of goals. The SA-SAMS form has seventeen main characteristics (Marietje, Havenga, Christina & Salome van Berg, 2015:47). The SA-SAMS is a government-funded school administration system. Based on the current relevant legislation and policies from the DBE, the use of SA-SAMS as an administration system is not mandatory, however, it is important that schools utilize any School Administration Management System (SAMS) that complies with the SA-SAMS data format standard and is supported by all relevant policies developed within the Department

of Education (SASA, 2017:27; Hall, 2017:4). Failure to submit the required data to the Department can affect school grants, funding and other government-subsidized initiatives (SATU, 2017:2). The next section deals with the main features of the SA-SAMS form.

3.4.1   Characteristics of SA-SAMS Tool

The section below looks at the main characteristics of the SA-SAMS form as contained in the Government Gazette Number 38228 (2017:9). The seventeen main sections require details on-general school information, human resource, financial assistance, curriculum-related matters, learner resource information, learner and parent information, timetabling, governance information, library information, learner listing, standard letters and forms, export data, physical resources, security and database functions, IQMS functions, curriculum assistant and LURITIS. Looking at the above listed main characteristics, it clearly shows that the tool is very useful in performing administrative and educational management functions as well as creating a good foundation for educational management in RSA schooling system (Botha, 2016:71; Hall, 2017:23). The next section deals with challenges of implementing SA-SAMS form.

3.4.2 Challenges of Implementing SA-SAMS Tool

The researcher looked at challenges encountered in the implementation of the technological reform tool. Studies by Thinnes (2015:35) reveals that the challenge in America is basically about implementation and not the adequacy of decision making and strategic thinking. According to Ansoff (1988:39), "It is no trick to formulate strategy; the problem is to make it work". Dower (2011:79) concurs, "we strategize beautifully, we implement pathetically". Bradley (1999:19) observes that 10% is for developing the plan while 90% is for full implementation of that plan. Floyd and Wooldridge (1992:27) concur that it is instead easy to craft the path for process but hardest to influence the organisation to put into practice the innovation priorities.

The above excerpts were quite relevant to this research study because they indicated that educational planners may have a lot of information at their disposal but may fail to use it effectively for organizational prosperity.

The SA-SAMS tool is not error-proof as noted by Hall (2017:15). One of the greatest challenges of the tool is that it fails to print achievement reports in the fourth quarter after learners would have been condoned due to age or number of years in a phase (Hall, 2017:15).

Generally, high-income countries like UK, USA, Canada and Israel, are yet to conduct surveys that have a national focus and anchored on precise review of the data on learners in order to calculate the gravity regarding 'ghost learners' and 'ghost teachers' and their implication on unemployment in a nation because these countries rely on administrative data (Marietjie, Havenga, Christina, Moraal & Van Berg, 2017:3). The data is obtained mostly from the Educational Management Information System (EMIS) Unit in the Ministry of Education (MoE). The captured data has less significance at the micro-level than at the macro-level. This implies that it is useful for policy makers than for the management of schools. This could also explain the observed trends in South African schooling system, where school authorities do not show much concern on the SA-SAMS form completion (Carrinne, 2016:2). Muriel (2015:18) concurs that authorities underestimate the national and global importance and implications attached to the computerized data captured and its dissemination thereof. The reviewed literature is useful in showing the appropriateness of some administrative instruments, namely, the admissions register, class attendance registers, period registers and log books for clocking in and clocking out at work and staff and learner movement records. In other words, without the mentioned source documents, the institution is regarded as dysfunctional (Jackson, 2017:4). This section of the reviewed literature also addresses research question one, on the perception of school authorities who do not attach any importance or show concern about the SA-SAMS tool.

According to Rhenebock (2014:121), in the RSA, in 2013, the DBE, EMIS unit in its Statistical Report, showed that there were 30 027 established schools and registered independent educational institutions that submitted survey forms (SA-SAMS). According to the National Education Policy Act (2013) the Minister of Education is supposed to monitor as well as evaluate the way in which education is provided, delivered and performed through the utilisation of statistics for the sector (Lebogang, 2012:18). The above can be achieved if and only if the SA-SAMS data is accurately collected, captured, stored and properly referred to for decision-making. This reviewed literature addresses research question two. The next section looks at absenteeism of learners and teachers.

3.4.3 Absenteeism of Learners and Teachers

Ehrenbergetal (2009:124) in the US, conducted a study on placement of learners into language competency categories. In 700 school Districts, in New York, in 1986-87academic years, it was found that in 381 Districts, on the average, annual learner absenteeism in terms of days was 1,9. This represents a rate below 2%. Cheng (2014:119) also established a rate of learner absence of 2.3% at one of the United States of American districts between 2003 and 2006. This covered absence due to sickness and official duties such as school tours and extra-curricular activities. Absences that invoke the use of discretion such as personal illnesses that are short term and stay away of a day or 2, attracted 415, truancy and illnesses which are medium term 18% while feigned days accounted for 15% of absenteeism. All this data should be accurately supplied and meticulously analyzed to facilitate forward planning by the policymakers so as to enact policies that can be used to plug the leakages and loss in valuable instructional time. The above reviewed literature addresses research question three.

Table 3.1: Summary of Teacher Absence by Country- Comparative Study

Country	Scope of Study	Author	Period	Total Number of Days in a Year	Absence
USA	State of New York	Ehrenberg	I986-1987	195	5% 9teacher leave +professional
USA	1 district	Miller	2002-2005	195	5.3% 9teacher leave +professional
England	National	DCFS	2008	195	2.6%(sick absence
Canada	National	Statistics Canada	2008	200	6% without professional
Australia	Queensland	Bradley	2001-2002	200	3.1% discretionary leave days
Israel	Jewish sector (80% of teachers)	Rosenblatt	2002-2003		5.8% (sickness, family responsibility and personal leave days.
Ireland		Auditor	2009	183 primary & 167 posts primary &	4.6% 9primay & 6.4% post primary teachers
RSA	National	Khulisa Audit Study commissioned by DoE in 2008	2009	Grade R to FET senior phases.	6.4% family matters, 4.9% clinics. 4.1% & 5.5% primary and secondary teachers.

(Statistics Canada & DBE-Statistics, RSA)

In Canada, (see Table 3.1) in 2007, teachers in primary and secondary schools absented themselves from duty for 10.1 days on an annual average. This was a result of disability, family and personal duties and illness (Kaufmann, 2009:34). The rate of leave was above 5%. According to statistics Canada 2009, 71 to 81% of absence between 1998

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and 2008 was due to disability and illness. In England, the Department of Children, Family and Schools (DCFS) (see Table 3.1) revealed that 58% of staff in education went on sick leave in 2008 (Leyton, 201:33). Teaching in particular, had 5.1% days of sick leave on average in the same year (DCFS, 2009:67). According to Sharrock (2012:13), the report of the Auditor general in Ireland in 2009 (see Table 3.1) showed that the absence of members of the civil service from duty was 4.6% for teachers in primary schools and 6.3% from teachers in positions above those of primary education. Neuendorf (2015:78) reports a rate of absence of 5.8% between 2002 and 2003 in Israel due to family, sickness and personal leaves. As a result of incentives to limit discretional leaves in Israel, 71% of leaves were recorded to be due to certified leave of sicknesses and only 11% deemed to be unofficial (Newstrom & Davies *et al.,* 2006:87). Klitgaard (2016:112) conducted a survey in Queensland, Australia (see Table 3.1), on abuse of leave owing to discretion. It emerged that 3.1% of teachers at primary schools went on discretionary leave while 2.9% was recorded for teachers at secondary schools. Altogether, 86,7% of the teaching staff enjoyed days of absence in 2002 (Klitgaard, 2016:113).

Related to this, is the study commissioned by the DBE, (RSA) in 2006-2007 conducted by Community Agency for Social Equity and Joint Education Trust (CASE & JET). Its main purpose was to establish reasons for learner absenteeism in RSA public schooling systems and assess the capability of the systems that are in place in the monitoring for the reduction of such absence in schools. The main reason for learner absenteeism from classes were cited as inadequate transport, poverty, lack of parental involvement, food insecurity and sickness. In response, the government enacted concrete comprehensive policies dealing with learner transport, feeding schemes (NSNP) and mandated schools to have literate SGB members who are the custodians of the schools (Rosebelt, 2009:95). The SGB is a powerful instrument, engaging in the governance of the school, and could exert its influence in virtually all activities in the school (Rhenebock, 2014:102). Suffice to point out that SGB is a statutory body which has been created by the (RSA) laws to govern schools.

In relation to this, a question was posed in Parliament seeking the response of the Minister on whether the Department of Basic Education kept a record regarding teacher absenteeism for 2009.

> "*Yes, information on the absence or leave is routinely collected and captured on the PERSAL system'. However, over the years the department has recognized that the school-based teachers' absence information on PERSAL is not entirely reliable due to under-recording as resulting from various* challenges" (Motshekga, 2010).

It was revealed that the rate of absentees for the year 2009, was 8%. However, there was a recommendation to improve the way in which leaves were administered through the system. To enhance the reliability of the results of the PERSAL system, studies were to be conducted to play a complementary role as a strategy to realize accurate figures on teacher absence (Vijay, 2010:29).

According to DBE (2010), a research was conducted in 2009 to analyse the PERSAL data on the uptake of leaves by teachers in the education system (Vijay, 2010:31). As a proxy measure the outcomes of a 2008 national snap survey by the Khulisa Audit research was brought into the fore. The ultimate rate of absenteeism was thought to be around 8% nationally. This is very high and unacceptable. The above reviewed literature addresses research question four.

The 8% rate of leave encompassed all forms of leaves inclusive of official and unofficial absence from duty. Those included sanctioned occasions such as involving participation in school business activities such as meetings, workshops, educational excursions and sporting outings. 5% rate of maternity leaves were discounted owing to the success of administrations in countering such absenteeism. The 8% rate of absenteeism translates into about 16 days of absence by each teacher per year and creating a huge negative impact on instructional benefits (Vijayi, 2010:103). It further highlights the usefulness of administrative instruments, such class attendance registers, period registers, movement registers for both learners and teachers,

admission registers and leave registers in schools. In other words, without these source instruments the school can be rendered dysfunctional (Mweli, 2013:23).

Table 3.2: Summary of Rates of Teacher Absence by Province in 2009 (RSA)

Province	Absence Rate (%)
KWAZULU NATAL (KZN)	10.3
LIMPOPO	8.8
GAUTENG	9.4
FREE STATE	7.2
WESTERN CAPE	8.2
NORTH WEST	8.9
NORTHERN CAPE	8.5
MPUMALANGA	8
EASTERN CAPE	10.5

Source: (DBE 2010, EMIS UNIT)

According to Shongwe (2013:7), South Africa has the highest rate of absenteeism in the entire SADC nations. 10% of teachers are recorded to be absent from duty for an average 19 days per year. The Minister of Education indicated that a biometric system would be introduced to log-in teacher attendance incidents to curtail the high levels of absenteeism by teachers in schools in South Africa. This would allow a lot of instructional time to be available to the learner, who is the most valuable client in the system. To the poor learner, (the most valuable client) it simply means that a lot of instructional time is lost.

This is a worrying trend that impacts negatively on learner achievement (Mugijima, 2016:21). The average rate of teacher absenteeism in the SADC nations stands at 9 days of absence per teacher annually. The DBE (2013:19) states that there were 392 000 teachers in the public institutions in the country in 2012. If that total number of teachers is multiplied by the average rate of absenteeism for each teacher (19 days),

a whopping 7.5 million days become the ultimate sum of the total number of days in which teachers are absent from duty. The ideal is for teachers to arrive early for lessons and to spend the duration of the day on instructional purposes. In 2013, Motshekga promised to introduce a computerized clock system to improve teacher attendance.

In England, statistics exists comparing the rates of absenteeism for teachers with that of other departments or occupations. The percentage rate stands at 3.9% foe social workers, 5.2% for health workers, midwives and nurses, 4.6% for central government employees, 5.2% for field social workers and 3.2% for teachers. This data is pivotal for planning processes, hence, they should be meticulously captured, stored and jealously guarded to avoid distortion (by falsification) (Damania & Butle, 2016:15). This is well supported by Callahan and Clark (2015:11) who argue that planning keeps one from fumbling through half-digested, not-carefully understood content and from making mistakes. If one is to avoid "fumbling or making mistakes" then he/she should have accurate information at his/her disposal to work with.

Leedy (2017:102) explains planning as the process of establishing and clarifying objectives and determining the policies and procedures necessary to meet the objectives. Without correct information the chances are that wrong goals and objectives will be set, leading to wrong policies and procedures. All these emphasize the need for planning to be based on accurate and reliable information as this would impact positively in-service delivery matters.

Another concern is that, public office-bearers are undermining the noble efforts attempts of the government of South Africa to redeem the population from the state of abject poverty (Burrup & Brimley, 2012:41). The state has committed much investment for empowering people through the provision of educational opportunities. This is a strategy to eliminate bottle-necks which were established by the apartheid government to disempower blacks economically. The government has built a lot of schools and availed

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requisite resources (Dye, 2002:23). Affordable quality education is being provided to citizens, a situation that has placed South Africa in an enviable position in the African continent and beyond (Dekker & Lemmer, 2013:42). It now the responsibility of public office bearers and school administrators to consolidate the achievements which have been realized. However, it has been noted that some of these officers have worked to reverse national gains at costly proportions (Madonsela, 2016:123). Merwe (2009:122) observes that the school room philosophy in a generation can be turned into a government philosophy in another generation. Mbatha (2013:120) posits that areas that are mandated to develop learners need to reflect a high degree of responsibility.

Kgang (2016:30) argues that public schools cannot be absolved from the corrupt activities evident in other government sectors. Since the inception of the schools RSA Corruption Watch (RSA), headed by Davies Lewis, its campaign has been particularly directed at corrupt activities in schools. 10 000 reports of corrupt claims were recorded and investigated, and culprits have been subjected to various disciplinary procedures (Corruption Watch, 2018:7). Forms of corruption encompass misuse of school finance and property. This is the most common form. Others include stealing supplies of the national school feeding programme, appointing staff through favouritism and selling examination materials in exchange for sex RSA (Corruption Watch, 2018:9). The above reviewed literature addresses research question four.

Reports from South African Council of Education (SACE) indicate that irregularities in the management of schools continue to increase. The 2009/2010 report reflect that 413 complaints were recorded while 10 000 occurred in 2016/2017 report. The Western Cape and Gauteng have recorded the most reports with Mpumalanga, Eastern Cape and Kwazulu-Natal following suit. The reports border around abuse of funds earmarked to maintain infrastructure, failure to upgrade learning materials, improper associations of teachers and learners and feeding learners. In the same manner, RSA should emulate good practices from its neighbours, for example, Botswana in the country's attempts to reduce corruption to acceptable levels (Lewis, 2018:232).

Reports also involved areas such as procurement of goods and services inclusive of flouting of tender procedures, salaries of ghost employees, chains of procurement and construction work in schools (Steyn, 2008:102). In reference to the increase of corruption at schools, Kaufman (2009:122) attributes the problem to skewed cultural values and character. Therefore, it is critical to subscribe to the recent approach to consciousness that focuses on upholding new forms of commitments and insights. The desired approach endeavours to create responsible officials that emphasise adherence to moral standards and a type of accountability that surpasses the self-serving nature that is prominent in most human beings (Moyo & Mabaso, 2014:231).

The corruption watchdog, Transparency International (TI) supports the above views as it recently pointed out, on 29 November 2017, that the country (RSA) lacked accountable, effective and ethical leadership leading to poor and ineffective management (Moyana, 2007:27). Moyana (2007:147) further argues that it is the social system that gives birth and supports corruption as it tends to reward those in positions of wealth, fame and power as well as a situation that lacks political will. The next sub-section looks at the statutory mandate of school principals.

3.4.4   Statutory Mandate of School Principals

School principals are called upon to assume roles as mandated of them by the legal instruments. These authorize them to craft broad decisions that they need to make with accountability, transparency and diligence (Moyana, 2007:32). As such, principals are regarded highly by society compared to teachers that that have less authority than them. They need to enforce professionalism as they act to realize quality in educational standards. The interests of the schools should always be put ahead of individual managers (Kessler, 2010:76).

The tasks of school principals need to go beyond their own interests (Steyn *et al.,* 2008:54). In the quest to prioritize the functions of the school, principals have to exhibit moral leadership which is hinged on mutual aspirations, social values and shared needs

instead of personal power. This presents them with challenges as they operate in situations vested with varied beliefs and values and to respect the existence of a multitude of ethical considerations in decision making (Manabele, 2016:187). Mutshanang (2015:206) asserts that principals of schools have to adopt actions that seek to transform practices and beliefs as they endeavour to create leaders in subordinates. Principals are supposed to display unquenchable moral uprightness at all times.

Based on the above, school principals need to craft new paths for the school, set fresh goals, adapt practices, parade innovative visions and ensure other stakeholders are motivated in democratic frameworks (Steyn, 2008:221). Such leaders should share good managing responsibilities (Matilda, 2015:86). They have to cultivate an environment of transparency, openness and participation to guard against corrupt tendencies at school. It is pertinent that principals enforce the values of tolerance, respect diversity equality and team work in order to implement sustainable interventions in schools (Mugijima, 2016:99). According to Steyn (2008:68), chances for collaborative work need to be created through sharing and dialogue among all players in education. It has to be remembered that the kind of authority that principals exercise is dependent on the kind of ethical principles that individual leaders embrace (Kessler, 2012:118).

It is a known belief that all participants work hard in order to ensure they manage schools with immense effectiveness. However, McMillan and Schumacher (2010:65) note that the amount of vested powers that principals build around themselves increases their susceptibility to temptations of looting and dishonest behaviour (Kgang, 2016:123). This is supported, by Klitgaard (2016:138) who argues that absolute power corrupts absolutely. As such, school principals need to understand their inherent social and cultural attitudes in reference to their professional demands (Kludging, 2015:32). Mambo (2013:83) adds that the background, subjective qualities, sensitivity, personal qualities and disposition influence the way in which their authority is exercised in the context in which the school is located.

Leyton (2013:158) conducted a study in which school principals emphasized the intense ethical orientations they possess as well as their inability to exercise them. However, a survey of the views of the principals reflected an opposite light as they sometimes ignored principles to survive in the profession, to maintain relations and as a demonstration of sympathy to colleagues (Keller, 2010:29). This affinity for survival is contrary to the expectations of the humanist approach and which makes principals to succumb to corrupt practices such as falsification of learner information for their own personal benefits, the focus turns to another view of corruption as brought about by a system that rewards people with unrestricted fame, wealth and power (Kaufman, 2009:156).

Principals of schools can effect the decentralization power in schools that they preside over. This assists in creating power that is shared for the total ownership of decisions that are developed. The ultimate goal is the creation of institutional autonomy (Keller, 2010:33). Matshidiso (2016:245) indicates that decentralization is also associated with deregulation of the economy which also creates suspicions of bribery, nepotism, favouritism and patronage. This usually takes place in environments where proper professional orientations are scarce.

It can also be argued that the value of corruption on the development of values and attitudes is not highly significant. Mugijima (2016:249) posits that the cultivation of the values and principles of ethical standards can break the cycle of corruption as well as help to improve the managerial acumen in South African institutions. An understanding of the negative effects of corruption ideally, helps the principals and the community at large to support the creation of an ethical code of social accountability (Catholic Commission for Justice and Peace (CCJP), (2015:12). A corruption-free society supports good governance, transparency, accountability and development. The next sub-section looks at the role of DBE in integrating personnel and payroll systems.

3.5 THE ROLE OF THE DEPARTMENT OF BASIC EDUCATION (DBE)

This section discusses the role of the Department of Basic Education as follows:

3.5.1 Integrating Personnel and Payroll Systems

To address the ineffective management of computerized data collected through SA-SAMS tool, a system that integrates pay roll and personnel is necessary and an envisaged panacea to corrupt tendencies. It would also assist in improving the capturing of personnel data, the processing of pay roll and avoid duplication of duties (Neuendorf, 2015:231). The system has the following identification features:

- A centralised data for personnel that is automating;
- Data base is linked to three control functions for personnel, inclusive of budget for personnel expenditure, administration of payroll and complementing and
- Facilitating the update of payroll and data base of personnel.

This system is operational in Nigeria and Tanzania. It works with an institutional establishment that has been approved. The management and operation of the toll is presided over by the central personnel department that makes sure that the recruitment of new personnel is done after approval for the vacant position and that adequate funds are available for the post (Cheng, 2014:67). It has an updated record of the entire employees of government. The system provides checks and balances on operations and ensures that organisation posts relate to the number of posts that are approved as approved and catered for in the budget (Muathe, 2016:121). It makes it easy for adjustments to be effected on the payroll after authorization based on verifications (Weideman, 2010:57). The system is cost effective with fast outcomes. Inconsistences are detected quickly and addressed (Matilda, 2015:13).

Kessler (2012:49) posits that man stands as the source of all problems rather than money. Funding is preserved when used by people that are experienced and trained in

the related profession. These people are able to achieve objectives even with meagre resources as they possess the skills to even draw wealth form barren sources (Mambo, 2013:212). This statement is relevant in the sense that it gives a clarion call to all office bearers to exercise moral uprightness, high levels of probity and restraint when dealing with public funds. The quality of HRMS personnel is crucial for enhanced performance of the public sector and the development of the nation (Matilda, 2013:23). This implies that nations should implement reforms in HRMS as this is the area that offers value for money and which should be addressed prior to a focus on other intricate initiatives. It is basically the political will and commitment that should give impetus to a recast of HRMS in the civil service (Venkatraman & Heck, 2016:45). The experiences of the last decade in Latin America and Africa attest that the reduction of poverty and economic development cannot be attributed to weak institutions of government (Matilda, 2016:39). This also applies to state of economies in transition as evidenced in the 1990s. The next section looks at the collapse of the record keeping systems.

3.6   THE COLLAPSE OF RECORD KEEPING SYSTEMS

World Bank Report (2016:71) advances that systems of record keeping are weak in a lot of countries even to the point where they barely function or have actually collapsed. This phenomenon is especially so in nations that were historically under the dominance of European governance (Moyana, 2007:19). Such countries had record keeping formats that were structured to support centralized civil service which was small but manned by adequately trained staff. The countries were introduced to a European model of registration which was centralized so that documents were registered and controlled at a focal point. It was also common for workers in this area to commence their profession and proceed to retirement without advancement (Matilda, 2015:45). These workers developed a deep understanding of the value of managing information. The advent of independence with its democratic norms progressively resulted in a drop in public administration (Mandaza, 2017:44). The legal resources Foundation Report also reveals that the transition to democracy led to informal practices being brought in to supplement formal rules and created a situation where vibrant administration of public

information ceased to play prominence in the provision of employment (Coltart, 2010:321). This calls for institutions to have a clear road map for putting the necessary mechanisms of checks and balances to avoid loss of data.

The gradual increase in the civil service triggered a related rise in the movement of paper to the collapse of official methods of business, which then encouraged the use of adhoc techniques (Hall & Hord, 2015:123). A growing tendency occurred where institutions developed the practice of decision making in the absence of records (Coltart, 2010:334). This orientation is a recipe for disaster. The governments ran short of resources to store records and support workers to manage the recording keeping processes. The incentive to ensure record keeping systems were effective basically diminished. Biti (2017:17) argued that the desire to build and maintain well the records was hampered by the urge to cover up many forms of irregularities such as financial abuse. Eventually, the records lost the value of providing entry points for befitting recruits.

Biti (2017:19) states that the record keeping process deteriorated due to the use of ill-trained and less experienced employees. It also became difficult to meet the needs of modern states through the indexing and file classification systems of the colonial regimes (Kaufman, 2009:111). It is surprising that the deep-seated culture of keeping records remained despite the loss of value of those records to the institutions (Ropper & Folkman, 2014:133).

Ideally, it became difficult for staff to authorize the destruction of records in the absence of guidelines and rules regarding items that should be kept and the period of storage of such materials (Corppotelli, 2017:33). Gradually, registries were crowded with old materials as to cause the eventual collapse of the system. The collapse of record keeping in most nations, has however, been met with advancement in the management of records especially in North America, Australia and Europe (Ropper & Folkman, 2014:129). It is worrisome though, to note that advances in technology has had little impact in nations that seem to need them desperately. This implies that countries should invest liberally in record keeping as records are synonymous to the nerve centre of a

human being (Kgolakagano, 2015:29).

Literature in record management has been difficult to obtain due to an availability of foreign exchange and ineffective communication systems (Siyabonga & Glyn, 2012:101). It can also be argued that the organisation of requisite materials may still not help the situation as a result of falling conditions in the area of record management. This has caused the delay in the introduction of current records management behaviours (Biti, 2017:13). This implies that accurate records are a vital component for any effective planning.

The beneficiaries of information are cognisant of the problems that bedevil the retrieval of the needed information though not aware of the available solutions to the challenge (Michael, 2016:27). In most instances, they lack an appreciation of the intricacies of developing and keeping record systems. This arises from a lack of an understanding of the linkage between faulty record systems and the broader challenge of public administration (Kludging, 2015:23). This tends to relegate the necessity of reforms in the priorities of governments. This situation has also been worsened by the donor support to governments (Booth, 2011:15). These donors do not attach much significance to the desire for reforms in the management of records as a strategy to realize the objectives of gifts. This occurs despite records being used to support the participation of donors in the wide range of commitments of governments. The following is a list of selected symptoms of weak record keeping practices:

- the loss regarding the building and usage of records;
- inability of access;
- official records in a state of disarray;
- availability of conflicting information on a similar issue or lack of authentic data;
- unavailability of contextual evidence concerning the data and source of data;
- the susceptibility of electronic data to change or manipulation;
- lack of user-friendly technological systems for retrieval of records, and
- abuse of records through unauthorised access or alterations.

In other words, proper record keeping is a pre-requisite for any serious institution. This implies that organisations that have their record systems in shambles are likely to collapse like a deck of cards. Block (2013:128) laments that fraudsters and would-be criminals take advantage of the poor record systems in an institution to advance their malfeasances. The next sub-section looks at the reasons for the continued neglect of records.

3.6.1   Reasons for the Continued Neglect of Records

Management of records occupies an area of neglect in the public-sector reform agenda. According to Johanne (2015:19), record keeping has degenerated in value to the extent that it has become an insignificant aspect of the development paradigm. This is despite the need to have strong record systems in the planning process of regulatory measures and development programmes. However, it is common for the essence of records to be trivialized (Biti, 2017:6). Ian (2009:123) believes that records are critical in a democratic state as donor organisations and governments trust that data is available to support arrangements in regard to the constitution and to frame memories of institutions. It is when the unavailability of records obstructs developmental goals that their importance become apparent. However, an assumption exists that record keeping challenges will be resolved through the use of computers (Barney, 2016:212). This is a serious grave miscalculation. The above reviewed literature addresses the research question number three. The next section looks at challenges of electronic governance and electronic records.

3.6.2   Challenges of Electronic Governance and Electronic Records

Governments, the world over, are presented with the opportunity to utilize Information and Communication Technology to avail information to citizenry and businesses, harmonize functions of the public sector as well as enhance the participation of people in government discourses (World Bank Report, 2016:118). This may entail the provision of computer access to available information or electronic services such as registration

of learners, marking of examinations and processing of returns (Dower, 2011:13). Electronic governance is helpful in addressing barriers of distance and increasing the speed in which services can be delivered. However, it has problems related to the rule of law, accountability and the consolidation of organisational memory (Muriel, 2016:107). Marietjie, Havenga, Christina, Moraal and Van Berg (2015:145) state that glitches exist in harmonizing the functions of ICT, for example, and the quest for the lawyer to access reliable evidence. ICT facilitates the processing and manipulation of information while lawyers rely on stable data (Muathe, 2016:9). In other words, certain unscrupulous individual may take advantage of technology to commit cybercrimes.

It is critical to ensure electronic system offer information that is supported by evidence as the interaction between the people and the state increases (Ian, 2009:35). It is normal for the population to desire their rights to be documented and protected in an electronic system just as on a paper format. This then calls for information that is uploaded to be carefully recorded and managed (Michael, 2016:9). There has to be an inclination to consider content, structure and context in the preserved data so that it remains relevant in the increased duration of its access (Johanne, 2015:104). It is pertinent that the concern to provide service and to protect human rights be at the centre of the use of electronic governments (Neuendorf, 2015:8). The management of this system cannot be relegated to ICT experts alone. Record managers like school principals, company directors, consultants, need to assume key roles just as those at the conception and development of the electronic programmes of governments (Mutshanang, 2015:117).

The EMIS Unit is an arm of the DBE which is mandated with the role of developing as well as maintaining a comprehensive information system of an electronic nature. The next sub-section deals with fragility and manipulability of electronic records and security issues.

3.6.2.1 Fragility and the manipulability of electronic records and security issues

Records that are stored electronically in unfavourable conditions are prone to destruction and loss (Michael, 2016:67). The alterations in temperature and amount of vapour in the atmosphere can affect the magnetic features of tapes and disks, causing the loss of part or the entire information. Information that is recorded electronically can also be lost owing to limitations of power, power surges or power cuts. This is frequent in situations that are devoid of emergency backup equipment as noted by a web analyst and software developer (Newstrom & Davies, 2006:38).

It is also possible for electronic information to be over written and manipulated (Parazzi, 2016:7). There needs to be vibrant security measures to prevent records from being deleted or lost without the awareness of the responsible organisational authority. This demands care to be taken by the organisation as it occurs without any visible signs on the storage media and the situation of the computer (Dower, 2011:121). The above discussion implies that individuals can take advantage of technology to manipulate records and distort information for their malfeasances. This literature is very relevant as it supports the earlier claim that some unscrupulous school principals and DBE officials collude to falsify personnel data and learner information to enrich themselves. The literature also addresses research question two. This calls for stringent security measures and supportive pieces of legislation (policies) to stop would-be offenders and deterrent punishments to be meted out speedily.

In relation to this is the non- integration of the SA-SAMS data to HRMS tool (Hall, 2017:18). This means that the SASA Number 84 of 1996 document needs to be revisited, reviewed and speedily amended to be comprehensive. This has been a fertile ground on which unscrupulous activities have been carried out by corrupt DBE officials (Kgolagano, 2015:9). The deliberate mismatch of SA-SAMS and HRMS tools has not been given the attention it deserves, thus, creating an area that needs filling through an empirical study. HRMS allows personnel to be monitored electronically through their PERSAL systems and this curbs the rate of teacher absenteeism and proliferation of

'ghost employees' whereas the SA-SAMS tool collects computerized data for the EMIS unit. The two systems should perform complementary roles especially on transfer ins and transfer outs. The EMIS Unit is the one that coordinates the SA-SAMS form and the HRMS data. The above reviewed literature addresses research question five. The next sub-section looks at issues of human resource management systems (HRMS).

3.6.2.2   Issues of Human Resource Management Systems (HRMS)

Electronic records by nature are highly reliant on technology regarding their development and storage (Kaufman, 2009:213). As such, they need to be managed in a computer-based environment over a period of time. An increased level of sophistication is required in the management of electronic records. This results from the fast rate at which computer software and hardware attain obsolesce (Hansraji, 2015:19). Information that is stored in audio tapes, for instance, requires to be transferred to a new storage medium after every 5 years of storage (Michael, 2016:29). Optical disks have a longer life span in the storage of records but the software for the use of retrieve or access such information gets obsolete owing to the absence of standards in the facility (Thorncroftis, 2016:121). This means the infrastructure to maintain a sound recording system should be tightly monitored and all necessary steps taken to ensure their safety.

The ability of the government to effectively deliver on its mandate to the South African public hinges on the quality of its human resource base (Mugijima, 2016:18). Human Resource Management Systems (HRMS) is critical as it relates to improved management of human capital and meticulous handling of issues that obscure optimal delivery of services (Muriel, 2017:44). Such concerns encompass recruitment and selection, compensation, safety, moral orientation, mindset, organisational development, management of performance, AIDS/HIV, communication, motivation, training and administrative support (Corppotelli, 2017:133). The scope of HRMS is very complex and broad. In 1994, with the advent of democracy, a wide spectrum of policies and legislative statutes were crafted (Neuendorf, 2015:51). However, the million-dollar question relates to the extent to which the existent frameworks and policies have been put in place to expedite the quality of HRMS in the public sector (Mugijima, 2016:21).

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An assessment of the state of HRMS by the Public Service Commission (PSC) has become of focus in South Africa. Corppotelli (2013:122) advocates that directors as well as managers should steer "ahead of the curve, and at the same time, when situations arise that involve allegations of fraud, they must have adequate resources they can depend on to help and guide them through those events". Corppotelli (2017:371) further posits that managers should liaise with forensic accountants, auditors, internal ethics officials and attorneys in the management all of the different arms and different parts of the risk that are out there that they face".

One of the key recommendations made is that the HRMS and other data collecting agents like EMIS Unit should be harmonized and play a complementary role (Hall, 2017:51). It can be argued that the powers-that-be lack political will and commitment to address the malpractices in the DBE. It has also become imperative to question the mismatch of HRMS and SA-SAMS tools as it is an open secret that they are not playing complementary roles. The RSA government has all the resources at its disposal needed for the curbing of all the malpractices and malfeasances bedeviling its DBE and other departments, but they fall short where it matters most, the implementation stage (Mgijima, 2016:3).

According to Corppotelli (2013:215), the HRMS Department has to work with third party fact finders, internal and external legal counsel and auditors to ensure they possess and curb malpractices which impact negatively on service delivery. Implicitly, it means the DBE has to improve on checks and balances to curb brazen endemic corrupt activities. In short, the DBE should continue to make sure its HRMS activities meet the highest standards of probity. One other way is to carry out an evaluation of the tools used to collect computerized data by an independent, internationally- reputable auditing firm.

According to the latest AusAID Financial Report of (2016:75) the construction of firm institutions is a pertinent aspect of development that is pivotal in efforts to control and contain corrupt practices to acceptable levels. The Supreme Audit Institutions (SAI) has endeared itself in assisting to encourage financial management practices that are sound,

and which are desired for a transparent and accountable state. However, it is reasonable to believe that the full potential of the institution has not been realized as its entire capacity is not immediately observable (Kaufman, 2009:7). SAIs is perceived as the legitimate watch dog of the interest of the public. In the developed world these have shifted to a focus on "ethics in the public service" (World Bank Report, 2016:76). It would be wise for RSA DBE to embrace the contributions of SAIs to make the departments of the government accountable and transparent and should consider having partnerships with the corporate world. The DBE needs also to establish links with audit institutions as well as the other "pillars of integrity," such as judiciary, media and parliament in fighting corruption (Mugijima, 2016:29).

Michael (2013:17) outlines the major functions of the EMIS Unit such as coordinating and connecting main stakeholders as partners in the sharing of programmes. It also works to:

- carry out surveys in schools-including the development of tools, administration of tests and data collection;
- organise, process as well as complete and clean data;
- analyse, interpret and utilise educational data;
- publish, distribute and disseminate outcomes to users of educational data;
- promote support systems on decision making;
- monitor and evaluate EMIS activities, and
- train people in EMIS at all levels.

The above view provides sufficient evidence to the fact that the RSA DBE needs to link the HRMS and the SA-SAMS tools to play complementary roles. The above system is quite relevant to this research as it points out a grey area relevant to the SA-SAMS tool challenges and addresses research question three. The SA-SAMS instrument has no checks and balances like the master files which independent and responsible senior officials can reconcile (Hall & Hord, 2015:15). Lack of such checks and balances is indicated in a study conducted in 2007 by CASE & JET on absenteeism of learners in schools in South Africa. Rosebelt (2009) shows how the system creates a fertile ground

for system manipulation. The next sub-section looks at the lack of accountability of electronic records.

3.6.2.3 Lack of accountability of electronic records

The authenticity of records of information relies on the presence of contextual data which serves to connect them with the operationalization and administration of organisation activities (Thorncroftis, 2016:124). The electronic system has to record trustworthy information regarding the creator, date the information was propounded and how it was used. The reasons for the development of information and the related function or processes need also to be availed.

One of the challenges to electronic records is the inability of the system to locate the area or person that is accountable to manage those records (Jackson, 2017:23). A lot of organisations are very careful on whom they assign the role of being accountable for the financial and human resources as they are repercussions for the abuse of those resources. Records function as an important resource but these occupy varied positions of importance in organisations (Ian, 2009:28). It is easy for records that are stored electronically to be lost if no specific individuals are assigned the role of safeguarding them (Steyn, 2008:39). Keeping of records is less of a technical concern and much of a management imperative.   There is need for managers in charge of archives and computer records to make sure they are well protected. The above literature review addressed the research question five.   The next section deals with best ways of improving computerized data quality in the SADC region.

3.7 BEST PRACTICES TO IMPROVING COMPUTERIZED DATA QUALITY (SADC REGION)

Countries with firm frameworks for accountability and growth in terms of statistics in education include Zimbabwe, Mozambique, Lesotho, Zambia and South Africa (Huano, 2014:8). These countries have standing legal instruments pertaining to the statistical data of the nation and specify the responsibilities and roles of bodies that are involved.

The partners in the statistical records of the nation strive to make sure the culture of quality is developed and maintained (Mandaza, 2014:8).

The participating partners in the keeping of the national statistics collaborate extensively at both the regional and central levels, especially in countries such as Lesotho, South Africa, Swaziland and Botswana (Muathe, 2016:79). The Ministry of Education exerts leadership influence over the District EMIS and the relationship of EMIS and the central statistical office is sanctioned by policy (Kgang, 2016:9). Members working at the national statistics offices are attached to the Ministry of Education and assist in the collection of relevant data on educational issues (Jackson, 2017:13). This underscores the importance attached to EMIS Unit as a data warehouse.

The EMIS serves as the sole authority that gathers information from the Ministry of Education and its duties are accepted by all departments in that Ministry (Kizito, (2014:11). In Botswana, political leaders support the growth of an EMIS Unit and encourage the improvements to be effected in the areas of research, statistics and planning. The ongoing discussion illustrates, without doubt, the importance attached to schools' computerized data for forward planning, in any serious nation (Forojalla, 2003:35).

The role of the EMIS as a strategy in human resource is backed by policies which mainly relate to recruitment, training, retention and values. It is also put to action through the provision of technical, human and financial resources as in RSA and Zambia (Fagerland & Saha, 2009:28). The function of EMIS also adheres to international norms such as the International Standards Classification of Education (ISCED) (Michael, 2016:23). Data gathering, dissemination and revision are also supported with policies and instruments. The instruments for the collection of data are as detailed as possible as evidenced in countries like, Mauritius and Zimbabwe (Mandaza, 2014:26).

Procedures for compiling, recording and disseminating statistical information across the system of information in South Africa respond to standards in the international arena (Deuseng, 2014:17). Statistics generated from the administration of the school census is transmitted between 6 to 12 months of resumption of studies for the year in Zimbabwe (Castetter, 2011:29). Those who release statistical figures on the performance of sub-sectors of education compile their own reports in the shortest possible time, as observed in Mauritius (Glyn & Linda, 2002:5).

On preparing for questionnaire distribution, labels are produced and attached to the forms (Jackson, 2017:6). In addition, brief sessions are conducted between workers and the decentralized levels and the EMIS unit. The sessions focus on the way in which the questionnaire is completed, verified, validated and the calendar for data collection process created (Hall, 2017:35). There is always a great effort that the EMIS Unit makes to engage in oral practices. A prefilling of the data gathering tool assists to maintain a master file of institutions. In Namibia, this is used to control errors and cater for missing data (Kgang, 2016:19).

Training at the sub-national level is done by EMIS workers while regional teams and circuits provide support at the local level. It is imperative that registers that are standard be employed at the level of schools but the measures for quality control are operational in countries such as RSA and Namibia (Kgang, 2016:4). The presentation of data trends takes place in meetings of management in a situation that discusses schools with losses or gains in enrolment as in RSA, Zimbabwe and Namibia. School principals are mandated to see to it that there is smooth running in terms of SA-SAMS especially with regards to Internet facilities and 'patches' to update the SA-SAMS tool software. High professional practice is observed in examinations and tests are carried out on a regular basis to assess the quality of education in countries such as Namibia and South Africa. The physical model that is used internationally in the central data base appears to be effective. This approach employs modalities of variables in a systematic way and this enables queries to be addressed through SQL as in Zimbabwe (Mandaza (2014:10). To ensure best practices are carried out in the SADC region, the system has infused a

number of concerns inclusive of data collection, capacity building and quality management. These issues are summarized below.

In the SADC region, central statistical agencies operate at varied levels of development and reflect different abilities for the management of statistical data (Neuendorf, 2015:12). Disparities exists in the Ministry of Education regarding issues of delegation of responsibilities, mandates and quality standards, which has led to uncoordinated training in these identified areas (Leedy, 2007:37; Block, 2013:11). The post-secondary education sector experiences challenges in the provision of resources to propel statistical functions due to lack of co-ordination with regional levels and the central ministry (Parazzi, 2015:13).

Most SADC States are faced with a weak or absent EMIS policy (Marse, 2017:7). The mandates for data collection are opaque and there is subdued capacity for the building of statistics as usually reflected by the adequacy of employees and the occurrence of expertise Moyana (2007:17). This strategy for human resources scarcely regard the relationship between EMIS and the capacity for statistical development. However, issues relating to the retention and recruitment of staff are lingering concerns in the SADC nations. The retention aspect tends to be worsened by centralized procedures for procurement (Matshidiso, 2016:17).

It is reality that resources to compile statistical data are inadequate (Benedict, 2016:8). The shortage of infrastructure and bottle-necks for accessing computers at decentralized levels are common complaints in the SADC countries. In cases where resources are available, query tools for user friendly purposes are normally absent or not related to the needs of particular countries (Manabele, 2016:21). Lack of a budget or slow procedure on financial matters derail the implementation of planned tasks related to the gathering, analysis and distribution of information (Kludging, 2015:14). This calls for governments in respective countries to allocate sufficient resources to facilitate efficient data collection. Lastly, the sluggish way in which educational sectors and EMIS Units collaborate lead to incomplete, adhoc, unstandardized collection of data (Mutshanang,

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2015:45). Absence of harmonisation in the formats of data also confuses the process of extracting data and dissemination of outcomes. This could explain the issues of poor service delivery in some provinces, in RSA (Mugijima, 2016:19).

The immediate and emergent call is for regional countries to strengthen their capacities for the collection and processing of data. Officials in charge of administration in schools are either reluctant or excluded in the gathering of data and reporting of information and this impairs compliance efforts by officers in the educational regions to satisfy mandates of data collection (Kludging, 2015:6). In some instances, the matters of data collection and processing are not addressed in ways that prevents complications or deferred response. The methods of computing data lack systematic application while strategies to address missing information seriously lack. There is again, a flaw in the existence of systems to monitor omissions and errors in the data (Kludging, 20015:7).

Failure to integrate the data bases in the ministry of education with that of central ministry cause stunted collaboration with the statistical office in the country. The tertiary sectors and the Technical and Vocational education and training (TVET) areas are not connected to the central statistical data base (Mugijima, 2016:45). Therefore, the education sector fails to derive benefit from the skills of employees at the central statistical agencies (Randolph, 2007:62). In order to understand the performance in education through the role of quality data, it would be necessary to encourage a scrutiny of varied data sources inclusive of poll opinion surveys conducted by reputable bodies such as Afrobarometer and KPMG. Statistics in education are rarely circulated especially those related to Millennium Development Goals (Matshidiso, 2016:17). Statistical year books usually focus on raw data while uploading on the internet is irregular. Incomplete and delayed provision of information at local levels results in delays also in reporting at the international level (Deuseng, 2014:41).

Evidence from participating countries indicate that the process towards enhancing the quality of data that is computerized is steadily growing. This suggests that beneficial practices might be realized in the absence of huge financial expenditure as long as a

conducive environment is created (Dower, 2011:43). The decision makers need to dedicate their attention to the prime principles guiding computerized educational data as a strategy to guarantee its quality (Muriel, 2016:33).

The role of international, national and regional professionals in reviewing the Education Data Quality Assessment Framework (Ed-DQAF) has hugely improved the instrument and has further helped SADC member States to align their individual data collecting instruments to international standards (Parsons, 2016:67). Suggestions from a number of consultants in the region have given birth to a tool for collecting data that is acceptable and stable for use in Sub-Saharan Africa (SSA) (Pfumelani, 2015:56). The application of the ED-DQAA method has produced a benchmark to monitor and evaluate improvement in the quality of statistical data. The next section looks at the fit between human resource practices and organizational performance.

3.8   A   FIT   BETWEEN   HUMAN   RESOURCE   PRACTICES   AND ORGANIZATIONAL PERFORMANCE

Current literature advances the view that human resources play a pivotal role in the performance of an organisation through crafting a link between practices of managing human resources and selected factors in the organisation (Mambo, 2014:41). This lack of variable is evident in the current Department of Education (RSA). The SA-SAMS and HRMS tools should complement each other rather than compete to achieve effectiveness in the civil service as currently, the two departments are working diametrically parallel rather than them playing complementary roles (Hall, 2017:12).

In reference to the essence of linkages in organisations, researchers have identified two main types as well as two classes of practices of human resource (Leyton, 2013:123; Musaazi, 2008:112). The extent to which practices of human resource support each other is known as internal fit but the degree to which the components of the management of human resources fit the stage of organisational development is referred as external fit (Dame, 2016:88).

Human resource practices and policies that are technical relate to functions of personnel which are traditional while activities of the human resource strategy involve concepts such as job designs that are team-based, practices for quality improvement, empowerment of employees and flexible work places. This also includes studies to establish the strategic needs of the organisation and the sharpening of skills to implement the competitive strategy of the institution (Robinson & Pearce, 2008:17). Kizito (2014:37) identifies the perspectives of fit which encompass profile deviation, gestalts, moderation, co-variation matching and mediation. A specific methodology is required for each particular fit. It is important to note that government educational planners may collect a lot of data but fail where it matters most, that is putting them into use. This research aimed to examine the effectiveness of information for planning purposes. SADC States have tried various measures to limit the costs and size of employees (Mandaza, 2014:19). These measures embrace biometric- aided headcount, cash payments to control ''ghost employees'', early retirement of employees, establishment of a corruption watchdog (RSA Corruption Watch) and centrally-imposed ministerial personnel expenditure cuts (Biti, 2017). The next section looks at evaluation.

3.9   EVALUATION

Fagerland and Saha (2009:134) say that in the course of administering the affairs of a school system, judgments concerning organizational personnel are inevitable. There are many reasons for appraising personnel performance. Castetter (2011:61) argues that one of the compelling reasons is to improve effectiveness and efficiency of each member so that he/she contributes maximally to the achievement of purpose. Rossi and Freeman (2011:77) explain that evaluation is a means of determining the extent to which set goals are achieved in an organization. Goddard and Leask (2012:18) state that the concept of evaluation relates to activities in which product quality is subjected to organised study. It demands individuals or groups of people to collect, analyse, interpret and report findings about certain characteristics of an entity. The above statements imply that any human endeavour needs to be evaluated to see if it is doing what it was initially designed to. It is in the light of the above arguments that the SA-SAMS form, as

a data gathering instrument, needs to be evaluated to find out if it is really supplying the data it is supposed to since the proliferation of 'ghost workers' and 'ghost learners' in RSA schooling systems put the management problem squarely on SA-SAMS tool. This calls for assessment for validity and reliability to be done on the instrument. Suffice to point out that information is of vital necessity for educational planning purposes and that this information has to be as timeously supplied as possible. The next sub-section looks at the rationale for evaluation.

3.9.1 Rationale for Evaluation

Rodgers and Badham (2013:33) present evaluation as a systematic endeavour to collect and analyse data for the purpose of making informed judgements. Rossi and Freeman (2013:103) indicate that evaluations are done to identify ways to improve the delivery of interventions. Rodgers and Badham (2013:15) and Rossi and Mahlck (2009:79) hence, advocate that evaluations be done to meet accountability requirements of funding groups and for the development purposes. Dye (2002:28) adds that evaluations may be done for planning and policy purposes; Fullan and Seigelbauer (2011:79), Shipman (2009:85), and Hallinger and Leithwood (2006:119) support the point that evaluations may contribute to substantive and methodological social science knowledge. Using a mix of methods in monitoring and evaluation can raise the standard of the assessment (Ehrenbergetal, 2009:89). Evaluation influences the triangulation of information from different assessment tools in ways that a single strategy compensates for the weaknesses of others and provides a cross-check on the findings of the study of the same phenomenon (Bamberger & Segone, 2011:332). Multiple methods allow for complementarities; different methods can explore different elements of a programme and the results of one method can inform the development of the next. Using mixed methods helps to uncover paradoxes, contradictions and new perspectives. The next section looks at forms of evaluation.

3.9.2 Forms of Evaluation

Rodgers and Badham (2013:18) give three forms of evaluation - the formative, implementation and assessment of a programme. Hallinger and Leithwood (2013:129) clarify the point that formative evaluation is also called "process of evaluation" and it is meant to increase the impact or reduce the costs per unit of impact of a programme. Rossi and Freeman (2013:135) elaborate that formative evaluation assesses the conduct of programmes during their early stages.

The literature indicates that pre-testing any intervention programme is advantageous if people are to reduce costs of implementation. Dower (2011:23) says that programmes often get transformed by implementers and thus it is necessary to find out what actually transpires at the point of delivery; this is a pertinent issue when reference is made to the SA-SAMS form. School principals have a direct benefit from completing the form and as such there is a likelihood of information being distorted or falsified to their advantage. Their (school principals) grades are determined by the enrolments of their schools and this in turn determines their remuneration package. It is, therefore, necessary to evaluate whether the information being supplied is relevant and accurate for effective planning. Goddard and Leask (2012:107) state that assessment of programme utility is done to know the degree `to which a programme satisfies its intended objectives, impact and rewards in comparison to costs. Rossi and Freeman (2013:215) say that impact assessments are undertaken to estimate, whether or not interventions have produced their intended effects. An evaluation exercise would help, for example, to curb the malpractice of 'ghost teachers' and 'ghost learners' and keep it under control.

The above discussion means that ongoing programmes need to be modified and refined to enhance their effectiveness or to accommodate revised programme goals (Bamberger & Segone, 2011:91). Therefore, data collected from the use of SA-SAMS form needs to be evaluated to see if it meets the changing demands of the Ministry of Basic Education.

Rossi and Freeman (2013:46) point out that evaluations are used to determine the behaviour of individuals that are expected to recast their actions as guided by the outcomes of a particular evaluation process. Rodgers and Badham (2013:16) share the same views when they say that evaluations can alert, programme sponsors or managers on the 'soft spots' and thus serve as the basis for the modification, expansion, or reduction of interventions. Robson (2013:85) state that different types of evaluation look at different questions and tend to focus on different aspects of an evaluation. In other words, in real practice an evaluation is likely to concern itself with several purposes and evaluative activities.

Implicit in the above is that evaluations are necessary for making informed value-judgments. It is further implied that information for making such judgments has to be as accurate and concise as possible. The SA-SAMS form, then, needs to be evaluated to make sure that the tool is supplying the desired information for making value-judgments which can be used for effective educational planning.

Leedy (2007:43) notes that evaluations provide information that leads to judgments for decision-making and also to increase the effectiveness of schools. Siyabonga and Glyn (2012:142) write that evaluations lead to planning for the next cycle after pointing out failures and recognizing successes. Goddard and Leask (2012:131) contend that evaluations enable schools and The Responsible Authority to receive feedback on their policy implementation and they work for the purpose of quality control. Rossi and Freeman (2011:217) indicate that evaluations are used for decisive 'Go/No' decisions where it is necessary to decide whether to do or not to do certain things.

The above statements imply that evaluations help in developing a rationale for action. Furthermore, the statements also imply that rational decisions should be used on firm evidence supplied by the gathered information. Rossi and Mahlck (2009:48) identify evaluation - as providing information on how well interventions are implemented, the extent to which they have reached their targets, their impact, and their costs as this may help advocates of particular programmes to wade off their adversaries, or vice versa.

Robson and Pearce (2008:181) advise that any evaluation worth its salt need to subscribe to the criteria outlined hereunder:

- Technical Adequacy-an evaluation has to be done sensitively and with technical skill

- Propriety-the evaluation need to be made on the basis that it will be possible to do it in a fair and ethical manner

- Feasibility-such activity has to be conducted in environments that are allowing in terms of practical, costs and political conditions;

- Technical Adequacy-Given reassurance about utility, feasibility and proper conduct, the evaluation must then be carried out with technical skill and sensitivity.

- Utility-an evaluation should be done for the prospects of using it in some way

This means that evaluations help to endorse certain courses of actions taken by educational planners. The statements also imply that reliable and accurate information is required so that informed decisions can be made. The above underline the fact that the SA-SAMS tool has to provide adequate, timely and reliable data for effective educational planning to take place. The details on evaluation as a phenomenon are condensed in the excerpt from Postlethwaite and Ross (2012:60):

> "The limitations, difficulties and pitfalls associated with the various forms of performance measurement are very clear, if hardly a great surprise. Thus, it is probable that, if taken literally, outcome measurement will be impracticable for many social enterprises. More generally, the features that managers hope to find in measurement systems—such as both focus and comprehensiveness, or reliable validity and non-intrusive simplicity—are incompatible and so cannot be realized simultaneously. Moreover, for both internal and external reasons, 'measurement churn' seems increasingly to be a fact of life in social enterprises, as it is elsewhere. So, the stability on which much of the logic of evaluation rests is not possible to be realized".

Research on the utilisation of data from evaluation indicate that questions are raised as to what the information will be used for after it has been obtained. This pertains to the

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degree to which data would be used in future decision making (Robson & Pearce, 2008:139). The authors further remark that formal evaluations have helped to improve and check on how efficient a non-profit organization is. The pertinent question is: Do the findings of evaluations ever considered?

An investigation into the above concern remains non-substantial. The resistant position is that data from evaluations tends to play a limited role in decision making except that which is obtained from investigations that would have been especially commissioned to remedy a substantive crisis. Gay (2009), Rodgers and Badham (2013), Ross and Freeman (2013) and Leedy, (2007) report research showing that directors of companies are (a) relax in seeking effective systems of evaluation (b) ignore evaluations that present "bad news" until crisis strikes. CEOs also exhibit similar tendencies despite the existence of limited research on them. Funders also show a similar orientation as reflected through studies by Hall & Hord (2015); Goddard & Leask (2012) and Leedy (2007). The next section, the conclusion, highlights the main topics the chapter addressed.

3.10   CONCLUSION

This chapter reviewed and highlighted several gaps that exist and that needed to be filled through research. In this section of the study attempts were made to address the point - investigating the SA-SAMS computerized data and their effectiveness for planning purposes by various stakeholders. The research assessed studies conducted on the subject identifying consensus and controversies among scholars. Some of the research questions were addressed, particularly, three and five. Research questions one, two, four were not sufficiently addressed but were fully addressed during the fieldwork. The addressed questions covered issues as relevant studies on measuring effectiveness of an organization, best practices to improve computerized data quality with particular reference to SADC region, human resource practices and organizational performance, and evaluation to improve the implementation of the SA-SAMS form. Evaluation was viewed by Rogers and Badham (2013:121) as being necessary for

accountability and development purposes. It was shown that a planned approach to evaluation was necessary since change is the norm and crucial decisions are often required quickly. To make sound decisions, it was pointed out that, managers needed concise, timely and accurate information systems. The next chapter looks at paradigms, research design and research methodology.

CHAPTER FOUR

RESEARCH PARADIGM, DESIGN AND METHODOLOGY

4.1   INTRODUCTION

This chapter focuses on the research paradigm, design and the methodology used in the study. A number of questions of a theoretical nature in education arise in respect of varied conceptions as well as interpretations in social reality. Many paradigms exist to influence the criteria behind the selection and the definition of the problem for investigation (Barun & Clarke, 2010:320).

Thomas (2013:65) describes a 'paradigm' as "An integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools". Bullough and Pinnegar (2001:122) describes a paradigm as an attempt to "understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts".

The researcher adopted a paradigm mix of positivism, anti-positivist, critical and interpretivism or anti-positivism because of the research problem. The research endeavoured to institute reforms in the institutions in which people are employed, the lives of participants and that of the researcher. Issues that required to be attended to included brazen endemic corruption, empowerment, economic emancipation, poor service delivery in communities, domination, inequality and social decay, suppression and alienation. In this study, the research endeavoured to address issues of poor service delivery in the education sector and the proliferation of 'ghost learners' and 'ghost teachers' through a careful study of the information supplied through SA-SAMS form. This was the focal point of the researcher which proceeded collaboratively with selected participants. According to Creswell (2015:29), by involving participants, they help design questions, collect data, analyze information, in other words to conduct the research. Suffice to point out that an investigation that embraces advocacy allows the voice of the

participants to be heard in ways which help to transform their lives. A form of combined voices is envisaged to bring about reforms (Zvobgo, 2011:171).

The positivist, anti-positivist or interpretivism and critical paradigms are explored. The researcher adopted these paradigms as the lens. The purpose was to orient the researcher to undertake an in-depth research that support effective schools with help of the SA-SAMS form. The next section looks at the four paradigms.

4.2   RESEARCH PARADIGMS

The critical paradigm shift theory, interpretivism (anti-positivism) and positivism thinking heavily influenced this research. The conception of the SA-SAMS tool is supported by the Republic of South Africa's Constitution (1996) in Chapter 10. This Chapter relates to institutions of Public Administration and was developed to provide efficient, effective services impartially, fairly and equitably. The researcher explored the brazen endemic malpractices in the Ministry of Basic Education. Positivists lean heavily on descriptive and factual statements to elicit meaning (Bryman, 2007:56). This in turn influenced the researcher to adopt the descriptive survey method so as to verify and give meaning to the observed trends and to give rise to prediction and generalizations through empiricism (Alfonso & Taylor, 2009:327). The researcher also employed the comparative study methodology to give the research more weight and cater for the shortfall of the descriptive survey.

By employing the critical paradigm shift to some extent, the researcher aimed to explore the situation in order to trigger action that would bring about a positive solution. This is what Freire (2009:171) referred to as "conscientisation". This process is achieved through praxis, which is a combination of reflection and action directed at transforming structures. This is relevant to the study since SA-SAMS tool aims to achieve such attributes.

Individual paradigms have particular methods of research that can be used to facilitate the inquiry process. The positivist paradigm amplifies the objective approaches to the study of social entities and gives prominence to methods of research that focus on the analysis of questionnaires, experiments and surveys. This helped the researcher as he employed a questionnaire in the research to solicit and elicit information on SA-SAMS tool from the target population. In the same vein, the critical theory critiques the status quo and utilises methods of action research to study phenomena as advocated for by its main protagonist Jurgen Habermas (1970). In this regard, the researcher, used interviews to question the status quo so as to proffer an effective strategy to improve service delivery and limit malpractices to acceptable levels in the Department of Basic Education (DBE). This critical paradigm shift went a long way in informing the researcher and adding invaluable insights to the study. It helped to explore and critique the powers that be in the capture and use of computerized collected SA-SAMS data in the Ministry of Basic Education.

In the 20th Century, clashes of researchers regarding efforts to defend and safe guard particular research paradigms occurred. These "wars" developed into a "paradigm dialogue" which resulted in investigators acknowledging the differences in paradigms and realizing the importance of each paradigm (Thomas, 2013:165). It is true that there is no paradigm which is inferior to others. Each type contains a definite function to develop scientific knowledge.

The term "paradigm" needs clarification. Taylor and Medina (2011:10) explains that: "A paradigm is thus a comprehensive belief system, world view, or framework that guides research and practice in a field". Paradigms contain aspects of ontology, epistemology and methodology. Ontology relates to the nature of reality which can be internal as well as external to the one who knows. Epistemology deals with the nature of knowledge and the standards employed to justify that knowledge. On the other hand, methodology is concerned with the methods that are employed to generate knowledge (Cuba & Lincoln, 2010:132). Several key paradigms exist which guide the policies and practice of educational research (Walter, 2006:34). Paradigms detect the theories that are

suitable for the process of learning and teaching, types of assessments, curriculum implementation as well as strategies for professional growth (Leedy & Ormrod, 2005:347). The next section looks at the positivism paradigm.

4.2.1 Positivist Paradigm

This philosophy is rooted on natural as well as social sciences. It is also concerned with researches which are logical and mathematically oriented. Proponents of positivism believe that explanations of sociology need to estimate those of natural sciences, with an emphasis on procedures, methods and logic (Cohen *et al.,* 2000:347). They assume that scientific methods can be employed to measure and discover social reality which is objective. It is envisaged that through the work of Emile Durkheim (1897), social reality might be predictable (Wiersma, 2000:141).

This paradigm is influenced by the ideas inherent in the philosophy of Augustine Comte, the French philosopher. It is believed that human behaviour can be understood through reason and observation. It is through experimentation and observation that true knowledge can be produced or discovered (Dash, 2009:87). The generation of knowledge is done through the use of scientific method and as such, the assumptions and principles of science are pivotal. According to Leedy (2017:421), the principles of science encompass determinism, empiricism, parsimony and generality. The author goes on to elaborate the meanings of the four given terms.

The principle of determinism implies that everything emanates from given circumstances. In order to control and predict situations, it is critical to understand links of causation. Empiricism involves the gathering of evidence that is verifiable in the endeavour to advance a theory or hypothesis. The ability to explain a theory in an economic manner is referred to as parsimony. Generality is the ability to generalize observations made on a specific entity to the wider world. Therefore, the desired goal of science is to integrate the varied observations into a sensible theory or pattern which should present tentative rather than definite truth. In this regard, a theory is prone to

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alteration or modification with the emergence of fresh evidence (Keat, 2015:57).

Positivism systematizes the process of the generation of knowledge with the assistance of quantification. This helps to bring precision in the identification of variables and the establishment of relationships among them (Ellen, 2014:71). Research was basically influenced by positivist thought in the last quarter of the 20th century. It was criticized though for its denial of the subjective aspects of individuals (Cohen *et al.,* 2000:321). It views the behaviour of individuals as being determined, controlled and passive to the external environment (Creswell, 2005:165). Individuals are dehumanized in this paradigm. Thus, freedom and individualism are not taken into account in the review and interpretation of the social phenomena. Strict objectivism need to accommodate aspects of human subjectivity. This led to the formation of the naturalist or anti-positivist paradigm (Thomas, 2013:278). The next portion looks at anti-positivism paradigm.

4.2.2 Anti-Positivism

Kobus (2016:219) posits that this philosophy assumes that the society is deeply subjective. The function of society is quite different from the expectations of natural sciences. Individuals exhibit varied perspectives that cannot be viewed in quantitative terms (Morgan, 2007:19). It reflects the existence of a causal law that works to mediate social behaviour. Anti-positivism sees society at micro-level and subjectively, whereas positivists see society at macro-level and on objective basis (Wiersma, 2000:143).

Anti-positivism heightens the view that social reality is interpreted or detected by the ideological positions of the individual. Knowledge is individually experienced instead of being acquired from the imposition of the outside world. Social reality is complex and multi-layered, with a sole phenomenon exhibiting many interpretations (Cohen *et al.,* 2007:427). The verification of phenomenon is instituted owing to the quest to explore the dimensions of an entity for the first time instead of attempting to establish the relationships among its various elements.

Silverman (2000:45) notes that anti-positivism is hinged on three philosophical bases related to research in the social sciences. These comprise ethno-methodology, interactionism and phenomenology. The approaches highlight the interaction of individuals with the phenomenon and propose the use of qualitative instead of quantitative techniques in the inquiry process (Crosley, 2002:55).

The phenomenological research theory advocates that the behaviour of an individual is influenced by the nature of interaction with the phenomenon of interest (Keat, 2015:81). This view point rejects the existence of an objective reality that comes from the outside environment. The advocates of this school of thought are Husserl and Schultz (1981). As individuals interact with the entity of interest, they observe actions, interpret and derive meanings from those experiences, which further shapes their behaviours and convictions (Husserl & Schultz, 1981:35). Researchers need to be empathetic in understanding the behaviours of others so that they might understand the motives, thoughts and feelings behind the practice of others (Viiswambharan, 2015:138).

'Ethnomethodology' is an approach that was developed by Harold Gartinkel and others. It mainly focuses on the world view as represented by daily life (Bryman, 2007:79). The theoretical concerns of ethno-methodology border around the construction of reality on the basis of common sense that springs from interactions that are face-to-face (Morgan, 2007:88). This perspective investigates the rules that are taken for granted to understand the meanings that people attach in interactions (Ellen, 2014:61). This focuses on interpretations which individuals employ to establish the sense of occurrences in social settings.

Authorities that are recognized for the development of symbolic interactionism include Mead, Cooley and John Dewey (1919). It highlights the ways in which individuals interpret and understand the connections that occur between human beings. In this case, human beings are involved in the interpretation and definition of actions of others rather just reacting to such actions (Taylor & Medina, 2011:217). The interactions of human beings are mediated through symbols such as language (Thomas, 2013:55).

Human beings are able to transform themselves through social interactions as well as bring about changes in the society (Somekh & Lewin, 2005:69).

Positivism and interpretivism are basically interested in social reality (Taylor, 2011:151). Positivism is concerned with the type of reality that is objective, predictable, measurable, controllable as well as the laws and rules to understand human behaviour. Anti-positivism involves the interpretation and understanding of the entity under investigation and to derive meaning from the ensuing processes (Morgan, 2007:153). The critical theory serves as another paradigm that assists to understand human behaviour.

Brookfield (2000:129) has noted the existence of a continuing debate on the positivist and post positivist paradigms. These form the primary theories of sociology. The two theories have an equal status of applicability in society. Cupane (2011:212) insists that positivism can play a leading role in the shaping of individuals. In the same vein, antipositivist contend that the society can be transformed by individual behaviour. Noted contributors in this view include Gandhiji and Adolf Hitler (Taylor & Medina, 2011:213). The next section looks at the critical paradigm research.

4.2.3 The Critical Research Paradigm

This theory is associated with the work of Jurgen Habermas (1970), a Germany who worked at a school in Frankfurt. In response to the existence of historical variables to restrict human freedom through ideological frameworks, an approach to investigate and take action in the social world was developed.

Proponents of the critical theory queried the relevance of older paradigms which were not ready to assist in the transformation of society. Thus, Habermas in 1970, propounded the theory that hinged on a defined typology of interest. Three forms of interests that produce related types of knowledge were postulated:

- An interest in technical skills for controlling the physical condition and generating analytical and scientific knowledge;

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- An interest which is practical to understand the significance of situations to generate historical and hermeneutic knowledge; and

- Emancipating interest to provide advancement and growth. It produces critical information that is useful in revealing situations of control and domination.

Two kinds of methods for conducting research are suggested in critical theory inclusive of action research and ideological critique. There are contemporary researchers that have criticized the critical theory. Freire (2009:319) queries the usability of the consensus theory in regard to truth, on which the work of Habermas is anchored. Lakomski (2009:234) argues that the work of Habermas is close to a speculation with the notion of the existence of 3 types of knowledge exhibiting marks of simplicity which is questionable (Keat, 2015:341). Plenty of interest exists and several strategies of understanding the social world are evident compared to the artificial simplification of these to only three (Brookfield, 2000:141).

To resolve international challenges that scholars encounter today, researchers have to assist in the production of graduates that are able to conduct both scientific investigations that are based on objective approaches and interpretive perspectives which broadens issue of mastery (Luitel & Taylor, 2009:88). It is also ideal that institutions develop learners to be critical and imaginative so as to address problems such as – *"Whose interests are not being (and should be) served by particular social policies and practices?"* (Keat, 2015:343).

Critical theory ably responds to issues of this nature through encouraging investigators to adopt deep democracy that demands individuals to identify and transform structures in society that are unjust as well as recast beliefs, practices and policies that are oppressive (Kobus, 2016:276). It helps to locate and contest social imbalances that promote unfair practices and systems. These include economic and social exclusion of some elements of society, erosion of cultural identity, cultural capital and biodiversity, while encouraging climate change (Morgan, 2007:327). The process of writing in this

paradigm works as a means of ideology critique, critical analysis which focuses on practices as well as policies (McGregor & Murname, 2010:231). The researcher has to craft a new form of critical consciousness and a building of an ethical vision to realize a better society (Brookfield, 2000:123). The researcher mobilizes the downtrodden and together take a corrective action to redress the situation, hence, the role of the investigator is that of advocacy. The researcher should serve as an agent to lead towards a fair, sustainable and equitable society. Dame (2016:322) cites the work of Patrick Awuah and Jose Rezal as fitting examples of transformative leadership.

Critical theory intends to raise the conscience of educators in relation to deep seated beliefs and values which underpin classroom roles that are teacher-based (Cutcliffe, 2005:78). The elements of critical theory then need to be introduced once this is established. These embrace inclusiveness of a culture, critical pedagogy and justice. These stimulate the critical thinking skills of teachers in ways that are culturally sensitive, community- oriented, socially responsive and inquiry-based (Crossley & Watson, 2013:88).

The rigour of the critical paradigm is assessed using standards of quality that are separate from those applicable to the positivist but in tandem with the antipositivist paradigm (Medina & Taylor, 2011:339). It is, thus, significant for the investigator to reflect understanding and awareness which is critical of the intricacy of social issues (Dash, 2009:137). In addition to the demonstration of a critical mind, the researcher has to demonstrate a vision which is founded on ethical standards to leverage a professional practice that is transformed (Creswell, 2005:123).

In an endeavour to shed off the accusation of being a utopian critic or arm chair scholar, the researcher needs to adopt direct action to create a difference in society. This can be achieved through shifting cultural views with the employ of critical action research (Denzin & Lincoln, 2000:152). This is exactly what the researcher has done by proposing an amended SA-SAMS model at the end of the thesis. This involved an evaluation of the effort of employing a kind of teaching and learning that is

transformative. The teacher-researcher has to adopt an evolving praxis. The researcher needs to write in a manner that evokes critical understanding and awareness (Claudinin & Connelly, 2008:57).

There are immense benefits based on the strengths of the paradigm. The critical paradigm encourages the researcher to use democratic means to solve societal injustices (Kobus, 2016:276). The critical research paradigm helps to identify and contest these in-built societal ills. The researcher plays the role of the voice of the voiceless for the downtrodden individuals and together they help in resolving the deteriorating situation. Another benefit becomes visible when the paradigm is employed in education. This paradigm begins by instilling conscious awareness among teachers regarding the benefits, values and norms that guide traditional teacher-focused roles in the classroom (Cutcliffe, 2005:78). It then questions the pedagogical methods of curriculum delivery and advocates for a radical transformation that includes child-centred teaching approaches and embraces multicultural diversity in the classroom. The rigour of a critical research paradigm has to be evaluated by means of standards of quality that are distinct from those associated with positivism but in harmony with interpretivism (Medina & Taylor, 2011:339). Therefore, it is essential for the investigator to discern the complexity of society through critical understanding and self-awareness (Dash, 2009:137). The researcher also offers a long-lasting solution to the problem at hand, as exemplified in this study regarding the proposition of a situationally-relevant SA-SAMS model for RSA schooling system as guided by the Grounded Theory. The next section looks at the interpretivist paradigm.

4.2.4 Interpretivist Paradigm

Anti-positivism is also known as interpretivism or interpretive sociology. This philosophical stance entered educational research in the 1970s through the influence of anthropology, which encourages the understanding of cultures from within (Clandinin & Connelly, 2008:73). This involves understanding the culture of other people through getting into their shoes. This involves empathizing, implying looking through the eyes of

others or feeling the pain or pleasure that the concerned people experience. To access the interpretive knowledge of people requires a prolonged strategy of interaction that ethnographers engage as they immerse themselves in the culture of the researched (Luitel & Taylor, 2009:217). Interpretive researchers are capable of producing authentic and trusted accounts of the culture of a society through the use of methods of ethnography such as unofficial interviews, observing participants and cultivating sound ethical relations (Crossley & Watson, 2013:89). The paradigm assists investigators to construct rich experiences relating to the life worlds of classrooms, schools, communities as well as of learners and teachers (Pring & Cupane, 2012b:233).

Interpretivism views social interpretations as historically situated and derived culturally. This approach is associated with the works of Max Weber (1864-1920). It perceives understanding as the focus of social sciences. This is seen against the skill of explanation which seeks to explain causation, and which forms the bedrock of the natural sciences. The difference between explaining and understanding is often used to distinguish quantitative and qualitative research approaches. The interpretivist paradigm has variations such as phenomenology, symbolic interactionism as well as hermeneutics (Bryman, 2004:23).

The research that employs the interpretivist approach tends to relay on the "participants' views of the situation being studied" and notices the effect that the research exerts on their experiences and background (Creswell, 2005:138). Constructivism does not start with a theory as positivism but "generate or inductively develop a theory or pattern of meanings" as the research process unfolds (Creswell & Clarke, 2014:49). Constructivists are likely to depend on qualitative methods to collect data, analyse it or combine quantitative and qualitative strategies (mixed methods) in the conduct of research. Qualitative data may be supported or expanded through use of quantitative information, which also deepens understanding (Punch & Oancea, 2016:78). In this study, the researcher employed mixed research methods.

The construction of interpretive knowledge is regulated through varied standards of

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quality. The most common and organised are those associated with Guba and Lincoln (2010:67). These developed principles of authenticity and trustworthiness which are distinct but parallel to those of positivism such as reliability, and validity. The criteria of trustworthiness of qualitative data include credibility, dependability, transferability and confirmability. Credibility is concerned with the immersion of the investigators in the context of study and the evidence of validation of interpretations. Dependability relates to the repeatability of the research process. The extent to which the research exhibits adequate detail to be repeated or sufficiently compared to another setting is referred to as transferability. Confirmability on the other hand, relates to the degree of objectivity in the research process (Jonassen, 2010:89). The ethical principles of fairness, educative, catalytic and tactical comprise authenticity criteria. This can be presented in terms of fairness made to the participants, the benefits that accrue to participants from learning about their context; identifying social problems and rendering power to participants to transform their situation (Guba & Lincoln, 2010:134; Horkheimer, Lewin & Thornhill, 2009:123).

Current progress in the constructive paradigm has heightened the impact of the subjective element in the hermeneutic process. The progressive advancement of the theory has been emphasized as a crucial process of inquiry. This further adds to the quality of reflectiveness and emergency of the interpretive paradigm. The researcher needs to regularly check the influence of his own beliefs, thoughts and values in the process. The impact of inherent assumptions is also critical in the research endeavour. The methods that drive the interpretive research are narrative in nature encompassing auto-ethnography and autobiography (Clandinin & Connelly, 2008:411; Grill, 2008:125; Taylor & Medina, 2011:213; Ellen, 2014:167).

The constructive approach involves teachers as reflective researchers in the quest to understand the lifeworld of learners, the community and other teachers (Thomas, 2013:321). Increased attention is also demanded in relation to the impact of political, social, economic and historical factors in the design of curriculum, policies, teaching methods, and the general system of schooling in which teachers operate. This

perspective is critical for teachers that seek to engage child-centred approaches. Scientific principles have been generated to regulate the quality of reflective practice as embedded in interpretive methodology (Bullough & Pinnegar, 2001:87). This philosophical basis helped to align the research process with the crafted aims and objectives of the study. The aim of the study was to examine the effectiveness of information on SA- SAMS form for effective planning purposes. The objectives of the study were as follows:

- To establish perceptions of principals towards the SA-SAMS form as a data gathering instrument;
- To find out the problems/challenges school principals encounter in the completion of the SA-SAMS form;
- To find out if schools have infrastructure that can provide the information required by the SA-SAMS form;
- To establish the extent to which information compiled through the SA-SAMS form is used for planning purposes when cases of malpractices continue to affect the Ministry of Basic Education, and
- To propose turnaround strategies for monitoring captured school computerized information to obtain value for money.

The next section looks extensively at the choice of more than one paradigms for this study.

4.2.5   Mixed Paradigms Approach

The study adopted a mixed paradigms research approach. Positivist, Anti-Positivist, Interpretivist and Critical paradigms can be used in a single study (Creswell & Clarke, 2014:26). This approach was employed in this research as it suited the formulated research questions and subsequent data collection instruments - a questionnaire schedule, interview guides, document analyses and observation schedules. The superiority of the four paradigms further lies on the premise that they can be applied in individual and group contexts to provide a deeper understanding of a phenomenon in its

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natural setting (Horkheimer, Lewin & Thornhill, 2009: 246). The researcher used them, guided by the research questions (as reflected below), to find out what is being done at educational management level to resolve the challenges confronted in the use of the SA-SAMS data for effective planning and to make suggestions to alleviate the challenges.

The main research question posed was:

What is the effectiveness of the information for planning purposes, with particular reference to SA-SAMS form?

The following are subsidiary questions of the study:
- What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?
- What problems/challenges do school principals encounter in the completion of the SA-SAMS form?
- What infrastructure is available in schools to provide information required by the SA-SAMS form?
- To what extent is the data on the SA-SAMS used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?
- What are the turnaround strategies that can be used to monitor computerized school information to obtain value for money?

Based on the five research questions, the researcher adopted more than one paradigm to do justice to the research problem. An exploitation of mixed paradigms approach helps to offset the limitations which are associated with the use of an individual approach (Denzin & Lincoln, 2011:334). The mixed paradigms approach offers a comprehensive strategy to investigate a problem of research compared to the use of one paradigm. In this case, investigators have the discretion to utilize all the available tools for studying and collecting data instead of being limited to one paradigm and methods linked to a particular approach (Cohen *et al.,* 2007:432). In other words, mixed paradigms research

enables the researcher to address questions that could not be dealt with through the use of just positivist/anti-positivist/interpretative or critical paradigm. Mixed paradigms approach aims for research synergies as approaches play complementary roles. The array of possibilities of mixed paradigms facilitates the study and brings insightful trends never seen before (Cutcliffe, 2005:169). The employment of mixed paradigms research encourages the use of aspects of qualitative and quantitative approaches which are sometimes viewed as contradictory and divergent (Elliot, 2014:214).

The mixed paradigms approach consists of specific assumptions and methods of investigation (Creswell, 2003:213). These assumptions offer guidance in regard to the techniques of collecting and analysing research data and the mixing of quantitative and qualitative aspects in the process (Creswell, Goodchild & Turner, 2015:289; McMillan & Schumacher, 2009:321). In other words, the basic premise is that the combined use of paradigms enhances the understanding of the problem under investigation than the use of a single approach (Kobus, 2016:413).

Employing mixed paradigms approach improves the strength of each paradigm but fosters no-overlapping weaknesses to the adopted paradigms (Greene, Caracelli & Graham, 2009:159). Positivist paradigm has limitations in adequately representing settings or contexts in which participants verbalize issues, since the voices of people involved in the study are not evident (Kobus, 2016:105). The background position of positivist-inclined researchers makes it impossible for their interpretations, biases and prejudices to be captured. This set back is addressed through the use of mixed paradigms approach (Leedy, 2007:89). However, interpretivist-inclined research has deficiencies relating to biases in the process of research and its failure to produce findings that are generalizable to a wider research context (Grill, 2004:86; Gay & Airasian, 2016:43).

Mixed paradigms approach is dependent on the choice of a paradigm or paradigms that encourage the use of qualitative and quantitative perspectives within a single research study (Cuba & Lincoln, 2010:69). This cause researchers to constantly think of a

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paradigm that advocates a combined use of qualitative and quantitative strategies such as pragmatism or multi-paradigms. Mixed paradigms approach is practical as the researcher has the latitude to utilize all available designs and methods to tackle the research problem (Creswell, 2015:367). In addressing the problem, both figures (numbers) and words are open for use. Deductive and inductive reasoning is employed in the same way therapists observe and record the behaviours of their individual clients (Creswell, 2015:369). This strategy becomes attractive to researchers who wish to attain a comprehensive grasp of the world. The combined use of words and figures is not only natural but quite persuasive in exposing the picture of a situation (Conyers & Hills, 2014:289).

Notwithstanding the value of the mixed paradigms research, its practice is very complicated. A lot of resources and time are expended in the collection and analysis of qualitative and quantitative data. It frustrates the common procedures of research and requires clarity of presentation for the reader to understand the various forms of data. Most researchers are schooled in a single paradigm approach while this type calls for abilities in the combined research designs and methods. However, the intricacy of modern research problems requires solutions that transcend just figures in a quantitative thinking or narratives in a qualitative stance (Colin, 2001:89). The complete full analysis of issues demands the use of combined strategies. It is possible for researchers to frame the narratives of the researched with trends, statistical figures and numbers (Cohen, 2007:169). In essence, Interpretative/investigation evolved to become a legitimate class of research in the human and social sciences (Denzin & Lincoln, 2005). In the same note, positivist/quantitative researchers have embraced qualitative information as a crucial component of quantitative studies.

Proponents of qualitative research also realize that the narrative reporting of the perceptions of limited individuals hardly allows the outcomes of such participants to be generalized to a wider audience (Clandinin & Connelly, 2008:106). It is common for practitioners, policy makers and other stakeholders in social sciences to require various forms of evidence to inform decision making processes (Bryman, 2007:145). The need

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to avail mixed paradigms for both qualitative and quantitative forms of data is influenced by an increase in the need for sophisticated evidence. This has increased the number of investigators that advocate for mixed research paradigms and methods as a distinct approach. Tashakkori and Teddlie (2003a:322) refer to mixed paradigms as a "third paradigmatic movement". Therefore, the mixed paradigms research is considered the most current approach to investigation.

After exploring the research paradigms adopted in the study, the next section focuses on research design and research methodology.

4.3   RESEARCH DESIGN AND METHODOLOGY

A research design is a plan and strategy that is used to conduct an investigation. It can also be referred to as the conceptualization of the overall plan before the study can begin. Pidgeon and Henwood (2015:235) state that a research design relates to a comprehensive method or road map which is used to obtain scientific data (Robinson, 2013:35). This affects the study as well as the amount of time needed to collect the results of the study. It is also viewed as the structural design to carry out a research. Research design represents a specific outline detailing how the selected methodology will be employed to address a particular topic of research. The crucial issues of concern in a research design comprise the methods of the research, sampling, participants, and assigning participants into groups in some cases, data collection procedures and instrumentation. On the other hand, a research methodology is the basic framework that is employed to guide the research (Creswell, 2015:57). The use of various methods is ideal in addressing a multitude of problems.

4.3.1 Research Design

According to Creswell (2007:133), the research design refers to the procedures and plans that are considered from a range of decisions that involve wide assumptions to detailed tools for the collection and analysis of data. Thomas (2013:79) concurs that a

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research design consists of the plans and strategies that are developed to seek, explore as well as discover responses to questions raised in research. It is concerned with the way the entire research is planned and managed until results are reported (Mertens & Gardner, 2013:iv). This plan requires several decisions to be made and the most necessary one is the overall decision on the ultimate design to be used to study a problem. This is mainly informed by the philosophic positions of the investigator, procedures, strategies, specific methods selected to collect, analyse and interpret data. In addition, the choice of the research design is depended on the type of the problem, the experiences of the researcher as well as the targeted audiences (Dash & Morgan, 2005:122). In other words, what comprises a research design include decisions to which, how much, what, by what means and what of research.

Research design is broader than a simple plan for the work as its major purpose is to make sure that the obtained evidence allows the researcher to address the initial question clearly (Kobus, 2016:233). In other words, to obtain evidence that is relevant requires the researcher to specify the needed evidence to address the question of the research, theory testing, programme evaluation, and accurate description of phenomenon. Yin (2009:53) states that research design is required not to address a logistical but a logical problem. This implies that prior to the development of a work plan or to purchase resources, the architect or builder has to come up with the form of the required structure, its use as well as the demands of residents (Eisenhart, 2017:11). This is what a research plan is.

This research adopted the equal status convergent design of the mixed methods approach. This involves the process of simultaneous gathering and analysing objective and subjective data before integrating the two forms of data (Oppenheim, 2016:555). The design concerns combining qualitative and quantitative methodologies within the same study (Funk, Elizabeth & Brian, 2005:187). The design enhances the analysis of research data and the production of rich research outcomes (Mertens & Gardner, 2013:245). The design adopted in this study is suitable for this research as it allowed the integration of methods, techniques, procedures and perspectives in examining

challenges in using SA-SAMS data for effective planning. The researcher had the opportunity to visit the schools under study to conduct interviews, review documents and observe events, processes and behaviours in their natural setting in order come up with rich descriptions. The next sections highlight the methodology employed to address the research questions.

4.3.2 Research Methodology

Research methodology is a systematic manner of showing how an investigation is to be carried out for the purpose of gaining knowledge (Creswell, 2015:79). It is the procedure by which people who conduct research describe, explain and make predictions about the phenomena under investigation. This section presents the methods employed in the collection of research data. The study utilized the methods of qualitative and quantitative research. The next sub-section looks at quantitative methods.

4.3.2.1 Quantitative methods

Quantitative methods involve the collection of data in numerical form for analysis (Jupp, 2008:252). The study employed a survey method in the form of questionnaires to collect data from participants. McMillan and Schumacher (2010:198) view a questionnaire as a set of written questions. It is a valuable tool as it enables the soliciting of opinions and numerical information that is crucial to understand the phenomena under study (Ellen, 2014:176). Questionnaires permit a researcher to obtain data from a large target group while also maintaining anonymity and objectivity. The questionnaires were administered to school principals, SGB members, teacher union representatives and school teachers to obtain numerical data (278 participants) (See Appendix B). The next section looks at qualitative methods.

4.3.2.2 Qualitative methods

Interviews, documentary analysis and observation were used to generate data for the purpose of triangulating such data. Triangulation is the principle of strengthening the validity of the findings of a study through the use of many methods, sources or agents

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(Thomas, 2013:128).

a. Observation

The researcher was interested in investigating the effectiveness of SA-SAMS form information in relation to planning purposes, the researcher observed documents kept by the schools that are necessary to facilitate planning. Observation in the study was a two-way mirror, observing and noting.

b. Interviews

Interviews are methods of collecting information that involve asking a number of questions. The interview stands for a dialogue that people have based on an interaction which can either be social or personal (Wolf, 2014:65). Interview schedules consisting of self-developed questions were adopted to generate relevant research data from face-to-face encounters with participants of the study (See Appendix B). This method was ideal as it allowed for the generation of in-depth data through probing, employment of non-verbal cues and clarification of ideas (Jupp, 2008:167). It is a powerful method of understanding others (Cohen *et al.,* 2007:461). Six (6) school principals and two (2) EMIS Unit personnel were interviewed to provide information regarding the use of SA-SAMS data.

c. Document Analysis

Document analysis pertains to a review of materials and outside sources to support an academic argument (Silverman, 2000:94). This process involves conceptualizing, making use of and evaluating documents. The analysis of these documents can adopt qualitative or quantitative forms or both. Researchers using this method need to be guided by the types of materials to be accessed as well as the reliability of information to be obtained through the chosen documents (Wilson & David, 2009:31).

Documentary analysis provide invaluable insights on emerging themes and macro-propositions (Robson, 2015:218). Furthermore, it is an appropriate qualitative research methodology used to explore themes and hidden meaning (Figueroa, 2008:67). This

methodology is quite useful in cases where audio-visual texts are being analysed. An analysis of documents in a number of research field illustrates steps, results as well as the salience in the nature of methodologies (Breslau, 2014:13). This kind of data gathering method provides insights into the social world of human beings, at times, through documentaries that reflect the real problems of people (Scott, 2008:82). This informed the research as the researcher had to watch the audio-visual texts many times to master the social and historical situations of issues and to develop macro-propositions. This refers to themes on the phenomenon of study which also required refinement using a form of analysis known as grounded theory. The researcher then transcribed some excerpts of the audio-visual-texts (See Appendix L-M). The next section focuses on population, sampling processes and sample.

4.4   POPULATION, SAMPLING PROCESS AND SAMPLE

The sampling process relates to the choice of the population, sampling procedures and the determination of the sizes of the samples. A research study is undertaken in a particular target group, the population. One study cannot study the whole population, but through a representation of it, the sample. This requires that one employs a sampling procedure to select a representative sample (Robson**,** 2015:68).

4.4.1 Population

Robson (2015:119) explains that a population refers to collection of individuals that exhibit common characteristics which captures the interests of the investigator. The population of this study comprised school principals, teachers, members of teacher unions, SGBs and EMIS unit members in regard to secondary and primary schools in John Taolo Gaetsewe District in the Northern Cape Province with 5 Circuits. The population comprised 171 public schools that supply information through the SA-SAMS forms. Questionnaires were sent to schools since it is only from schools that such statistical data on schools can be obtained. According to Borg and Gall (2016:426), if researchers do not have a thorough knowledge of a situation, they may send

questionnaires to a group of persons who may have the desired information.

4.4.2 Sampling Procedure

There are many sampling procedures used under different circumstances. This relates to techniques that researchers employ to choose a part of the population for investigation (Jupp, 2008:212). The selection of the sampling procedures to be used in a study rests on the amount of rigour that is sought for the study, the research design, characteristics of the population and the availability of participants (Creswell, 2015: 241). This next part covers the sampling procedures that are in tune with the mixed methods approach employed in this study.

4.4.2.1 Quantitative sampling procedures

The simple random sampling technique was used to select participants to respond to the questionnaires. This sampling technique ensures that the entire members of the population have an equal opportunity of selection into the sample (Punch & Oancea, 2016:85). Furthermore, simple random sampling technique prevents a biased choice of participants that may result in the establishment of pre-determined results. A list of all the JTG schools was used to select the desired 30 schools for the study.

4.4.2.2 Qualitative sampling procedure

A purposive (judgmental) sampling technique was utilized to select a qualitative sample. In judgmental or purposive sampling, the researcher uses expert judgment to decide on the people to be included in the sample frame in relation to certain traits (Reason & Bradbury, 2008:91). Morgan, (2007:131) asserts that purposive selection involves the practice of collecting detailed information from carefully chosen sample sources. This relates to people, sites and methods that suit the purpose of the study. One District (John Taolo Gaetsewe) in the Northern Cape Province comprising 5 circuits was chosen and constituted the case study. A case study refers to a detailed research on a social entity in its context, in order to reveal its unique characteristics (Thomas, 2013:178). The school principals (6) and EMIS Unit personnel (2) were the foci of the study as they were

believed to possess rich information about the use of the SA-SAMS tool in capturing computerized learner information. The next section looks at the study sample.

4.4.3 The Study Sample

According to Best and Khan (2009:223), a sample is a proportion of cases drawn from the total population. The sample is the real group that is involved in the study and from whom data are collected. It comprises individuals selected from a population (Gay & Airasian, 2009:302; Punch & Oancea, 2016:108). A sample may be selected either owing to its representativeness of the entire population or due to its possession of essential characteristics imperative in the study. Two samples were constituted for the quantitative and qualitative domains.

4.4.3.1 Quantitative sample

The quantitative sample comprised 278 participants, - 30 school principals, 240 school teachers, 3 teacher union representatives and 5 SGB members - who had a full knowledge of the SA-SAMS tool.

4.4.3.2 Qualitative sample

Six (6) school principals and 2 EMIS Unit personnel constituted the qualitative sample. The school principals and the EMIS Unit personnel were suitable for this study as they are holders of unique information on the use of the SA-SAMS datasets. Additionally, the EMIS Unit personnel are the chief recipients of SA-SAMS datasets and compilers of a single data warehouse. The next sub-section looks at the tabulated study sample statistics and how trustworthiness was established in the research.

Study Sample

Study Sample	Number of Participants
Quantitative Sample	278
Qualitative Sample	8 (6 principals drawn from 278 and 2 EMIS staff)
Total	**280**

4.5   TRUSTWORTHINESS OF QUALITATIVE DATA

Trustworthiness seeks to establish the credibility of the research. This concept relates to the quality or rigour of a research study so as to generate trust and confidence in the truthfulness of the findings and conclusions (Crosley & Watson, 2013:75). It focuses on the extent to which the research is acceptable and considered worth to be included in this field of knowledge so that it can be used in many ways and means. The four criteria for a trustworthy research include transferability, credibility, confirmability and dependability (Cohen *et al.,* 2000:264). Multi methods in the form of interviews for qualitative data and questionnaires for quantitative data were used in this study. The use of a combination of research methods is known as triangulation. This is employed to validate the findings of a study. Data collected from various groups such as school principals, teachers, SGB members, teacher union representatives and EMIS Unit personnel was used to complement each other (Jupp, 2008:305). This information was gathered at different schools and at specific times. The questionnaire items were piloted before administering them to the participants to ensure validity and reliability of the instrument. The next sub-section looks at the pilot study.

4.5.1   Pilot Study

Before administering a questionnaire to participants, it is necessary to pre-try it on a small related sample.   According to Borg and Gall (2014:123), a pretest exposes approaches, clues and ideas that would otherwise be concealed before a pilot study. It

is done to enhance the validity and reliability of the research instruments-the survey and interview schedules. Oppenheim (2016:156) argues that reliability is improved by selecting a number of sufficient items to stabilize the sample responses. Best and Khan (2009:331) posit that piloting may lead to alterations being made in the questionnaire to enable efficient analysis of the main study data. Pretesting may also help in revealing problems and thus reducing errors in the main study. Oppenheim (2016:205) adds that piloting may help to amend a free-answer questionnaire into multiple choice ones. This is supported by Best and Khan (2009:224) who remark that the pilot study is an exercise to rid the instruments of the bugs to allow the participants to complete the instrument without difficulty. In this study, ten schools, six primary and four secondaries in Gauteng Province were pretested. These schools were chosen for the pilot study since they also complete SA-SAMS form like the intended target population of the study. Using them helped to clarify items on the questionnaire before it was finally administered to the selected sample. The next sub-section looks at the four criteria of measuring trustworthiness of a research study.

4.5.2 Credibility

It is about the degree with which a study tests or measures that for which it is intended (Leedy, 2007:81). The concept deals with congruency of the findings with reality. Triangulation of methods, sources and investigators enhance confidence in the research findings. Kobus (2016:432) maintains that the employment of various methods exploits their individual benefits and covers up their inherent short falls. This study ensured the credibility of outcomes from the utilisation of multiple information sources such as school principals, school teachers, EMIS Unit personnel, SGB members and the teacher Union representatives to allow the verification of the sourced data. Observation, interviews and document analysis enabled the gathered information to be corroborated. The use of multiple methods in the research, therefore, is a strategy to add breadth, value and rigour to the research (Denzin & Lincoln, 2011:187). The researcher also made several personal visits to the selected schools and district offices and became familiar with the participants in ways which afforded access to primary

research data.

4.5.3 Transferability

This refers to the extent to which the findings of a study might be applicable to other related contexts (Gay & Airasian, 2016:321). It is made possible when thick descriptions or rich accounts of the phenomena of study are produced (Bryman, 2004:192). In this study, the processes and procedures that were undertaken were presented in detail which enables a similar study to be conducted in the same situations involving the use of SA-SAMS datasets to foster effective planning.

4.5.4 Dependability

It concerns the possibility of a repeated study to obtain the same results when the same methods, context and participants are involved (Leedy, 2007:281). The researcher selected participants who are believed to possess rich information owing to their active participation in activities related to the use of SA-SAMS datasets. The John Taolo Gaetsewe (JTG) was a deliberately selected site, where the use of SA-SAMS datasets was anchored.

4.5.5 Confirmability

This is the investigator's concern for objectivity (Kobus, 2016:467). Measures should be employed to ensure that findings, interpretations and conclusions of the study are derived from data sourced from participants instead from the preferences and characteristics of the investigator (Creswell, 2013:348). In this treatise, the possibility of researcher bias and prejudice were reduced through the use of member checking. After the transcription of the recorded interviews with the school principals and EMIS Unit personnel, the researcher went back to the participants to offer them the opportunity to confirm if the information contained in the narrations matched their contributions and inputs. The next section looks at data analysis.

4.6 DATA ANALYSIS

Data analysis is a process of determining the meaning of data. Neuman and Grove (2013:479) assert that data analysis is a process in which data is reduced and organised to achieve outcomes that enhance analysis and interpretation. It pertains to organizing data, breaking it into smaller units, segmenting it as per set categories, synthesizing and deriving information for reporting to others. Quantitative data were analysed through the Statistical Package for Social sciences (SPSS) Version 24 and qualitative data were analysed thematically.

Responses from the questionnaires in table form with scores for different items were converted to percentages. According to Cohen *et al.* (2000:217), statistics are an indispensable tool for researchers that enable them to derive inferences or generalizations in regard to observations about the population. A sample statistic of each response was compared with the observations to find out the degree of deviation. Inferences were drawn on the effectiveness of information for planning purposes with particular reference to information drawn from the SA-SAMS form. Also, from the observation method, the researcher looked at emerging patterns in order to build up the picture of the phenomenon. Continual reading through and reflection on the interview schedules, videos or field-notes often highlights issues worthy of further investigation. This helped in progressive focusing and the field work helped with the Grounded Theory. Lastly, the researcher employed the deductive and inductive approaches on the interview data.

4.6.1 Statistical Package for Social Sciences

The SPSS is a software package for the analysis of statistical data (Laundau & Everitt, 2014:23). The process begins with the creation of a data set, defining variables and then entering data in the variables to come up with a number of cases. There are types of variables: scale variables contain numeric values of measurement while categorical values are composed of values which define a category, for example, gender and age.

Categorical values can also be a single number or rating scale, such as 1-10.

In this study, the categorical values were used for demographic data while the Likert type scale with *strongly agree, agree, disagree* and *strongly disagree* were employed. Data were then entered into the SPSS with cases defined by values which were in the variables. The analysis was made through selecting the required output from a menu to obtain graphs and tables to represent information. The SPSS provided the best choice for data organization and management as well as a range of options for data presentations.

4.6.2   Thematic Analysis

Thematic analysis is a strategy which is used for identifying, analysing and reporting ideas or themes that occur in the data. It can be interpretive and subjective (Braum & Clarke, 2010:66; Viiswambharan, 2015:19). The approach is inductive in nature as it seeks to derive meanings from the texts instead of imposing meanings on the gathered data. The steps of thematic analysis are as shown in Figure 4.1.
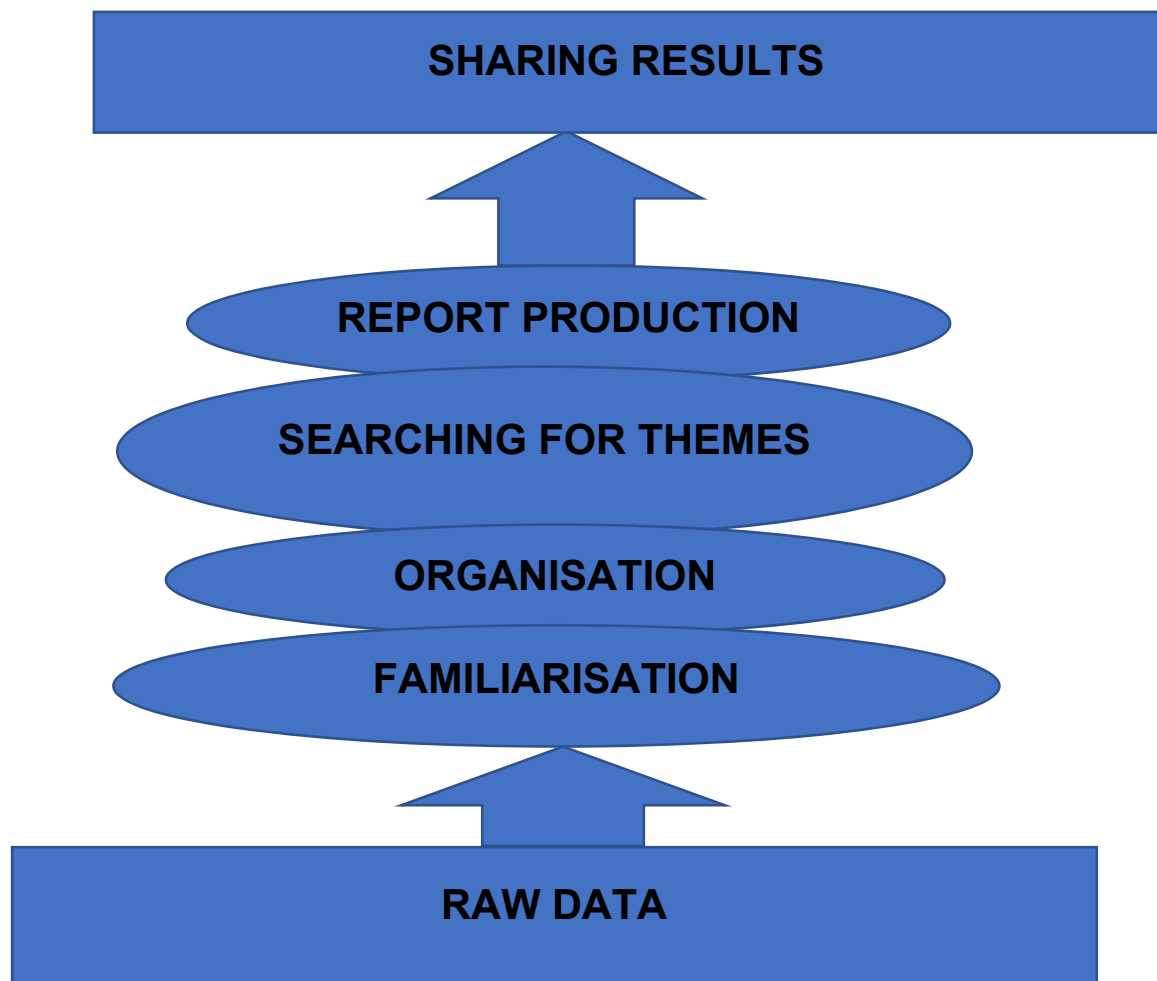
Figure 4.1: **Steps of Thematic Analysis**. Adapted from Barun and Clarke (2010:87)

Figure 4.1 shows the steps of the analysing process as comprising - familiarisation, organization, searching for themes and report production - as discussed hereunder (Green, 2003: 88):

- **Familiarisation**

This step involves a deeper understanding and transcription of raw data sourced from participants. This data has to be read and re-read in order to grasp the initial ideas contained. In this study, the researcher transcribed the recorded verbatim statements from school principals and EMIS Unit personnel within a month of data collection to ensure original ideas were reflected in the narratives (Funk, Elizabeth & Brian, 2011:285).

- **Organisation**

The collected data has to be organised. This can entail the use of codes, pseudonyms or dates to segment data. Interesting data that speaks to similar issues are coded alike. Provisional codes are assigned which may be modified as the analysis progresses. The codes are also used to categorize data as their meanings and patterns give guidance. Information which is relevant to each code is then collated (Barun & Clarke, 2010:108). In this study, the researcher used acronyms with numbers to identify interviewees for the study. The codes were informed by the research questions, literature review and information from participants.

- **Searching for Themes**

Themes are concepts that emerge from the gathered data (Viiswambharan, 2015:24). This stage involves defining and ascribing names to themes that are contained in the data. These themes are developed through collapsing codes into working themes and putting data into each theme (Barun & Clarke, 2010:107). The themes continue to be refined according to the content names they bear. In this study, four themes were developed (See Sub-section 5.8.3).

- **Report Production**

This is the final stage in the analysing process. It involves a synthesis of data and the reporting of the results. The creativity of the researcher is critical in analysis. The richness of outcomes is hinged on the quality of collected data (Cutcliffe, 2005:206). In this study, the transcribed verbatim excerpts were used to complement the narrated discussions. The next section looks at validity and reliability of quantitative data.

4.7   VALIDITY AND RELIABILITY OF QUANTITATIVE DATA

The extent to which a study satisfies validity and reliability principles determines the level at which its results can be used to generate informed decisions about the phenomena under investigation (Leedy & Ormrod, 2017:218). This section gives attention to validity

and reliability considerations, with regard to challenges that confront school principals and DBE officials in the use of SA-SAMS datasets for effective planning.

4.7.1 Validity

Validity focuses on the ability of an instrument to measure that which it is supposed to measure or the truthfulness of the results (Cohen *et al.,* 2000:106). Validity in this study was ensured through pre-testing of the questionnaire to ensure participants will give appropriate responses to set items. The researcher selected 10 schools in Gauteng Province to respond to the questionnaire items. This was done to enhance clarity of meanings and to attend to any areas of ambiguity. The quantitative sample was randomly selected using simple random sampling technique to ensure that all school teachers, school principals, Union representatives and SGB members had the same opportunity to be part of the study and to allow findings of the study to be generalizable (See Sub-section 4.4.3.1).

4.7.2 Reliability

Reliability relates to the degree to which the outcomes of a study are constant over time are replicable using the same methodology and represent the entire population of the study (Jupp, 2008:212). In this study, the researcher clearly outlined the research paradigms, research design and methodology, mixed methods approach, data collection instruments and the use of the SPSS version 24 to analyse data as a technique to enhance reliability of the findings. Piloting the questionnaire also assisted in enhancing the reliability of the research outcomes.

4.8 SIGNIFICANCE OF THE STUDY

Kothari (2015:319) asserts that all progress is the outgrowth of investigation and that doubt crafts the path to inquiry and eventual inventions. This underlines the importance of research. An increased amount of research makes progress possible. In order for

effective planning to take place, there is need for the gathering of relevant, accurate and concise information for the purposes of decision-making (Cohen *et al.,* 2007:429). If the information is to be accurate, data-gathering instruments should be as specific as possible. Kobus (2016:401) argues that research mediates decisions that policy makers arrive at although they may not be a component of research. Suffice to acknowledge that the importance of conceptualization is reflected in the quest to address many planning and operational problems in the process.

The research findings helped to expose the weaknesses of the SA-SAMS form to the government planners and all stakeholders involved with the Ministry of Basic Education. Cohen *et al.* (2007:414) maintains that research provides the basis for nearly all governments' policies in every economic sector. For example, government's budget rest in part on the analysis of needs and desires of the people and on the availability of revenue to meet these needs. The findings of this research are to be used by the Ministry of Basic Education as the cornerstone for planning curriculum improvements and as a basis for mounting of Staff Development Programmes for school principals on the need, value and use of computerized information collected through the SA-SAMS form. The researcher also hopes to resolve some of the educational management problems associated with RSA schooling system, through the proposed model at the end of the thesis. Additionally, the study would contributed to existing knowledge in the area of educational-management resources provision in various deserving cases so as to offer equal opportunities to all learners to realize their full potentials. The next section looks at ethical considerations.

4.9   ETHICAL CONSIDERATIONS

The permission, for field entry, from the Department of Basic Education Provincial Directorate was granted (See Appendix C). Once permission was granted, personal visits to conduct face-to-face interviews (Appendix L and M), analyse documents, check infrastructure, conduct learner census and administer questionnaires began (Appendix B). The conduct and roll out plan for the study was strictly informed by the ethical

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obligation to safe-guard the rights of the participants who provide information in a research (McMillan & Schumacher, 2006:319). Information obtained from the sampled group was treated with the strictest confidentiality, which is accorded to participants, anonymity. Identities of individual participants were concealed through the use of codes. Kothari (2015:129) posits that individuals should not be exposed to harm which is above what they may receive in their day-to-day lives or be asked to participate in a research that may result in violation of ethical or moral standards.

Participants were asked to complete consent forms (Appendix G-K) to confirm their willing involvement in the research processes (Hurinirtz & Madow, 2014:329). Participants should be assured that their privacy and sensitive details would be secured at all times and the obtained information would be used solely for the purpose of the study (Hart, 2016:167). The researcher duly requested the school principals, school teachers, teacher union representatives, SGB members and EMIS Unit Officials to complete consent forms prior to participation in the data collection process and they were assured that the information they gave would be treated as confidential (See Appendices, G-K). The participants were informed prior to data collection that they were under no obligation to participate and that they could withdraw from the study at any stage, or as and when they saw fit, without being coerced to give a reason. Horkheimer, Lewin and Thornhill (2009:298) concur that the research participants should be told that they have the liberty to withhold their participation at any stage of the study without being coerced to explain. The next section concludes the chapter by summarizing on all issues looked at in detail.

4.10   CONCLUSION

The chapter presented the research paradigms, research design and the methodology of the study. This covered the four research paradigms which served to provide the philosophical basis on which the investigation was framed. Positivism, interpretivism, anti-positivism and the critical paradigms were chosen as the paradigms to guide the research. The mixed methods design was selected to guide the selection of participants,

data collection methods and data analysis procedures and processes. This allows for the combination of quantitative and qualitative techniques in a single study. The sampling process focused on the population of the study, sampling procedures and the sample. Simple random sampling technique was employed to select the quantitative sample while purposive sampling technique was used to constitute the qualitative sample. The researcher settled for a survey to collect qualitative data. Interviews, observations and document analysis were earmarked for the gathering of qualitative data. Ethical considerations which were applied included anonymity, consent and respect for the integrity of participants. Actions undertaken to ensure validity and reliability of quantitative findings were discussed. The criteria for trustworthiness of qualitative data focused on credibility, transferability, dependability and confirmability. Chapter Five discusses the research findings as derived from the literature review, objectives of the study and research questions.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.1   INTRODUCTION

The previous chapter focused on the research paradigms, research design and research methodology of the study. The chapter outlined procedures and activities undertaken during this empirical study. This chapter focuses on the presentation of the research findings. The purpose of this chapter is to present and synchronize the data collected through questionnaire, observations, document analysis and individual interviews with various participants (school principals, teachers, SGB members and EMIS Unit personnel). In short, this chapter presents, data collected during the study on the effectiveness of information for planning purposes, with particular reference to data collected through the SA-SAMS form in the Ministry of Basic Education in RSA. The data was collected from a sample of thirty (30) schools, eighteen (18) of which were primary, and twelve (12) were high schools in John Taolo Gaetsewe (JTG) of Northern Cape Province which was sampled from a population of 171 schools.

The study addressed five research questions. However, this chapter addresses research questions **one**, **two** and **four** in greater detail as highlighted below. Research questions three and five were partly addressed in the literature review section and also largely addressed through fieldwork data. In short, all the research questions were sufficiently addressed in this chapter. Chapter Six proposed a model for implementation by the Circuit Managers. The research questions for the study are:

- What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?
- What problems/challenges do school principals encounter in the completion of SA-SAMS form?
- What infrastructure is available in schools to provide information as required by the SA-SAMS form?

- To what extent is the data on the SA-SAMS form used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?
- What are the turnaround strategies that can be used to monitor the computerized school information to obtain value for money?

Figure 5.1.1 looks at the bio-graphical details of the sampled schools.

5.2 BIOGRAPHICAL DETAILS OF SAMPLED SCHOOLS

Schools	Enrolment	Location: Urban, Semi-Urban, Rural, Deep Rural	Type of School: Primary (P); Middle (M), High (H)	Infrastructure: Resourced; Poorly Resourced	Gender: F & M (Principal)	Age (Years)
1	1185	URBAN	P	RESOURCED	M	57
2	757	SEMI-URBAN	P	POORLY RESOURCED	F	55
3	828	`SEMI-URBAN	P	POORLY RESOURCED	F	54
4	969	URBAN	P	RESOURCED	M	53
5	340	SEMI-URBAN	H	POORLY RESOURCED	M	57
6	1081	SEMI URBAN	H	POORLY RESOURCED	F	56
7	767	DEEP RURAL	P	POORLY RESOURCED	M	52
8	897	SEMI-URBAN	H	POORLY RESOURCED	F	46
9	677	SEMI-URBAN	P	POORLY RESOURCED	M	49
10	564	SEMI-URBAN	P	RESSOURCED	M	51
11	552	DEEP RURAL	M	POORLY RESOURCED	F	54
12	621	DEEP RURAL	M	POURLY RESOURCED	M	50
13	856	semi-urban	M	POORLY RESOURCED	M	55
14	334	SEMI-URBAN	H	POORLY RESOURCED	M	44
15	452	DEEP RURAL	H	POORLY RESOURCED	F	48
16	345	SEMI-URBAN	M	POORLY RESOURCED	M	60
17	1840	URBAN	M	POORLY RESOURCED	M	58

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18	257	DEEP RURAL	M	POORLY RESOURCED	F	56
19	451	DEEP RURAL	M	POORLY RESOURCED	M	55
20	430	SEMI-URBAN	P	POORLY RESOURCED	F	48
21	940	SEMI-URBAN	H	POORLY RESOURCED	F	59
22	288	DEEP RURAL	P	POORLY RESOURCED	M	38
23	250	DEEP RURAL	P	POORLY RESOURCED	M	44
24	256	SEMI-URBAN	P	POORLY RESOURCED	F	56
25	1457	URBAN	P	POORLY RESOURCED	F	58
26	468	SEMI-URBAN	P	POORLY RESOURCED	M	55
27	421	SEMI-URBAN	P	POORLY RESOURCED	F	52
28	392	DEEP RURAL	P	POORLY RESOURCED	M	49
29	255	SEMI-URBAN	P	POORLY RESOURCED	F	56
30	481	DEEP RURAL	P	POORLY RESOURCED	M	47

Figure 5.1.1 Bio-Graphical Details of the 30 Sampled Schools

The Table above gives some relevant biographical details of the 30 school principals. It clearly indicates their location in terms of either being urban, semi urban, rural or being in deep rural areas. Also, information is tabulated on how these schools are resourced in terms of infrastructure - *well-resourced* or *poorly-resourced*. Information is given on classification of schools, either *primary*, *middle* or *high*. The gender of school principals and their ages are reflected as well as information on school enrolment. The enrolment figures are quite central in this research as they determine the PPMs, resource allocation both financial and human. The above Tables also show clearly how poorly resourced the schools are in the John Taolo Gaetsewe in Northern Cape Province. The Northern Cape has a difficult terrain and has poor infrastructure as depicted on the map (See Sub-section 1.14 Figure 1.2).

5.3   PRESENTATION OF DATA FROM QUESTIONNAIRE

The gathered data from questionnaire was processed using the Statistical Package for Social Sciences (SPSS) Version 24. Descriptive statistical analysis was then done, and it consisted of the number (N) of the participants, the frequency and the percentages of

the item variables. The tables of the findings, with explanations of the meanings of the data, are given below.

Table 5.1: Enrolment by Gender (Research Questions 4 and 5).

	Primary Schools			
	Declared (A)	**By Inspection (B)**	**B−A**	$B - \dfrac{B}{A}\%$
BOYS	7489	7224	-265	-3,67
GIRLS	7523	7221	-302	-4,18
TOTAL	15012	14 445	-567	-3,93
	Secondary Schools			
BOYS	2670	2584	-86	-3,33
GIRLS	2426	2381	-45	-1,89
TOTAL	5096	4965	-131	-2,64

Table 5.1 indicates that there were slightly more girls in primary schools than there were boys. Girls exceeded boys by 34 in the primary schools. Table 5.1 shows that there were 234 more boys in secondary schools than there were girls. There were 3.93% more registered learners in primary schools than the actual figure found by inspection of class attendance registers and by physical counting. Secondary schools had 2.64% more registered learners than those revealed through inspection. The discrepancy between the declared and actual figures in the primary schools was greater for girls than for boys while the opposite was the case in the secondary sector. While the total actual enrolment for primary schools was 14 445 by inspection that of secondary schools was found to be 4 965; which is 65.63% of the primary school enrolment. This drop-in enrolment implies that the transition rate from primary school level to secondary level could be very low.

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Table 5.2: Status of Schools by Category (Research Question 2 and 3).

Grade/ Enrolment	Primary		Middle		High		Total	
	N	%	N	%	N	%	N	%
600+	15	83,3	1	14,3	2	40	18	60
300-599+	2	11,1	2	28,6	1	20	5	
Below 300	1	5,6	4	57,1	2	40	7	16,7
								23.3
TOTAL	18	100	7	100	5	100	30	100,00

STATUS OF SCHOOLS
Table 5.2 (a)
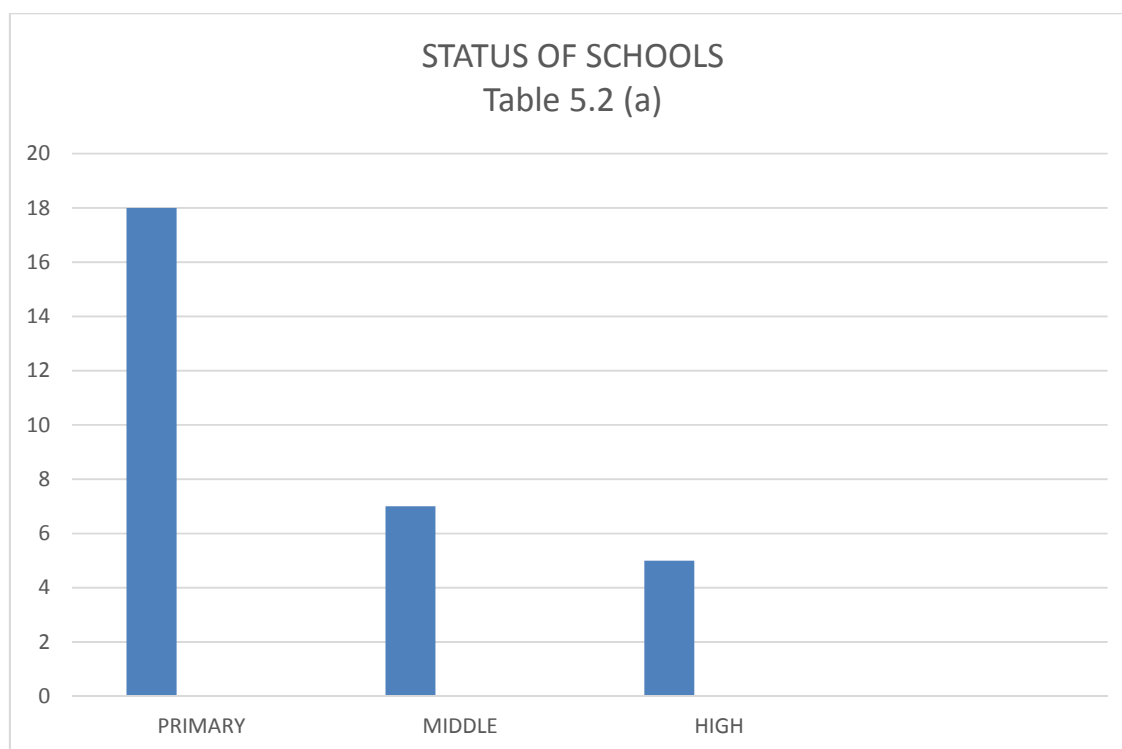
Table 5.2 shows that the majority of schools (83.3%) were primary. Only 14.2% schools were middle schools and 2,8% were high schools. The majority of secondary schools (70%) had low enrolments. This tend to suggest that the transition rate of learners, from primary schools to secondary schools, could be very low.

Table 5.3: Number of Learners Present at the Schools on the Day of the Visit: Research Questions 3; 4 and 5).

	DECLARED (A)	BY INSPECTION (B)	B-A	B-A/B	
PRIMARY SECONDARY	14 499 4 983	14 176 4 733	323 250	2.28% 5.28%	
Table 5.3 (a)					
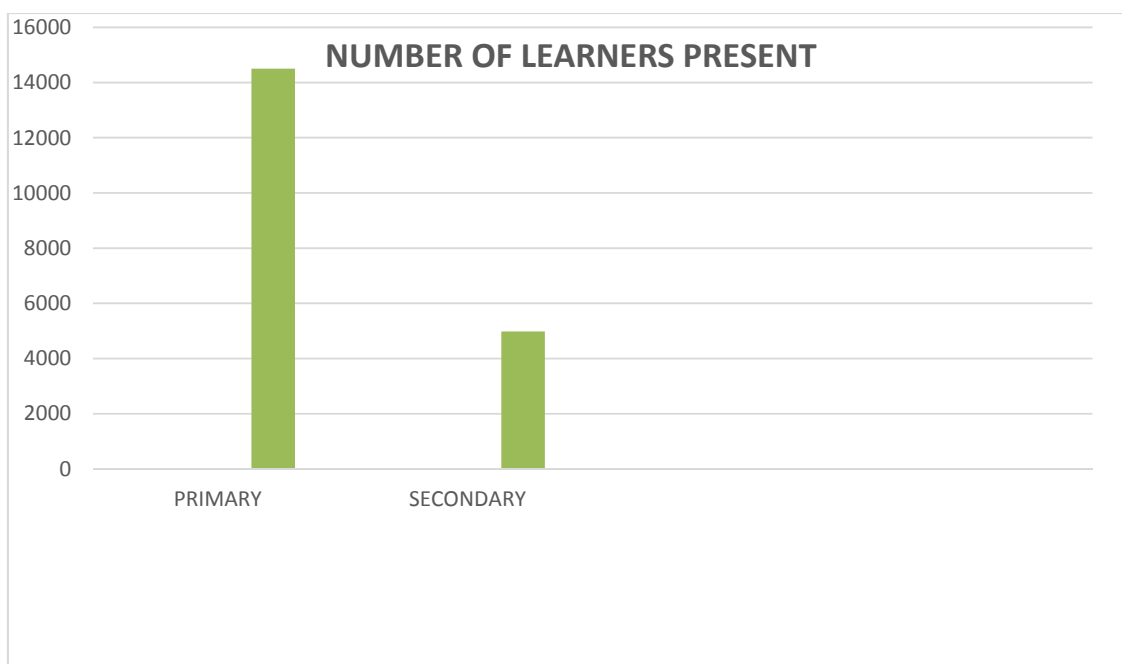
The Table 5.3 (a) above shows the number of learners declared on the questionnaire as being present on the day of the visit by the researcher against those found by physically

counting those present. Table 5.3 further shows that while both primary and secondary schools did not maintain accurate daily attendance registers, primary schools were better at maintaining daily attendance registers than the secondary schools. The deviation between the actual learners present at the school on the day of the visit and those declared present on the questionnaire was 2.28% compared with an almost double that figure of 5.28% in the secondary schools.

Table 5.4: Total Number of Repeaters and Progressed Learners at Schools (Research Question 4).

By Number (Repeaters)				
	Declared (A)	By Inspection (B)	B − A	$B - \dfrac{B}{A}$
PRIMARY	82	175	93	53.14%
SECONDARY	77	93	16	17.20%
TOTAL	159	268	109	40.67%
BY NUMBER OF PROGRESSED LEARNERS				
	DECLARED (A)	BY INSPECTION (B)	A−B	$A - \dfrac{B}{A}$
PRIMARY	10562	10451	111	10.5%
SECONDARY	4450	3994	456	10.25%
TOTAL	15012	14445	567	3.93%
BY RATIO				
		Repeaters: Actual Enrolment		
PRIMARY		175 : 14 445 1 : 80		
SECONDARY		93 : 4 965 1 : 55		

Table 5.4 (a)

BY NUMBER(REPEATERS)

Table 5.4 (b)

BY NUMBER PROGRESSED LEARNERS
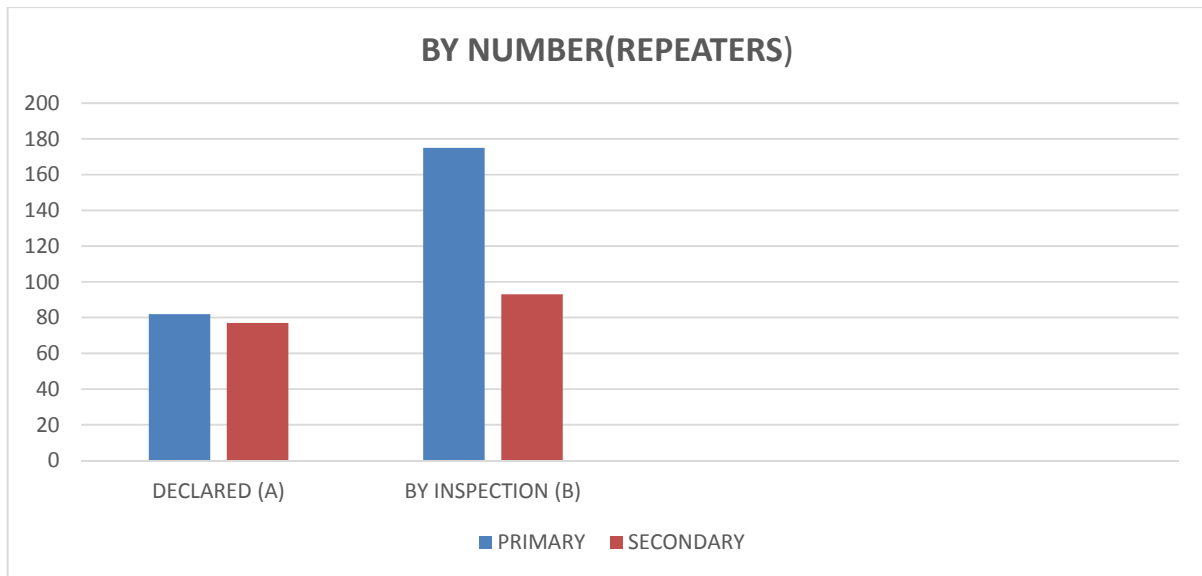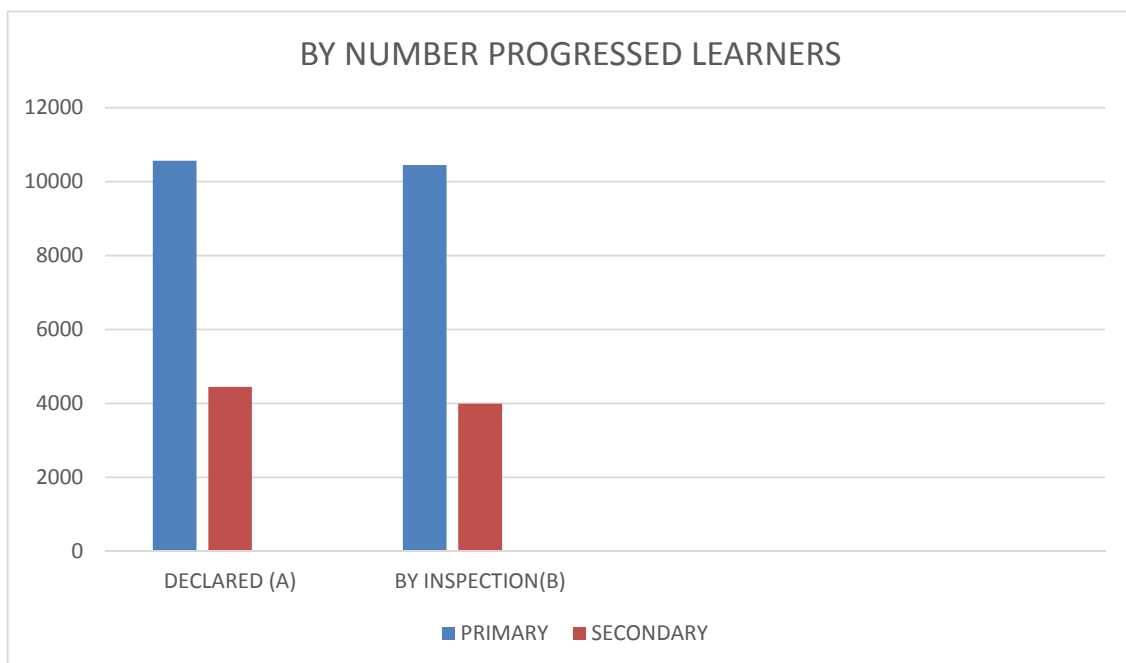
Table 5.4 shows the number of repeaters at schools and it indicates that there was under-declaration of repeaters in both primary and secondary schools. In primary schools, while 82 learners were declared as repeaters, they were actually 175 repeaters, which was more than double the declared figure. The same table indicates

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that secondary schools had under-declared their repeaters by 17.20%. The fact that school principals seemed to be under-declaring the number of repeaters should be attributed to the Ministry of Basic Education's policy on promotion, modulation and progression of learners in a phase that came into effect in 2013. This policy clearly stipulates that no learner can fail more than once in a phase (Policy, E22 and E35 of 2013). The policy is silent on any learner who is repeating on the issue of per Capita grant from the Ministry of Basic Education. The practice by school principals of under-declaring their repeaters seems to suggest that some learners could be benefitting more than once from per Capita Grant paid for them. Table 5.4 shows that out of 18 primary schools visited there were 175 repeaters for a learner enrolment of 14 445.

The Table also shows that for every 80 primary school learners, one is a repeater, while from the 12 secondary schools visited, there were 93 repeaters for a student population of 4 965. It reveals that for every 55 students in the secondary schools, one is a repeater. Table 5.4 clearly shows that there is an over-declaration of progressed learners in schools in both primary and secondary schools. This suggests that the information supplied on the SA-SAMS form could be showing an untrue picture of the prevailing situation on the ground in schools with regards to repeaters, progressed and promoted (achieved) learners.   This also highlights the fact that school principals do not adhere to Circulars E22 and E35 of 216 issued by the Director-General (Mweli, 2016:8) dealing with the *''National Policy to the Programme and Promotion of Learners Grade R-12''*.

Table 5.5: The Number of Teachers, Including School Principal, Qualifications [273 Participants] Research Question 2).

Qualifications	Primary		Secondary		Total	
	N	%	N	%	N	%
Untrained	14	10.85	22	15.28	36	13.19
ACE + Diploma	6	4.65	18	12.50	24	8.79
CE/Diploma	93	72.09	42	29.17	135	49.45
BA/BED/BSC/BAECS	5	3.88	33	22.92	38	13.92
Masters	1	0.78	4	2.78	5	1.83
Other Qualifications	10	7.75	25	17.36	35	12.82
TOTAL	**129**	**100**	**144**	**100**	**273**	**100**

Table 5.5 (a)
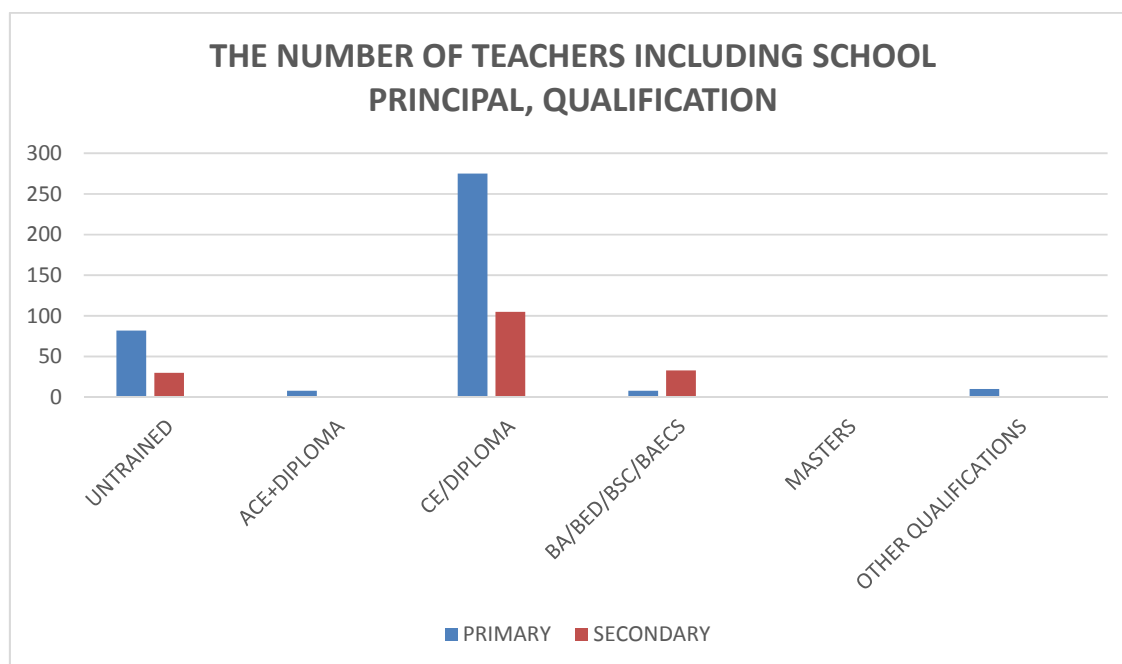
Data presented in Table 5.5 shows that the majority of educators in both primary and secondary schools, 72.0% and 29.17%, respectively, had either a C.E or Diploma in education. There was also quite a significant number of unqualified teachers in both primary and secondary schools, 10.85% and 15.28%, respectively. Only one person held a Masters Degree, 0.78%, at primary and four teachers at secondary, 2.78%. The

number of other qualifications and ACE +Diploma at primary school level was 4.65% and 7.75% compared to secondary schools where there was 17.36% and 12.50%, respectively. That such a big percentage of teachers are CE/Diploma holders could be attributed to the policy of the Ministry of Basic Education's basic requirements for entry into the teaching profession is, CE/Diploma in Education. Currently due to high unemployment rates and acute shortages in the Sciences, Engineering, Technology and Mathematics (STEM) the DBE is flouting its policies by hiring these professionals (Kgolakagano, 2014:131) as ''gap fillers'' to keep learners occupied and busy.

Table 5.6: Number of Functional Toilet Squat Holes (Research Questions 2 and 4)

Primary Schools				
	DECLARED (A)	By Inspection (B)	B −A	$B - \frac{B}{A}\%$
BOYS	244	260	16	6,15
GIRLS	228	246	18	7,32
TOTAL	**472**	**506**	**34**	**6,72**
Secondary Schools				
BOYS	88	98	10	10,20
GIRLS	90	114	24	16,04
TOTAL	**178**	**212**	**34**	**16,04**

Table 5.6 (a)

PRIMARY SCHOOLS
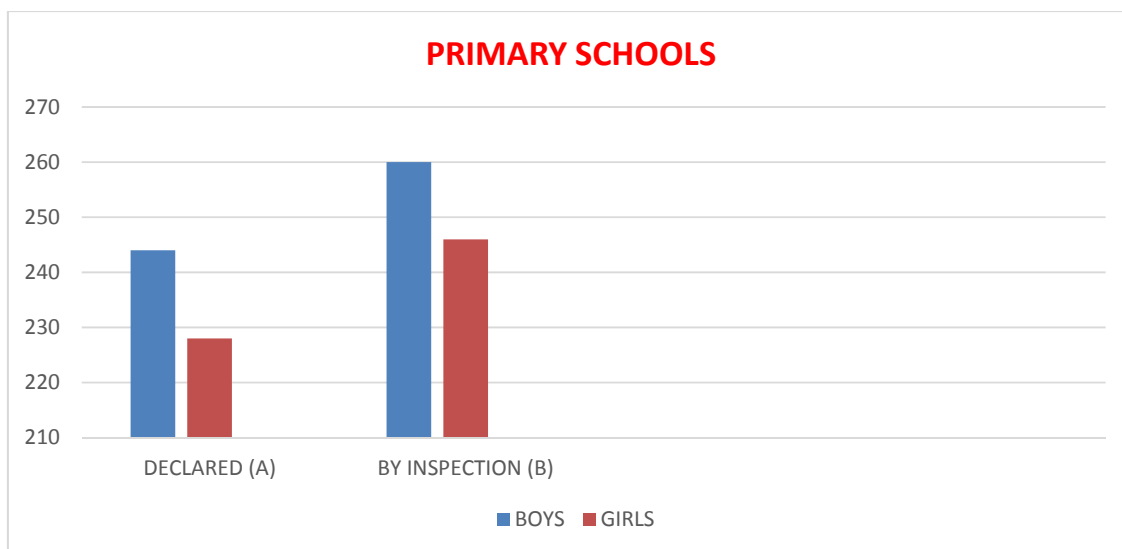
Table 5.6(b)
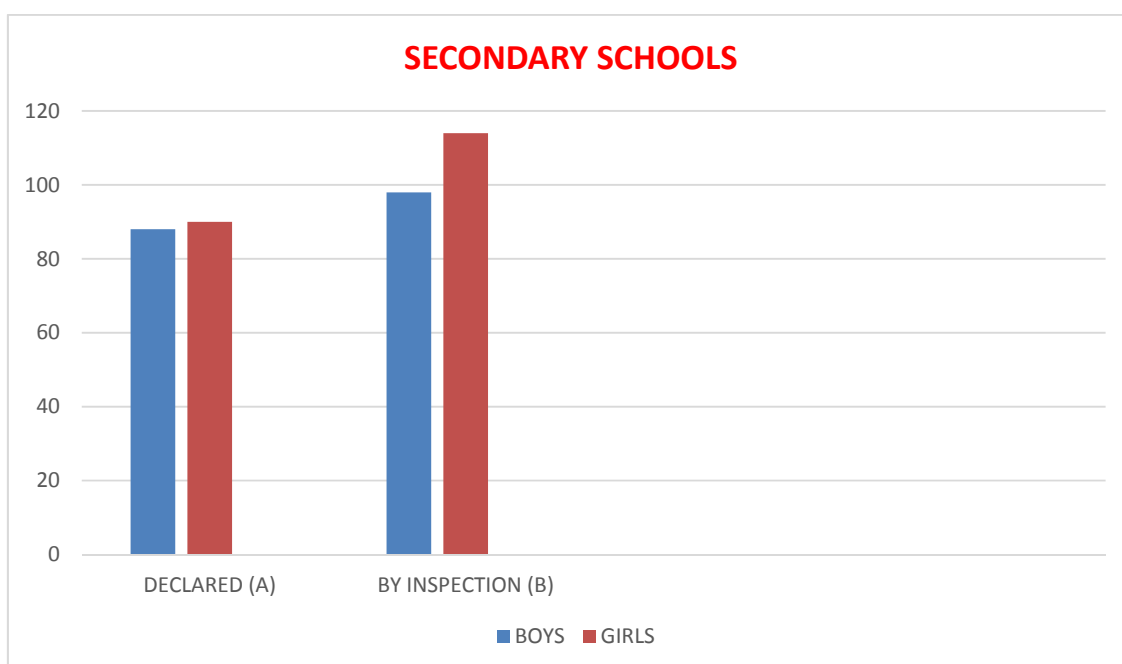
SECONDARY SCHOOLS

Data in Table 5.6 reveal that there is an under-declaration from both primary and secondary schools regarding the provision of sanitary facilities. In the primary school sectors there were less squat holes for girls than for boys while at secondary school level there were more squat holes for girls than for boys. This under-declaration tends to suggest that schools that should not benefit from the sanitary provisions funds may still

be benefiting at the expense of the needy schools that are genuinely in need of such facilities.

Table 5.7: Number of Laboratory (Computer & Sciences) Rooms at the Schools [Infrastructure] Research Questions 2 and 3).

Specialist Rooms	Primary			Secondary		
	2015 (A)	2016(B)	B - A	2015 (A)	2016 (B)	B - A
1	10	22	12	25	32	7
2	21	24	3	22	28	6
3	81	93	12	101	121	20
4	5					
TOTAL	117	139	27	148	181	33

Table 5.7 (a)

Table 5.7 (b)

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NUMBER OF SPECIALIST ROOMS AT THE SCHOOLS: SECONDARY
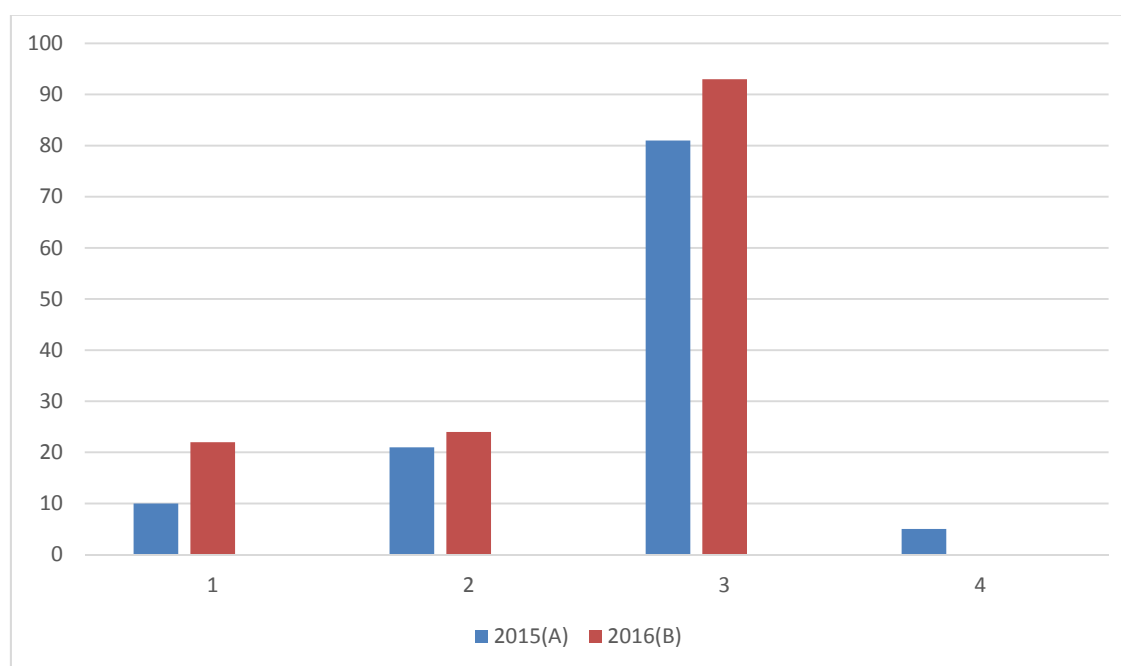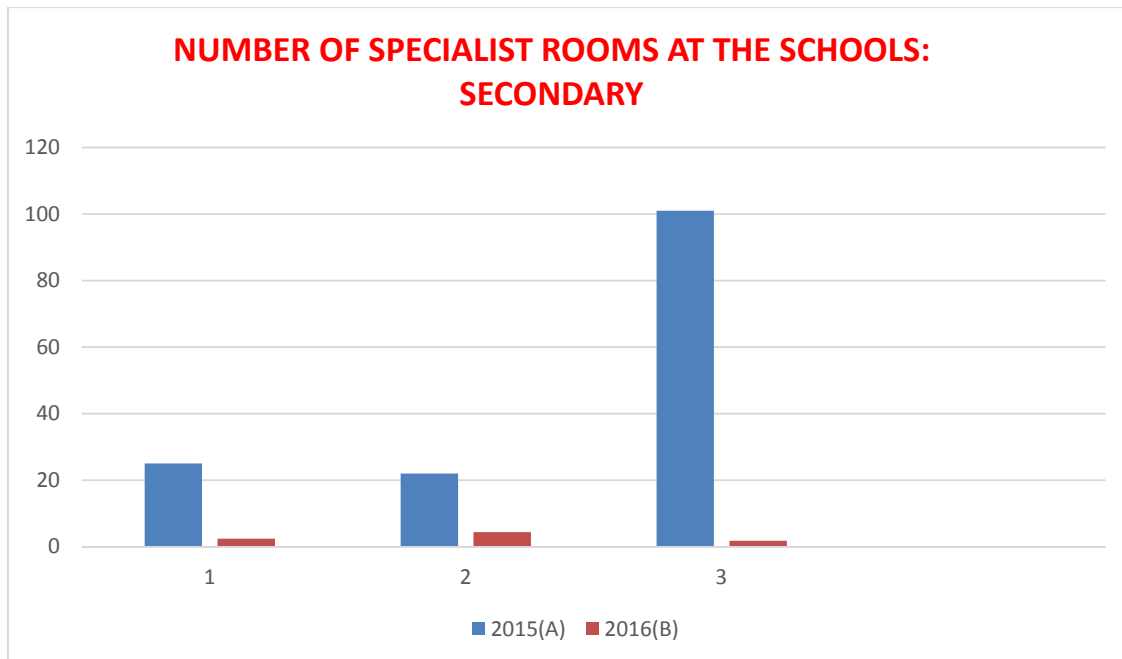
The Ministry of Basic Education through statutory instrument Number 37261, gazetted on 24 January 2014 (National Integrated ICT Policy Green Paper) state that it is the intention of DBE to provide each government employee   with a laptop and each institution to have a media centre. In this study, 2015 was taken as the base year to establish how far that goal has been realized. Table 5.7 shows that there was a gradual increase, in both primary and high schools in terms of provision of specialist rooms. According to the tabulated results, 33 standard specialist rooms were built during the period under review.

Table 5.8: Perceptions of School Principals on the SA-SAMS Form as a Data Gathering Instrument (Addressing Research Question 1)

KEY:

SA=Strongly Agree, A=Agree, D=Disagree and N=Neutral

(a) Primary schools N=18

	S. A		A		D		N	
	No	%	No	%	No	%	No	%
1. The computerized school data is always used for effective planning in every academic year running.	2	11.1	1	5.6	15	83.3	-	-
2. There is need for special infrastructure to aid in collecting computerized school data	15	83,3	1	5.6	2	11.1	-	-
3. The SA-SAMS & HRMS should be linked	16	88.9	1	5.6	1	5.6	-	-
4. There is need for schools to have internet facility that is functional	18	100	-	-	-	-	-	-
5. There is no feedback from District and higher offices on data supplied through SA-SAMS form.	12	66.67	4	22.2	2	11.1	-	-
6. The SA-SAMS tool is the panacea to all educational administrative problems	17	94.4	-	-	1	5.6	-	-
7. It is the responsibility of the Department of Education to corroborate and confirm the computerized school data	18	100	-	-	-	-	-	-

1. SA-Strongly Agree
2. A-Agree
3. D-Disagree
4. N-Neutral

(b) Secondary Schools N=12

	S. A		A		D.		N	
	No	%	No	%	No	%	No	
1. The computerized school data is always used for effective planning in every academic year running.	2	16.7	1	8.3	1	75	-	-
2. There is need for special infrastructure to aid in collecting computerized school data	10	83.3	1	8.3	1	8,3	-	-
3. The SA-SAMS & HRMS should be linked	12	100	-	-	-	-	-	-
4. There is need for schools to have internet facility that is functional	11	91.7	-	-	1	8.3	-	-
5. There is no feedback from District and higher offices on data supplied through SA-SAMS form.	9	75	1	8.3	2	16.7	-	-
6. The SA-SAMS tool is the panacea to all educational administrative problems	10	83.3	1	8.3	-	-	1	8,3
7. It is the responsibility of the Department of Education to corroborate and confirm the computerized school data	18	100	-	-	-	-	-	-

Tables 5.8 (a) and (b) show that that school principals conscientiously applied their minds on the use of SA-SAMS tool as a data gathering instrument on issues about admissions, class attendance registers, the linking of SA-SAMS and HRMS tools. Table 5.8 clearly indicates that all school principals *strongly agree* (100%) on the issues of SA-SAMS and HRMS being linked to curb malpractices and being the duty of DBE to corroborate collected and captured data to create a single data warehouse. The revelations from the Tables 5.8(a) and 5.8(b) are grave causes for concern. Table 5.8 also reveals that 11.1% believe that the SA-SAMS data is used for effective planning in each academic year. On the other hand, 83.3% *do not agree* that the collected computerized data is used for

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effective planning and had strong reservations against the DBE, especially, on the issues of LTSM provisions, PPMs and replacement of educators on maternity/sick leaves, just to mention a few. In Table 5.8 (b), 75% indicated that the collected computerized data were not used for effective planning in every academic year. In Table 5.8 (b), one school principal (8.35%) preferred to remain *neutral* on the issue of SA-SAMS tool being a panacea to all educational administrative problems. The neutrality may imply that the school principal has identified some weaknesses in the SA-SAMS tool being employed. Both Tables 5.8 (a) and (b) reveal that all (100%) school principals are in agreement that, it is the responsibility of the Department of Basic Education to corroborate and confirm the computerized school data collected before using it for future endeavours. The on-going discussion may imply that school principals have a negative perception on the use of the SA-SAMS tool in performing administrative and management duties.

Tables 5.8 (a) and (b) also reveal that all school principals (100%) *strongly agree* on all schools being online (have an internet facility that is functional and being paid for by the DBE). In the same tables, 66.67% and 75% of schools (primary and secondary respectively) *strongly agreed* that there was no immediate feedback from district and National offices on the data supplied through SA-SAMS form. Surprisingly enough, the school principals complained that whenever they are supposed to write mid-year (June), Preparatory and end of year examinations, schools are inundated with calls from DBE checking for the actual numbers of learners in each grade by gender, yet the schools would have supplied the requested computerized data through the SA-SAMS tool. This may imply that the DBE personnel do not bother to look at supplied SA-SAMS datasets or it may mean that they do not trust the school principals on the authenticity of the supplied computerized data. Furthermore, Tables 5.8 (a) and (b) show that almost all (88.89%) primary school principals and 100% of secondary school principals are *strongly in agreement* that the HRMS and the SA-SAMS tool should be merged to play complementary roles so as to curb brazen endemic corruption bedeviling the DBE. Corruption is evidenced by poor service delivery, non-delivery of LTSM and the proliferation of 'ghost learners' and 'ghost teachers'.

5.3.1 Suggested Items for Inclusion into or Amendment of the SA-SAMS Form [From Survey] Research Question 5)

The following were suggested as items to be included into the SA-SAMS form or as amendments to be made for the improvement of the form.

- Eighty-one percent (81%) of the primary school principals and ninety percent (90%) of secondary school principals strongly suggested that the SA-SAMS and the HRMS should be linked to curb endemic brazen corruption rocking the DBE on 'ghost personnel' and 'ghost learners.'

- With the stakeholders (SGBs) surveyed, (80%), strongly suggested that the progress report issued at the end of each quarter should indicate the general conduct of the learner at school so as to inform parents/guardians about the learner's conduct. The current process is cumbersome and bureaucratic when dealing with learner behaviour as it involves a lot of protocols to be followed like report writing, verbal warnings, and recordings just to mention a few processes.

- Another suggestion for inclusion was the gender of the school management team (SMT) and proportional representation in critical skills subjects, namely Engineering, Technology, Mathematics and Sciences (STEM). This was suggested by 77.78% of the primary school managers and 91.67% of the secondary school principals.

- It was also suggested by 94.44 % and 100% of the primary and secondary school principals, respectively, that Module 17 of SA-SAMS form (LURITIS) should be fully functional to help in tracking learners on a number of issues such as career achievement and LTSM recovery. The school principals also indicated that the DBE should set clear cut deadlines for registration of new entrants and returning learners so as to arrive at the correct PPM for the coming year and minimize the loss of instructional time. Parents/guardians who fail to comply with policy on registration of learners should be thoroughly dealt with within the confines of the

law. Parents (SGBs) and DBE officials should hold regular meetings to educate all parents/guardians on the need to observe registrations deadlines as set out in the South Africans schools Act (SASA) Number 84 of 1996. It was also suggested by 6 school principals interviewed (100%) that the National School Nutrition Programme (NSNP) should be included in the SA-SAMS form for capturing and 99.58% of the surveyed teachers suggested that parents should also take turns to feed learners at break time. Currently the SA-SAMS form captures the personal details of food handlers (cooks) only instead of the menu taken by learners. Most of the none-fee-paying schools rely on (NSNP) for the efficient running of the schools, hence, when there is no food at school, curriculum delivery is disrupted. It seems the DBE down-plays the pivotal role played by the feeding scheme in the RSA schools.

- The SA-SAMS form should incorporate a common analysis form for all grades so that it is not be done manually as agreed to by both primary and secondary principals (100%). The DBE must be able to retrieve it from the other side, meaning to say the SA-SAMS form should be online 24/7.

- A situational relevant SA-SAMS tool needs to be urgently designed to meet the different situations in the RSA schooling systems.

5.3.2 Benefits that Accrued to Schools as a Result of the Completion of the SA-SAMS Form

Benefits that were said to have accrued to schools since 2010 as a direct result of completion of the SA-SAMS tool were given as follows:
- All school principals (100%) (both primary and secondary) said that they had received additional educators and ancillary staff that were requested and reflected on the SA-SAMS form and that they had received their per Capita grants (Section 21 funds) based on the information they had supplied. Discrepancies, however, were noted due to late-registered learners and non-compliance by some school

principals who fail to submit audited financial books (acquittal of funds) for the previous terms/years before receiving financial support of the current year, as per department policy.

- Eighty-eight comma eighty-nine percent (88.89%) of primary schools and eighty-three comma three-three percent (83.33%) of the secondary school principals indicated that they had received some additional LTSM, mobile libraries, laboratories and classrooms, sporting equipment and infrastructure, mobile classrooms, media centres from Trustees and Corporate World, sanitary facilities (pads, pantie liners, toiletries), laptops and computers from banks, mines and piped water and furniture from donor organization sourced by DBE. These were sourced from the private sector, such as financial institutions, telecommunication network providers, municipalities, Trustee funds and Foundation, European Union, World Bank and many others. The money given to each school was calculated on the basis of their enrolment as reflected through SA-SAMS form. This implied that DBE does use the SA-SAMS data although inconsistently.

5.4   PRESENTATION OF DATA COLLECTED THROUGH DOCUMENT ANALYSIS

The following section presents data solicited through observation and open-ended questions. Admissions, class attendance and period registers were checked to see if they were available at schools. Those schools that were found to have these documents were checked to see if they were kept up-to-date. The researcher requested to examine official school documents as per check list and findings from the observed documents were scrutinized to elicit valuable data. Photos were taken for further review.

Table 5.9: Documents Observed at the Thirty Schools

Documents Analysed		Primary School (R-Grade 7) =18 Schools	Secondary School (Grades 8-Grade 12) =4 Schools	Middle School (Grades 7-9) =3 Schools	High Schools (Grades 10-12) =5 Schools
Gr. 12 results for the past three years	2014	X	✓	X	✓
	2015	X	✓	X	✓
	2016	X	✓	X	✓
SAIP		✓	✓	✓	✓
Curriculum Management plan +Master Table		✓	✓	✓	✓
Administered class visit monitoring tool +IQMS Management Plan		X	X	✓	✓
Educators' code of conduct		X	X	✓	✓
Learners' code of conduct		✓	✓	✓	✓
SMT minute book		✓	✓	✓	✓
Staff minute book		✓	✓	X	X
SGB minute book		X	X	✓	✓
Disciplinary policy & Minute Book		✓	X	✓	✓
Educators' attendance register		✓	✓	✓	✓
Learners' attendance registers		✓	✓	✓	✓
Administered monitoring tool for educators' Work books & Files		X	✓	X	X
Safety and Security policy		✓	✓	✓	✓
Record of visits by learners' parents		X	X	✓	X
Stock/assets register for LTSM		X	X	X	X

Key:

SAIP   :   School Academic Improvement Plan

Gr   :   Grade

LTSM : Learners' and Teachers' Support Materials
 ✓ : Documents available
 X : Documents not available

Table 5.9 (a)
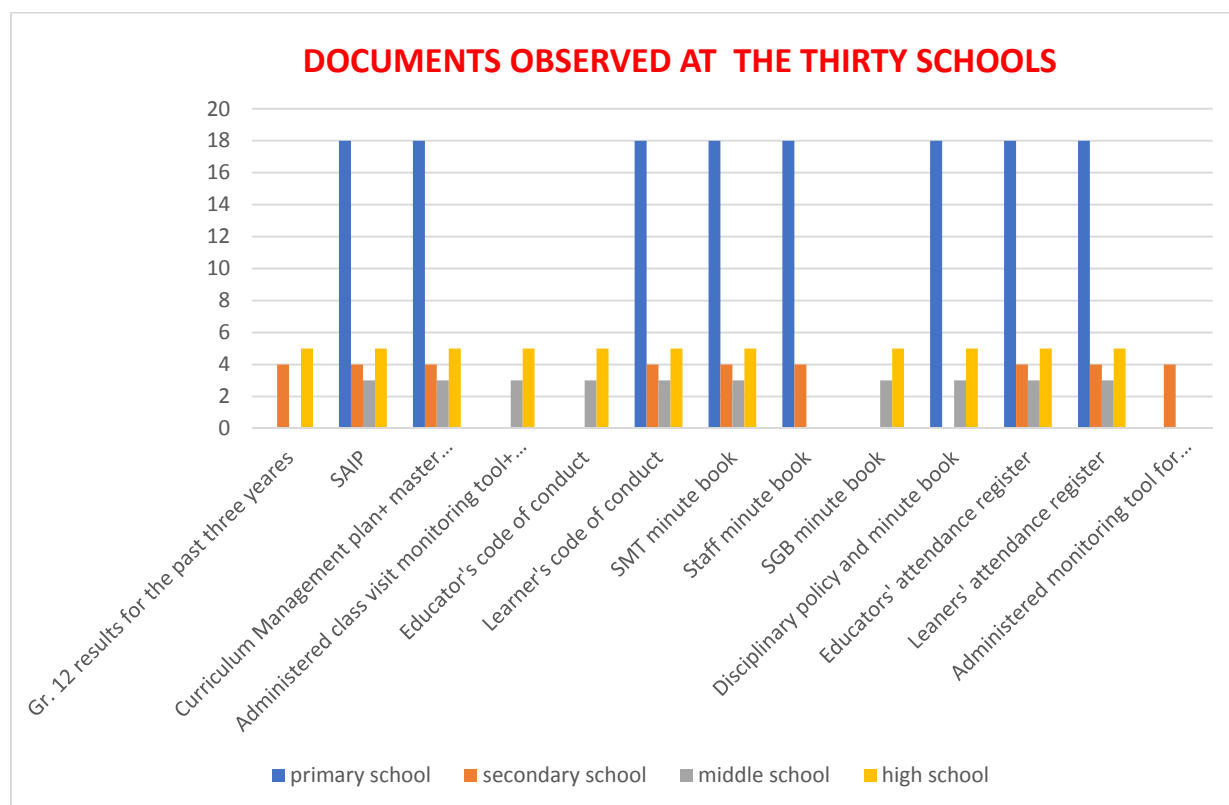
Available documents include, the nine secondary schools' Grade 12 (75%) results for the past three years 2014, 2015 and 2016; Grade 12 average pass rate percentages for each year at each school was observed to determine the extent of learners' performance at these schools, for the secondary schools (83.33%) were trapped, performing below 70%. The same was also done for all the eighteen primary schools. It was observed that most of the primary schools had a similar problem, where learners in Grades 1-4 had serious problem in reading which supported the evidence published by the, "Progress in International Reading Literacy Study" (PIRLS Report) in October 2017 that found that, out of every five Grade 4 learners, 4 (80%) cannot reading for meaning.

5.4.1 School Academic Improvement Plan (SAIP)

Evidence of school academic improvement plans at the thirty schools were available. Most high schools, had serious challenges which needed immediate attention. These were identified on the academic performance improvement plan and include, high rate of teacher absence, learners' and teachers' late arrival, lack of motivation and indiscipline, teachers' subjects knowledge gap, need for improvement on the quantity and quality of written work, backlog in curriculum coverage, gangsterism, drug and alcohol abuse by learners and poor learner performance in Physical Science, Life Sciences, Mathematics and Accounting, Business Studies, lack of parental support, uncomfortable conditions of temporary mobile classrooms and high rates of teenage pregnancy. Conditions of mobile classes are unbearable as it is very hot   inside, and the heat distracts the learners' concentration span during lessons. In the middle schools, academic improvement plan identified the following challenges - the absence of monitoring and support by the school management team (SMT), insufficient written work given, lack of audit on written work, poor quality of informal assessment tasks, poor attendances by learners, and disciplinary challenges among learners. The school principals were seen as failing to take advantage of the SA-SAMS form's 17 main characteristics in discharging their mandate.

5.4.2 Curriculum Delivery Plan and Master Timetable

Some school were still struggling to make a school timetable yet the SA-SAMS tool has a provision (software) for that facility. Curriculum management plan documents were available at the thirty (30) schools visited. This plan ensures that all curriculum-related tasks are adhered to. It also gives a clear indication on the functionality of the school. It is evident that school principals at the thirty (30) schools had developed curriculum management plans, to ensure effective curriculum implementation and delivery. 15 (50%) of the schools visited were adhering to 7-day cycle in the running of lessons. It is a rotational system that is pegged at a 7-day cycle in which Monday is taken as day one or any other day and lessons run following that cycle until day 7 and the process repeated. This was a problem in that it may affect other subjects and reduce contact time per week.

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Also, in the event of a public holiday or interruption of school programme, other subjects suffer most.

5.4.3 Class Visit Plan

There was no evidence of a class visit plan at 26 schools (86.67%) visited. This was only available at 4 school (13.33%). The absence of such a tool is evidence that school principals display lapses in the discharge of their duties. The plan is very vital as it encourages teachers to be ready with their files and important documents in anticipation of the visits. Most schools (80%) had quarterly visit plans from DBE officials.

5.3.4 Educators' Code of Conduct

There was no evidence of signed educators' code of conduct at school, in most of the schools visited (90%). The educators' code of conduct at schools, where it was available indicated all forms of misconducts that educators should avoid at all times - smoking in front of learners, embezzlement of funds, misappropriation of funds, sharing food with learners, late coming, sexual harassment and or violence, being under the influence of any intoxicating substances or drugs on the school premises, use of corporal punishment, absenteeism without a valid reason or notification, failure to carry out an instruction or delegated duties from immediate seniors and most serious, improper association with learners and use of foul and profane language.   The code of conduct, strongly, encouraged teachers, among other things, to: respect their colleagues' and learners' rights, to keep confidential matters deemed confidential, avoid humiliating and harassment of learners either physically, emotionally or sexually.   The code was adopted and signed by the principal and staff.   The code of conduct encourages teachers to exercise high levels of probity in their discharge of duties in and outside school premises. There was, however, one disturbing situation whereby in one high school, it was alleged that more than 30 learners had been impregnated by school teachers and investigations had been instituted involving DBE and security details. Unfortunately, among the culprits being investigated was an SMT member.

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5.4.5 Learners' Code of Conduct

There was evidence of learners' code of conduct at the 30 schools. Learners' code of conduct spells out the following expectations from learners - commitment to their school work, to behave in an acceptable manner, to be in school uniform, to be punctual for school and lessons at all times and to comply with the code of conduct at all times. This code of conduct was aimed at creating an awareness amongst learners. The code of conduct in 30 schools had the expectation from all learners to uphold disciplinary measures as enshrined in the South African Schools' Act No. 84 of 1996. The code further provided support measures for counselling learners involved in disciplinary proceedings, therefore, the code ensured that learners do everything possible to promote their success in school work and strive for excellence. Each learner was supposed to attach his/her signatures as proof that he/she has read and understood the contents thereof. Furthermore, the code of conduct was displayed in each classroom and in every school office for visitors and parents to familiarize themselves with it.

5.4.6 SMT Minutes Book

At most schools, recorded minutes of previous meetings were available, and served as evidence that regular SMT meetings were held (twice a week) Tuesdays and Thursdays. In one of the meetings, in one of the schools, held on the 23rd August 2017, the principal addressed the shortage of Mathematics and Physical Science teachers, teenage pregnancy, theft and truancy. The principal also lamented about the issues of improper association between teachers and learners. This meeting was prompted by the 2016 Grade 12 learners' performance in Mathematics and Physical Science and an observed emerging trend of the listed disciplinary challenges, especially, teenage pregnancy. The meeting resolved to outsource teachers from neighbouring schools which performed well in these subjects and invite subject specialists to help in strategizing. These minutes attest to the principals' concerns and commitment towards improving learners' performances in the two subjects and commitment to solve disciplinary matters amicably. The school principals involved members of the SMT and teachers in finding solutions to

the schools' curriculum delivery initiatives, hence, the principals of one school primary and 6 secondary schools were committed to participative management through the involvement of all stakeholders in getting home-grown solutions to school challenges. Findings from the analyses of SMT minutes books is that regular SMT meetings were held almost at all schools as SMT meet regularly to chat the way forward.

5.4.7 Staff Minutes Book

Staff minutes books were requested to be analysed at each of the visited schools. Staff minute books were only available at schools showing mainly, morning briefings. More than 27 schools (+90%), schools have only one staff meeting done after school, for about one hour. In one of the meetings held on the 19th of January 2017, the agenda included amongst others, challenges of Grade 12 learners' performance and development of 2017 SAIP, analysis of 2016 performances per grade per subject. In his remarks the principal stated that all efforts must be directed towards improving the 2017 all grade results. The school principal reminded staff that, GET phase was 'trapped' and that was a big cause for concern for the school and DBE. Furthermore, the school principal encouraged teachers to go an extra mile by conducting extra classes in the morning, afternoon and on Saturdays. It is therefore, evident that the school principal was committed to improving the learners' performance. She further raised her concerns on creating a culture of teaching and learning. Plans to improve learners' performance were communicated to the staff and all stakeholders early in the year. Staff meetings are the only platforms accorded the staff to interact with the SMT to share plans, vision, mission and strategies for the   implementation of the curriculum plans. The absence of staff minute's book at 6 schools (20%) is evidence that staff meetings are not held, or they are held informally as minutes were not there to confirm to this. If staff meetings are not held, there are no other formal platforms for the staff to interact with the SMT, and for members of the teaching staff to bring about their own initiated plans. There is need to share their views with members of the SMT on the implementation of the curriculum in order to improve learners' performance. School principals in 23 schools (76.67%) cautioned and warned male teachers that they should desist from improper associations and also told them in no

uncertain terms that the South African Council for Educators (SACE) will not hesitate to withdraw practising certificates from educators who engage in indecorous behaviour. In 8 of the sampled schools (26.67%), the school principals distributed the latest report published by SACE on improper associations with learners (2017 November-December SACE Report). The 37-page report published late in November-December 2017 talks about factors and environment facilitating/enhancing sexual-related misdemeanours between teachers and learners. Teachers were given the latest code of conduct and were advised to scrutinize the contents and be familiar with them.

5.4.8   SDT Minutes Book

There was no evidence of school development team (SDT) minute's book at 21 schools (70%). SDT minutes books were only available at 5 primary schools and 4 secondary schools. The most recent recorded minutes of the SDT meeting at one school was held on the 11th of May 2017. Minutes revealed that the purpose of the meeting was to review the SDT executive committee members. During this meeting elections were conducted to give mandate to the new executive members to replace those who served in 2016. At 3 secondary schools, SDT meeting was held on the 20th of January 2017, and the purpose of this meeting was to discuss and adopt the 2017 integrated quality management system (IQMS) management plan, in order to start with the implementation of IQMS for 2017.

Findings made from the recorded   minutes of these schools were that the SDT structures at the 17 schools (56.67%) were functional. This was evidenced by records of minutes of meetings held of the SDT structures. SDT as a structure is concerned with teacher assessments and professional development through an integrated quality management system, hence, a functional SDT structure at a school contributes towards the creation of a culture of professional growth.

5.4.9   Disciplinary Policy Files

Disciplinary policies were available in 25 schools (83.33%), although 5 schools (16.67%) were without one. These policies developed at the 25 schools were not similar, however, they did not override the country's constitution and the South African Schools' (SASA) Act No. 84 of 1996 on corporal punishment. Misconduct of learners detailed were in line with their sanctions. These disciplinary policies were adopted and signed by all stakeholders including the representative council of learners (LRC), hence, were accepted by all stakeholders; everyone was involved in drafting the policy and have ownership of the final document.

The availability of disciplinary policies at twenty schools attests to the principals' commitment towards the creation of culture of teaching and learning. Disciplinary policy regulates learners' behaviour, and compliance to them contribute towards a safe school environment which is conducive to effective teaching and learning. A disciplinary policy, therefore, is an indispensable tool for effective teaching and learning. All disciplinary cases should be recorded in the SA-SAMS tool and follow ups on the outcome should be relayed to the school and then the learner.

5.4.10 Clocking in and Clocking out Register

Educators' attendance registers were available at the schools and it was evident that these attendance registers were being monitored and controlled. There were   remarks and comments made inside these attendance registers by the SMT members. Period registers were also utilized to also monitor and control both learners and teachers' attendance during lessons on a daily basis, however, at 6 schools (20%), period registers were not controlled as there was no evidence of remarks and comments after submission to office.

5.4.11 Attendance Registers for Learners

Learners' attendance registers were available at 19 schools (63.33%). The availability and daily control and monitoring of attendance registers were evidence that learners' attendance was scrutinized on a daily basis. In some schools it was difficult to access the registers as they were kept by learners who mark them. This is a serious dereliction of duty and a gross act of misconduct that warrants dismissal. Learners who were not in class during the period register were declared absent with an "a" and those who were in class were declared present with a tick. These records of attendance by learners were being monitored and controlled by the SMT on a regular basis. This was evidenced by signatures, comments and official school stamp. The same pattern and procedures were followed at all the schools where registers were observed. Learners who absented themselves for three consecutive days without valid reasons were to bring their parents. In 16 schools (53.33%) visited, there was a rule that by period 4 each day, all class teachers should be in classes they manage and mark their registers by physically checking learners. This was timetabled, therefore, the 19 schools (63.33%) had appropriate procedures to deal with absence, late coming and truancy.

5.4.12 Monitoring Tool for Educators' Workbooks

There was insufficient evidence of monitoring tool for educators' workbooks at schools. Administered monitoring tool for educators' workbooks were only available at 6 schools (20%), one apiece. Some learners had not written any work assigned to them and corrections were rarely done. The monitoring tool contained the following headings: attendance registers, period registers, educators' pledge, internal and external supervision reports, asset registers, personal time table, subject policies, proof of extra lessons, pacesetter, programme of assessment (POA), CAPS documents, target setting, informal tasks (tests), mark sheet schedules and inventories. These were followed by the HODs' name, composite mark sheet, date and signature, educators' name, dates, and lastly, HODs' comments and principals' signatures. The absence of administered

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monitoring tool for educators' workbooks implies that school principals exhibit laxity in their mandate discharge.

5.4.13 Safety and Security Policy

There was evidence of a developed safety and security policies for implementation at the 24 schools (80%) as per DBE policy. Findings from these schools' safety and security policies, was that school principals are committed and concerned about the safety and security of all the learners, teachers and school resources. The schools had large billboards specifying type of offences and the punishment to be meted out in cases one flouts the rules. Each classroom had clearly visible and legible rules for all learners on what they can do and cannot do. Lastly, each school displayed a photograph and details of the police adopted by the schools and the contact details of the toll-free numbers and all surrounding police stations were clearly visible. 24 schools (80%) visited had perimeter fences or dural walls and lockable school gates. Unfortunately, only 6 schools (20%) had working fire extinguishers. It was observed and confirmed from school principals that learners temper with the fire extinguishers, but measures were being put in place to cater for that. 10 schools (33.33%) had guard rooms and active trained security guards.

5.4.14 Consultation Record for Stakeholders

A record of stakeholders' visit to the school premises was only available at 9 schools (30%). Records of visitors and parents' visits at these schools were kept for statistical purposes so as to have a record of the various reasons for their visits to school. In 3 schools visited (10%), it was recorded that when parents were called for a disciplinary hearing for their children, the parents/guardians were totally drunk and were using foul language in the meeting. The school authorities indicated they had invited social workers and involved the police as there was evidence of drug abuse from the parents and children. The SGB encouraged parents to check progress and attendance of their children as a way of helping in disciplinary issues. The absence of records of parents

visiting 21 schools (70%)   attest to the lack of parental involvement in rural public schools, hence, a major setback towards the SAIP in these schools.

5.4.15 Stock/Assets Registers for LTSM and Inventories

There were no evidence of stock or assets registers for learners' and teachers' support materials (LTSM) at 27 schools (90%).   Delivered LTSM to schools must be kept on record for future reference and use. In 6 schools (20%) visited, school principals indicated having received wrong and unnecessary LTSM and science equipment, as they do not have a laboratory to store those items.   The school principals made a clarion call for the DBE to activate module 17 (LURITIS) of SA-SAMS that deals with learner tracking and school assets, among other functions. The next section presents findings from observations.

5.5 PRESENTATION OF DATA COLLECTED THROUGH OBSERVATIONS

Table 5.10: Items (Infrastructure Related) Observed at the 30 Schools

Observed Items	Primary Schools (Grades R-7) =18 Schools	Secondary Schools (Grades 8-12) =4 Schools	Middle Schools (Grades 7-9) =3 Schools	High Schools (Grades 10-12) =5 Schools
Availability of NSNP	✓	✓	✓	✓
Availability of Infrastructure	✓	✓	✓	✓
Availability and conditions of Toilets	✓	✓	✓	✓
Availability of Furniture	✓	✓	✓	✓
Availability of Electricity	✓	✓	✓	✓
Availability Clean Running water	✓	✓	✓	✓
Availability of school Bell/siren	✓	✓	✓	✓
Availability of Laboratories-Sciences	X	X	X	X
Availability and relevancy of Library materials	X	X	X	X
Availability of Media Centre.	X	✓	✓	X
Availability of LTSM & Inventories	✓	✓	✓	✓
Availability of an Admin. Block and administrative personnel	X	X	X	✓
Availability and condition of Security (perimeter) fence & entrance gates	✓	✓	✓	✓
Availability of Sporting infrastructure	X	✓	X	✓
Availability of a Vision and mission statements	X	X	X	✓

Key:

✓ : Available

X : Not available

5.10 (a)

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Items(Infrastructure related) observed at the 30 schools

Legend: primary schools, secondary schools, middle schools, high schools
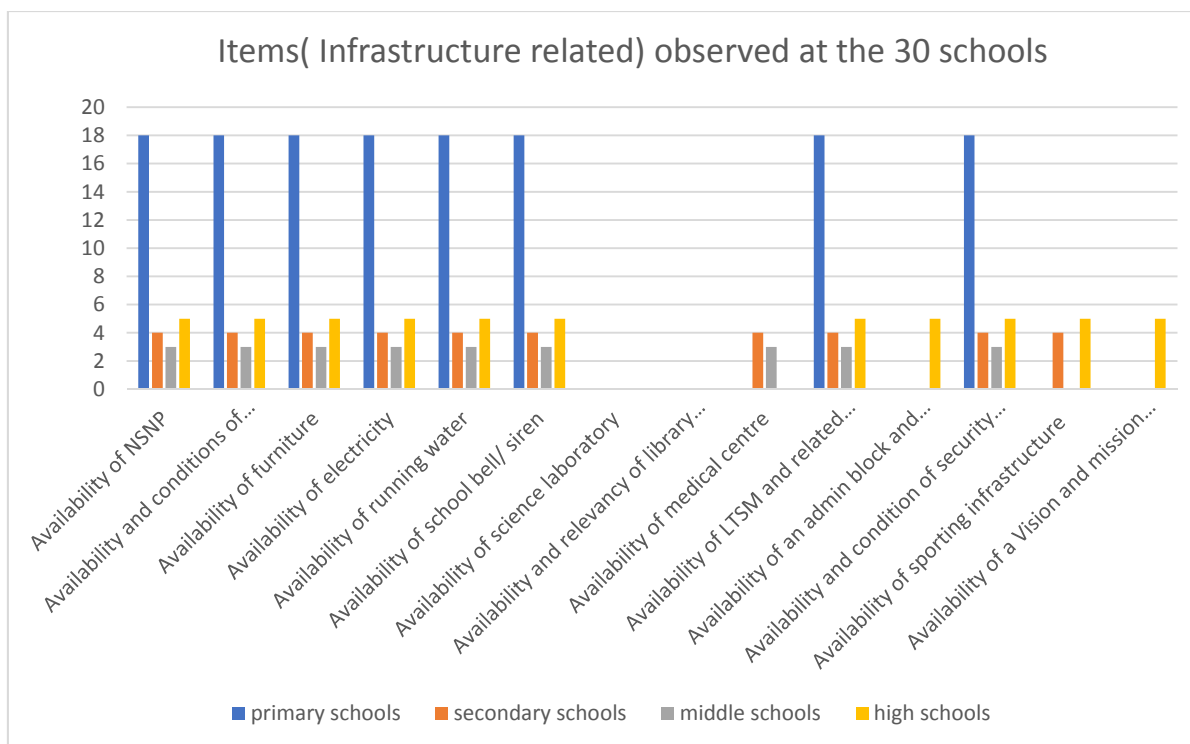
5.5.1 Availability of a National School Nutrition Programme (NSNP)

The National School Nutrition Programme was provided at the 30 schools. A group of food handlers (who receive a stipend of R1000/month from DBE) were observed preparing, cooking and distributing meals to learners. Learners were observed partaking in the meals during breaks. It was observed that some schools 16 (53.33%) had clean running-water problems hence it compromised the health of learners and staff. It was observed that 27 schools (90%) did not have a proper kitchen from where learner food was kept and prepared. School principals indicated that schools resort to keeping learner food in the administration block or computer laboratories. This was the main reason the school had frequent break-ins as thieves would be looking for food.

Cooked meals were served to learners which varied from maize meal, vegetables, samp, sour milk, soya soup, beans, fish, rice and fruits. The implementation of NSNP had made a positive contribution towards school attendance, improved learners' concentration

levels during lessons, reduced learner drop-out and improved access to education. The NSNP has also improved learners' health as nutritious meals were served daily (balanced diet). The NSNP was, however, not appropriately implemented as schools experienced challenges of infrastructure, such as kitchen, cooking area utensils, and food storage. One school had converted the staffroom into a kitchen forcing teachers to use their classrooms as their base station, however, the programme impacted positively not only on learners' health, but also on participation in the curriculum of the school. In 25 of the schools visited (83.33%), school principals lamented the late transfers (deposits) of funds for the feeding schemes. On trying to find out the reasons of this delay, school principals cited that DBE also raised the issue of late submission of audited books, adverse audit report of the concerned schools and waiting for the start of the financial year. Also, DBE would try to authenticate the SA-SAMS data especially when the enrolment of certain schools suddenly rises geometrically as they suspect falsification of enrolment figures.

5.5.2 Condition and Number of Classrooms

The schools experience acute shortages of standard classrooms. Some are still using mobile classrooms, and some are using muddy classrooms. DBE has a long-standing challenge of infrastructure, and as a result the schools were provided temporary mobile classrooms. These mobile classrooms were not well taken care of, with smashed windows panes, broken doors and these mobile classrooms are too small and very hot as the seasons change; when it rains they are noisy and when it is summer, they are extremely hot. The smashed windows and broken doors attests to typical dysfunctional public schools. The schools' classrooms looked old and dilapidated and in a sorry state. These schools had problems of high staff turnover and they looked dysfunctional from a cursory glance.

5.5.3 Availability and Condition of Toilets

It was observed that learners were still using 'bush toilets' at 8 schools (26.67%). Conditions of toilets at these schools were deplorable - very filthy, stinking, unhygienic

and with a lot of flies hovering around the school premises and faeces scattered all over. These old pit toilets deserve to be demolished as they are potential hazards, unsafe and unhealthy structures which could also be used for criminal activities. The newly-built toilets at 6 secondary schools had a lot of graffiti where names of learners were inscribed with faeces. In 14 of the primary schools (77.78%), the toilets were clean and very hygienic whereas those of 4 of the other primary schools (22.22%) had unhygienic conditions. Faeces were lying all over the floors an indicator that hygienic standards were not being observed. Some of these toilets were still new, but they now appeared to be old and dilapidated due to lack of care; they seemed as if they had never been cleaned since they were built. There was an obvious big challenge with learners' toilets at schools. School principals indicated that DBE should employ ancillary staff to clean toilets as learners are not allowed to clean toilets. In all the 30 schools visited, the researcher never came across toilet paper in toilets implying learners could be using loose exercise books or not cleaning themselves after visiting the ablutions. Furthermore, there were no hand basins to wash hands or running water in these toilets. It is important to note that 10 (83.33%) of the secondary schools had sanitary pads to give learners who unexpectedly had their menstrual cycles. These sanitary pads were donated by non-governmental organisations.

5.5.4 Availability and Condition of Furniture

Observations conducted at 30 schools showed some shocking revelations. In 15 primary schools (83.33%), learners had inadequate furniture and teachers used learners' plastic chairs and tables; the condition of the furniture was not good at all. This simply indicates that the DBE rarely checks on SA-SAMS data as there is a provision on the instrument on the available infrastructure, thus, there were acute shortages of furniture at schools. Learners were observed stampeding and fighting over these scarce resources in the morning before lessons started and during period change over, causing some delays and potential fights at the expense of lessons delivery. Learners were compelled to arrive very early in the morning in order to occupy desks for the day. It was observed and confirmed that in 9 secondary schools (75%), new chairs and desks were reserved for

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Grade 12 in June, during preparatory and end of year final examinations while GET learners were scrambling for furniture constantly. It defies logic and it boggles the mind to observe such a sad scenario, 24 years after the advent of democracy in RSA.

5.5.5   Availability of Electricity

Electricity was provided at almost all the schools (29). One school was using a diesel-powered generator and it was straining the fiscus of the school's finances as the process uses section 21 funds. Electricity was used to operate computers, borehole machine for pumping   water, engineering and technical graphics machines, duplicating machines, printers, security lights and school bells or sirens. There were electric lights fitted in all classes and around the school premises. Electricity enhances teaching and learning as it allowed the use of modern technological appliances in classrooms, such as televisions, overhead projectors, radios, sirens, communication devices, computers and white boards (interactive).

5.5.6   Availability of Clean Running Water

Boreholes were observed as main sources of running water at 28 schools (93.33%). The availability of functional clean running water supply has a positive impact on the day-to-day running of schools. Water is needed for drinking, sanitary purposes, conducting experiments, cleaning, irrigation, personal hygiene, construction of infrastructure and preparing learners' meals, hence, water is an indispensable resource which schools cannot do without. At one school, it was observed that, if there was no water, the school knocks off at 10 O'clock in the morning, therefore, schools should have sufficient and continuous clean water supply. The unavailability of running water in schools cannot be tolerated and can render schools dysfunctional. This means also that the DBE should use captured SA-SAMS data to prioritize sanitation facilities in schools.

5.5.7 Availability of School Bell/Siren

It was observed that all (30) schools (100%) had school bells or siren available. At some schools (11), the siren was still out of order due to some technicalities. The schools alternatively used an old bell operated manually to manage school time or a whistle. A school bell or siren signals the start and end of lesson periods, and the start and end of a school day or signal to learners to assemble at a designated assembly point; the siren helps in the core business of the school. Time is an important resource and cannot be recyclable. A school siren sensitizes both learners and teachers to be time conscious and punctual in attending to their daily school chores, in line with the school timetable. School principals ensured that time was effectively managed, and not wasted by responding to the siren, promptly, and this created a culture of teaching and learning.

5.5.8 Availability and Condition of Science and Computers Laboratories

It was observed during field work that there were no laboratories at 8 secondary schools (66.67%). These schools were offering Life Science, Technology, Physical Sciences, and Geography, which have theory and practice, which needed to be conducted in a laboratory, therefore, schools offering science subjects must have laboratories for learners and teachers to conduct experiments and scientific investigations. A laboratory contributes towards the enhancement of effective teaching and learning. Science subjects at these 8 secondary schools (66.67%) were only taught theoretically, because of the unavailability of laboratories, although, the DBE provides mobile science laboratories. The absence of laboratories in these schools does not augur well for the teaching and learning as the science subjects were being compromised. This would impact negatively on learners' performances and achievement in the science subjects at these schools and it jeopardizes their career aspirations.

5.5.9   Availability and Relevancy of Library Materials

A library is the nerve centre of any functional school. The 30 schools sampled had a wide range of libraries. Some had fully equipped (3) libraries fitted with laptops and computers whereas others had minute storerooms being called libraries (10%).   Observations conducted revealed that even in some classrooms there were mini-classroom libraries. A library or media centre with at least the minimum paraphernalia, adequate materials relevant for the grades levels and subjects offered can contribute towards the enhancement of teaching and learning.   A library is the most important source of knowledge and information sought after by learners.   The communities where these schools are situated are also without   community libraries, hence, learners' right to know, and their access to education as a basic right is being hampered and compromised. Learners are denied the opportunity to expand their knowledge base through the use of library sources and materials. The only source of knowledge and information available to these learners are subjects' textbooks and their teachers. The prescribed textbooks are not enough for learners to further expand their knowledge base on aspects taught in the classroom. Therefore, the absence of libraries at these schools impacted negatively on the enhancement of the culture of teaching and learning. It is sad to note that in one community, a library at school and in the community were burnt down during service delivery protests. This only points out to the fact that these communities are very primitive and backward in terms of development.

5.5.10 Availability of Computer Laboratory

Observations revealed that computer classroom or media centres were only available at 10 schools (33.33%). in addition, in these schools' surrounding communities, are computer centres where community members can learn computer basics and access Wi-Fi and internet facilities at a reasonable cost. Computers were donated by non-governmental organisations (NGO). Learners at these schools and communities were exposed to computer skills and internet facilities wherein they learn to search or "goggle" for subject-related information and knowledge. Learners, educators and the community

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at large had benefited immensely, therefore, the availability of computer laboratories is a welcome development as it contributed towards an effective curriculum delivery. It is quite unfortunate that learners at other schools remain computer-illiterate as their schools are without computer laboratories. The biggest challenge was the frequent break-ins and vandal tendencies demonstrated by some community members. It was observed that whenever there were service delivery protests, protesters target community facilities and burn them down.

5.5.11 Availability of LTSM and Room Inventories

It was observed that most schools (24) had received learners and teachers' support materials (LTSM) and stationery for 2017 academic year, although some of these were received late (80%). Other schools (6) had also received their LTSM and stationery packages for the 2017 academic year but they were not enough for all the grades and learners and in 2015 and 2016 some of these schools received the LTSM they had not requested for (20%). Textbooks were delivered late, around the beginning of March 2017. By the end of March 2017, schools were still struggling without Afrikaans and Setswana text books for home language (HL), in literature and Accounting textbooks for 2017, Grade 12. Some schools (3) (10%) received LTSM for the old phased-out curriculum. Further interrogations revealed that the DBE urges schools to put that material in the library.

5.5.12 Availability of Administration Block and Administrative Assistants

It was observed that most of the administrative assistants (AA) were technological challenged in the use of SA-SAMS tool. At 7 schools visited, teachers were called in to assist retrieve and answer some questions as the AAs professed ignorance about the SA-SAMS tool; they lacked computer basics. It was also observed that administration blocks were available at 16 schools (53.33%); these blocks were built by the Department of Basic Education and some, by the corporate world. One school had converted the administration block into a kitchen where learners' food was being prepared and served.

The administration block housed a strong room where security items where kept under lock and key.

5.5.13 Condition of Security Fence and Entrance

Security fences must provide a healthy, safe and secure environment for learners, staff, parents and others. Security fences and entrances to the 26 schools (86.67%) were made of palisade iron or barbed or mesh net wire coupled with the razor wire at intervals. The entrance gates at these schools were also made of palisades, and brick walls were built on both sides of the gates. Guard rooms were built and were manned by uniformed trained staff. These schools' security fences and entrance gates were in good condition, except at 4 schools (13.33%) where the fence was tempered with and learners could come in and out without using the security entrance gate; the fence was cut, and this placed the safety of learners' and teachers at risk. At other schools, the learners' movements were controlled by issuing of permission cards which are kept by the subject teacher. All these efforts were meant to ensure the safety and security of learners, teachers and school properties. Security fences ensured that teaching and learning take place under a safe and secure environment, without any disruptions by intruders (hooligans and vagrants) or unauthorized persons who may be a threat to learners, teachers, ancillary staff and the school properties. Almost all schools (28) which translates to 93.33% had details of an adopted police and had contact details of essential emergency service providers, such as fire brigades, hospitals, SGB members and neighbouring police stations, on display by the main entrance gate and at strategic positions. One High school principal (School 6) remarked:

> *"In some cases, depending on the gravity of the situation, schools invite social workers and health professionals to assist problematic learners. Some schools have adopted a cop, and police details are called occasionally to conduct random searches for dangerous weapons and drugs, and these are confiscated from learners, we sometimes involve parents in case their children are affected, but the police details are always assisting us as and when need arises."*

The SA-SAMS form has provision that school principals should use in their mandate discharge. They can record cases in the incident book and log them in the SA-SAMS form and make follow-up operations with Circuit managers (Appendix N).

5.5.14 Availability of Sporting Facilities

It was observed that sports grounds were available at 27 schools (90%), however, some of these sporting facilities are not well maintained. There were no sports coordinators and duty allocation sheets for various sporting disciplines. 6 schools (20%) utilized the community sports ground on sports days, and one school used a neighbouring school's sports ground. This meant that these schools had to do sports on different days.

At 11 schools (36.67%) learners were observed playing. It is vital for learners to engage in sporting activities, as sports create healthy minds and healthy bodies. Learners get refreshed through sports after lessons and after a busy school day. Duty allocation is important as it helps staff members to contribute in nurturing latent talent in learners. The SA-SAMS tool has provision for co-curricular activities and school principals should exploit this tool for effective sports talent development.

5.5.15 Availability of Vision and Mission Statement

Observations conducted at schools revealed that vision and mission statements were not displayed at 13 schools (43.33%) at the reception nor in classrooms, however, some were only displayed at the main entrance of 17 schools (56.67%). School's academic goals shape teachers and learners so that they are able to align their commitments to the achievement of the school's academic intended targets (set goals) (Cronje, 2011:15). The school's academic mission, according to Smith (2001:50), is a vital component of the school. In other words, the school's academic mission is the statement of intent clearly defining the purpose for the existence of the school, therefore, these statements mirror the culture of the school and help to raise the flag of the school and community at large.

5.5.16 Availability of Admissions, Class Attendance and Period Registers

Table 5.11: Availability of Admissions, Class Attendance & Period Registers

	Primary N=18				Secondary N=12				Total n=30			
	With	%	Without	%	With	%	Without	%	With	%	Without	%
Admission registers	14	77.8	4	22.2	5	41.7	7	58.3	21	30	9	30
Class Attendance Registers	14	77.8	4	22.2	5	41.7	7	58,3	19	63.3	11	36.7
Period Registers	6	33.3	12	66.7	2	16.7	10	83.3	8	26.7	22	73.3

Table 5.11 (b)
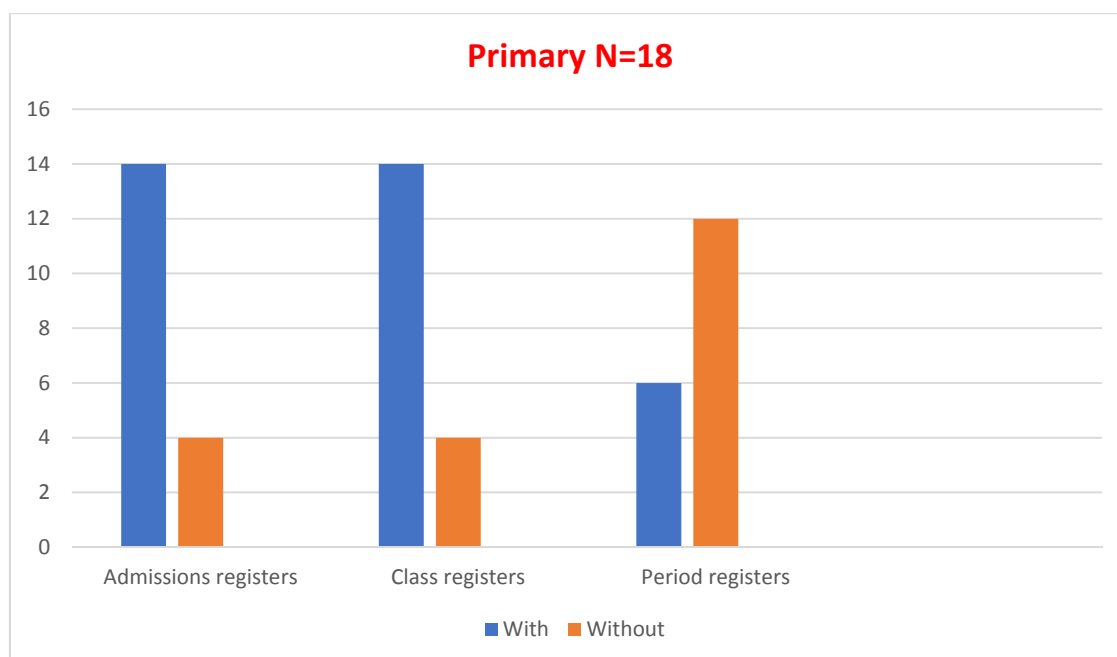
Table 5.11 (d)

Table 5.11(e)

Table 5.11 (a) shows that of the 18 primary schools visited, 77.8% had admission registers while the remaining 22.2% did not have them. Only 41.7% secondary schools had admissions registers. Seventy -seven comma eight percent (77.8%) of the primary schools had class attendance registers compared to 41.7% of the secondary school level.

The period registers are important documents that can be used to monitor teacher and learner absenteeism (truancy) as well as to check on curriculum coverage. Surprisingly 6 primary schools (33.3%) compared to 2 (16.7%) secondary schools kept period registers. This is a vital register that can help school management teams (SMT) to monitor whether teaching/learning is taking place (time on task) so that learners do not lose out on valuable instructional time, (SADTU president, 2013:3).

Figures in Table 5.11 (b) were based on figures extracted from Table 5.11 (a) and contains information on those schools that were found to have admissions registers, period and class attendance registers. The Table shows how these schools kept their admissions, period and attendance registers.

Table 5.12: Maintenance of Admissions, Period and Class Attendance Registers

	Up-to-date		Not-update-date	
	N	%	N	%
PRIMARY: Admissions Registers	6	42.86%	8	57.14%
Period Registers	3	50,0%	3	50,0%
Class Attendance Registers	7	50.0%	7	50.0%
SECONDARY: Admissions Registers	1	25.0%	4	75.0%
Period Registers	1	16.67%	5	83.33%
Class Attendance Registers	2	40.0%	3	60.0%

 Table 5.11(b)(i)
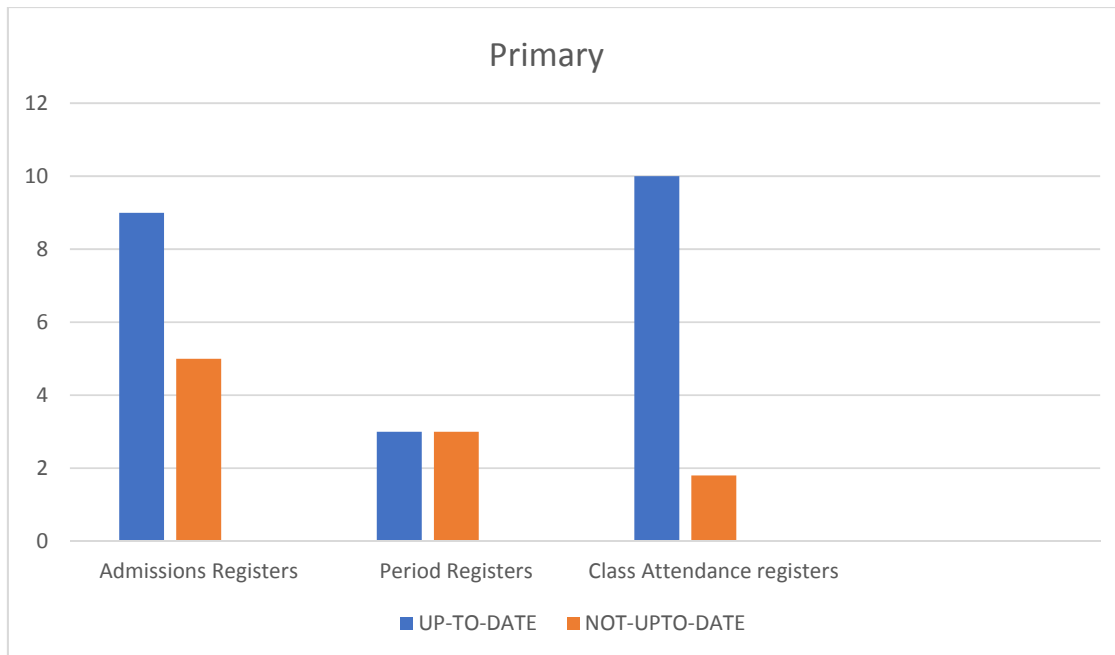
Table 5.11 (b) (ii)
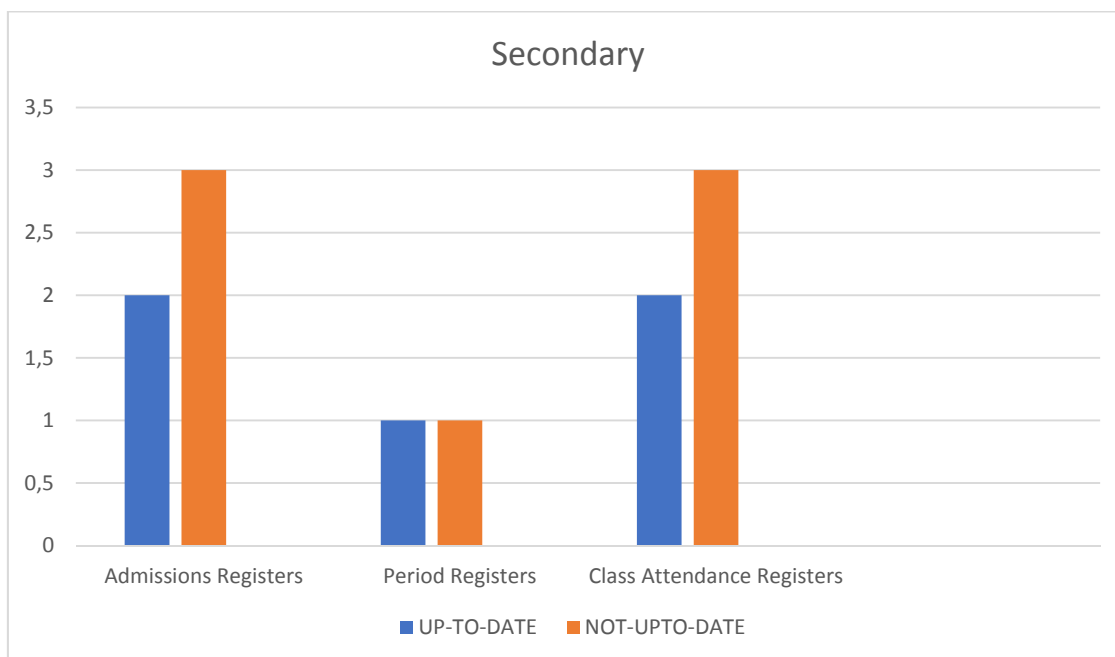
Table 5.12 shows that 42.86% of the primary schools had admissions' registers and kept them up to date. Fifty percent (50%) of the primary schools kept both their attendance and period registers updated as compared to secondary schools who had both admission and attendance registers below 50%, at 25.0% and 40%, respectively. It is the period

register that had a fifty percent (50%) completion. This suggests that there is a possibility of negligence and dereliction of duty on the part of school principals to supervise the maintenance of crucial records. Suffice for this discussion to raise one of the shocking observations and discoveries made during the field trips. Period and class attendance registers are monitored by learners and are submitted to SMT members every fortnight. The researcher also discovered that in 11 secondary schools (91.67%), attendance registers are marked by the so called "trusted learners". This is tantamount to dereliction of duty and a gross act of misconduct. It also further suggests that school principals do not attach a lot of value to these source documents, yet they are indispensable source documents that can be used to check the functionality of a good school and it is an indicator of recommended practices as detailed in the literature reviewed (Sub-section 3.7).

One of the key observations made during the field work exercise was that schools begin registration of new learners joining primary and secondary (new entrants) in June to September 31 yet ordering of LTSM begins in April and runs until 30 May. This simple means SA-SAMS data captured could be inaccurate. Schools are given budgetary allocations in January of each year by treasury. Furthermore, returning learners have no cut off dates for registration. Reality on the ground dictates otherwise. Registration of all learners runs from June to end of February. This simply means that the much talked about school readiness by the minister of Basic Education is not a reality in RSA schools; DBE does not 'walk the talk'. The Post Positioning Models (PPMs) feedback are issued out by Mid- October each year for the year ahead. The school principals cannot launch a complaint on PPM figures since they are not sure of the enrolments. This has serious implications for the service delivery (curriculum coverage). All this is done in anticipation of school readiness of the coming year. The implication of the above observation has far-reaching consequences as outlined below. The schools and the DBE use projections in requesting LTSM and the same projections are used to calculate PPMs as contained in the 2016 Norms and Standards Report. In addition, school principals are allowed to factor in a 10% projection enrolment rise to cater for unforeseen circumstances. Curriculum delivery is greatly incapacitated due to non-availability of human resource personnel and

financial resources. Besides from an economic point of view, it results in wastage at unprecedented levels.

5.6   PRESENTATION OF QUALITATIVE DATA FROM INTERVIEWS

Table 5.13: Bio-Graphical Details of Six (6) School Principals Interviewed

Schools	Enrolment	Location: Urban, Semi-Urban, Rural, Deep Rural	Type of School: Primary (P); Middle (M), High (H)	Infrastructure: Resourced; Poorly Resourced	Gender: F & M (Principal)	Age (Years)
1	1185	URBAN	P	POORLY RESOURCED	M	57
15	452	DEEP RURAL	H	POORLY RESOURCED	F	48
17	1840	URBAN	M	POORLY RESOURCED	M	58
21	940	SEMI-URBAN	H	POORLY RESOURCED	F	59
25	1457	URBAN	P	POORLY RESOURCED	F	58
26	468	SEMI-URBAN	P	POORLY RESOURCED	M	55

Table 5.14; Biographical Details of Participants EMIS Unit Personnel P and Q (Continues)

Institution	Position Held	Age	Qualification	Experience	Gender
EMIS UNIT P	HOD	48 YRS	DIPLOMA IN COMPUTERS	12 YRS	M
EMIS UNIT Q	ADMINISTRATIVE ASSISTANT	54 YRS	MARTIC & CERTIFICATES OF ATTENDANCES	16 YRS	F

The main research question posed was: What is the effectiveness of the information for planning purposes, with particular reference to SA-SAMS form?

The following subsidiary questions were raised:

- What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?
- What problems/challenges do school principals encounter in the completion of the SA-SAMS form?
- What infrastructure is available in schools to provide information as required by SA-SAMS form?
- To what extent is the data on the SA-SAMS used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?
- What are the turnaround strategies that can be used to monitor computerized school information to obtain value for money?

The qualitative data entailed the use of an interview schedule. The researcher interviewed six principals of selected schools and the only two personnel (Q and P) of the EMIS unit. These six (6) interviewees were purposively sampled due to their enrolment figures, location of schools in terms of being urban, deep rural or semi-urban. Additionally, the interviewees provided rich data as they raised relevant concerns on, for example, of the land scape being inaccessible during rainy seasons and poor network connection. Lastly, the issue of resource allocation played a major role in the study as all the six schools were extremely poorly-resourced impacting negatively on the core mandate of the schools. The other two interviewees (EMIS Unit personnel) were necessary as they were privy to details in relation to policy and resource allocation. These acted as the control group. Participants responded to the following Research Questions of the study:

- What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?

- What problems/challenges do school principals encounter in the completion of the SA-SAMS form?
- What infrastructure is available in schools to provide information as required by SA-SAMS form?
- To what extent is the data on the SA-SAMS used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?
- What are the turnaround strategies that can be used to monitor computerized school information to obtain value for money?

5.6.1 Interviews

This section presents findings from interview responses with six (6) school principals and 2 EMIS Unit personnel. These six school principals were purposively sampled because of their bio-graphical details given at the beginning of the chapter.

Presentation of Data on Challenges Encountered with the Completion of SA-SAMS Form (Research Question 2)

On the question of what problems school managers encounter in the completion of the SA-SAMS form, the following were stated as general problems being faced by most school heads.

- **Time**-The schools were given a limited time frame (a day or two) to complete such a voluminous questionnaire with 17 modules. Eighty-eight comma eighty nine percent (88.89%) of primary school principals and eighty-three comma three percent (83.33%) of secondary school principals said that this resulted in them making mistakes or giving inaccurate data since too little time was allowed to gather reliable data. This is a serious problem, especially, for schools with large enrolments in excess of 600 learners since most schools have an acute shortage of ancillary staff.

This complaint suggests that school principals may not have been giving due care to the completion of the SA-SAMS questionnaire since they say they are being allowed too little time within which to complete the form. Almost all (96.67%) schools indicated that the marking of class attendance and period registers is delegated to Learner Representative Council (LRC) member in each class. This implies that at times the registers may not be marked accurately if that learner is a perennial late comer or is absent from school. This is a serious dereliction of duty and an act of misconduct.

- **Saving Captured data**- The captured data takes time to reflect in the final quarterly (main hub) schedule where reports can then be printed or maintained. It has to go through 12 stages before finally reflecting on the schedule's main hub from 12.3 to 12.7.16. This was one of the most frequently-raised concern by almost all principals and educators but was downplayed by EMIS Unit personnel as a 'stage managing' or as they termed it 'technological phobia' in a computer-age era.

- **Learners without proper documentation**

A few primary school principals (17%) and (15%) of the secondary school principals indicated that some of their learners did not have birth certificates. These learners' birth details were thus, estimated for entry onto the SA-SAMS form and this was bound to affect the authenticity of the data captured. Most of the observed admission registers had blank spaces where this information was required.

- **Coding of teacher qualifications**

This was given as a problem by 66.67% of the secondary school principals. It was revealed that some teachers had more than one qualification, and this made it difficult for them to decide which code to give them. Examples cited were educators with non-teaching qualifications who later acquired a teaching Diploma in Education. Principals reported that it was difficult for them to decide which was the appropriate code on the SA-SAMS form. Since instructions for the completion of the form do not specify what is to be

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done in each case, it was left to the discretion of the school principal and hence this becomes a source of a problem.

This situation implies that information on the number of teachers with particular qualifications may be affected by wrong coding of educator qualification hence giving a wrong national skills data base.

- **The SA-SAMS tool** is not CAPS-compliant, especially, in the Foundation Phases and tasks in languages. Recording sections for formal tasks in many subjects from Grades R – 12 is not aligned to CAPS document as columns do not match per tasks. School principals were very concerned about lack of meaningful feedback on cases such as a post provisioning model (PPM), teenage pregnancy, bullying, corporal punishment and indiscipline cases. These cases took long to be finalized. For example, cases of improper associations (teacher-pupil relations) take more than 12 months to be finalized: suffice to allude to the fact that justice delayed is justice denied.

- Another related problem encountered in schools is on the leave taken by teachers, on capturing the information, the form mistakenly puts it as sick leave or others but on printing the type of leave is not indicated. This leads to information inaccuracies. Similarly, current data on Learning and Teaching Support Material (LTSM) is not used as captured, meaning that the learners are disadvantaged when it comes to stationery, learning paraphernalia and other educational programmes. This is evidenced by the fact that schools are inundated with calls from curriculum unit (examination sections) requesting for statistics on learners, especially when formal tasks are to be run by the DBE (June, Preparatory and end of year National Examinations), yet all this information is on the SA-SAMS form duly completed and timeously submitted. This further casts some doubts on the effectiveness and usefulness of SA-SAMS data for planning purposes. It is a cause for concern for school principals as teachers have to write reports manually in the 4th term since SA-SAMS tool cannot perform that administrative task due to adjustment of

learners' marks, and condoning and progression procedures. It is time-consuming to write more than 800 reports manually and chances are 'errors' could be made where learners are promoted while not deserving or vice versa. There is a likelihood of falsification of marks for learners by 'captured' teachers as a result of improper relations.

- **Late 'patches distribution' containing updates**. This is a serious technological challenge and at times old information is lost as new 'patches' are updating the SA-SAMS tool software. This in turn affects all the administrative tasks to be performed on the SA-SAMS reform tool.

- **Soft-ware challenge distorting captured data-** If a learner does not write a piece of work (task), the learner is awarded a mark of minus one (-1) while the learner who writes and get a zero is awarded a mark of plus one (+1). The former is advantaged as the SA-SAMS tool will indicate the learner has achieved whereas the latter is recognized as not achieved. This is a serious distortion of the learner information.

Also, on updating soft-ware using the latest version, some previous information is lost or distorted. Interview questions and responses are discussed below.

5.6.1.1   Research Question 1: What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?

Most interviewees, but not all, had embraced the SA-SAMS form as a reform tool meant to improve the DBE in managing the captured datasets for educational personnel and learners. The sampled participants really appreciated the administrative tasks performed by the SA-SAMS form in the running of the schools and viewed it as a very important management tool. The prevailing view being that it needs to be accessible.

Principal (School 1) had this to say:

> *'My perception is negative. it is not useful at all due to its 1 cumbersomeness as it requires a lot of routine procedures.'* (See Appendix L, line 1-2).

Principal (school 15) had this to say:

> *"There is need for the tool to be reduced since in its current state it's too large with 17 modules. DBE should reduce it to an A$_4$ size. Most importantly, it should capture the information on NSNP because it only records information on food handlers only. Last but not the least, all schools should have adequate infrastructure and skilled human capital for facilitating the capturing and dissemination of accurate data"* (see Appendix L, line 97-104).

Some school principals aged above 51 years complained that it was not user-friendly as they viewed it with a negative perception. This is summed by the response given by one school principal of a large school with an enrolment of over 1450 learners. In responding to the question, the principal of school 17 responded as follows:

Principal of school 17 (High Enrolment School).

> *"My perception is that it is a useful tool due to its robustness 106 but its cumbersome as it requires a lot of routine procedures'* (See Appendix L, lines).
>
> *"Eh . . . DBE forgets that some of us were born before technology and my age (57 years) cannot grasp and learn all the processes in a short space time. It's very difficult to teach old dogs new tricks. But at the same time, I can't do all the paper work manually. I suggest DBE provide us with administration Assistants who are computer literate to do SA-SAMS documents only. Furthermore, this SA-SAMS animal has in-built problems like failure to print quarterly reports and taking time for information to be finally saved in the main hub of the system. The SA-SAMS fails us especially in term 4 when marks would have been adjusted to condone learners. The tool cannot print   the reports and they have to be done manually. Imagine for schools with a thousand plus learners"* (See Appendix L, lines 106-107).

Principal (of school 21) had this to say:

> *"I can't resist change in this computer age era. We need to embrace technology and I applaud DBE for such161 an innovative tool. Those who resist change are doing it at their own peril"* (See Appendix L, lines 160-162).

Principal (of school 25) had this to say:

> *"I therefore strongly embrace and encourage all schools to adopt it. embrace it as a positive development and it is a technologically relevant tool"* (See Appendix L, lines 210-211).

Principal (of school 26) had this to say:

> *"I feel this SA-SAMS tool should be positively embraced"* (See Appendix L, lines 268-269).

EMIS Unit Official (Q) had this to say**:**

> *"In short, I have positive perception about the introduction of the tool in*
>
> *305 RSA schools"* (See Appendix L, lines 305-306).

EMIS Unit Official (P) had this to say:

"I am fully behind the use of SA-SAMS in RSA schools" (See Appendix L, line 326).

5.6. 1.2 Research Question 2. What problems/challenges do school principals encounter in the completion of the SA-SAMS form?

Most interviewees, but not all, had indicated that they faced serious challenges in the application of the SA-SAMS form. In other words, the prevailing view is that the SA-SAMS form presents challenges in application and the EMIS Unit interviewees also acknowledged challenges with the implementation of the tool.

School (Principal 1) responded as**:**

> *"One of the greatest challenge is the promotion a learner who has not achieved erroneously"* (See Appendix L, lines 14-15).

School (Principal 15) responded as**:**

*"It has challenges like the issue of being poorly resourced"" (*See Appendix L, line 70).

School (Principal 17) responded as**:**

> *"Eeh . . . DBE forgets that some of us were born before technology (BBT) and at my age, I cannot grasp and learn all the processes…..."* (See Appendix L, lines 112-113).

School (Principal 21) responded as**:**

"This SA-SAM tool has a number of challenges as evidenced……." (See Appendix L, line 166).

School (Principal 25) responded as**:**

> *"Eeish…, suffice to note that the SA-SAMS tool is relatively user-friendly but it needs   a lot of computer literacy to manage the issues………"* (See Appendix L, lines 212-213).

School (Principal 26) responded as**:**

> **"***It is important to note that the SA-SAMS tool is not user-friendly and it needs   a lot of computer literacy to manage the issues……"*

When probed to provide more information on the challenges of the SA-SAMS tool, the school principals of most schools (60%) further indicated that with the little money that they get from the department they purchase resources needed to upgrade computers such as diskettes and anti-virus software. They also have to improve school premises' security systems to guard against the loss of the computers to frequent burglaries. This means that DBE should provide all the necessary support for successful implementation of the SA-SAMS tool. The lack of financial resources compromises the datasets to be collected and as raised above, schools should be adequately staffed with infrastructure, financial and human resources.

EMIS Unit (Q Official) responded as follows:

"It is a user-friendly tool but needs computer literacy……." (See Appendix L, lines 307).

EMIS Unit (P Official) responded as follows:

"I do not encounter any serious challenges with the SA-SAMS………" (See Appendix L, line 335).

5.6.1.3   Research Question 3. What infrastructure is available in schools to provide information as required by the SA-SAMS form?

All school principals indicated they had serious infrastructural challenges as supported by the bio-graphical details of the interviewed schools (see Table 5.1.1). On the other hand, school EMIS Unit officials indicated they had adequate infrastructure.

Principal (School 1) responded as follows:

"*As you can see for yourself, schools do not have the necessary infrastructure….***"** (See Appendix L, lines 29-30).

Principal (School 15) responded as follows:

"My school is poorly resourced I think you can see my office and where teachers are housed" See Appendix L, lines 81-82).

Principal (School 17) responded as follows:

'My administrative assistant is technologically challenged (See Appendix L, line 135*).*

Principal (School 21) responded as follows:

> *"My school has a big challenge of infrastructure. You can see it is poorly resourced hence it compromises on data quality and it impacts heavily on my mandate discharge"* (See Appendix L, lines 181-182).

Principal (school 25) had this to say:

"My worry is the source of energy to capture SA-SAMS data and other school chores." *(*See Appendix L, lines 232-233).

The Principal (of school 26) responded as follows**:**

> *"The DBE should give essential infrastructural resources like media centre, libraries, skilled administrative assistants'* (See Appendix L, lines 285-286).

EMIS Unit (Q) had this to say:

> *"Besides we have all the necessary infrastructure to capture, store and disseminate data to the province. In short, the district is fully equipped"* (See Appendix M, lines 314-316).

EMIS Unit (P) had this to say:

> *"At district level we have state of the art infrastructure for capturing the SA-SAMS datasets"* (See Appendix M, lines 344-345).

5.6.1.4   *Research Question 4:* **To what extent is the data on the SA-SAMS used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?**

All the six (6) school principals unequivocally professed ignorance as to whether the DBE made use of datasets supplied through SA-SAMS form for effective planning. However, one of the EMIS Unit interviewee did indicate that the DBE uses the current datasets supplied by the schools. The other EMIS Unit interviewee was open enough, admitting that the DBE at times resorts to the use of projections.

Principal (school 1) had this to say:

> *"Ehhh . . . as a school we are in the dark on how SA-SAMS datasets we supply to DBE are   used for effective planning"* (See Appendix L, lines 39-40).

Principal (school 15) had this to say:

> *"I am not sure on how the DBE uses the supplied SA-SAMS data as schools continue to have serious challenges with regards to the following but not limited to; wrong PPMs, late or none delivery of LTSM, wrong delivery of LTSM and lack of infrastructure, sanitation and ablutions facilities as you can see for yourself 91 learners are using the 'bush toilets"* (See Appendix L, lines 88-92).

Principal (school 17) had this to say:

> *"The DBE rarely looks at the datasets schools supply them. How possible is it that it takes more than three months to get substitute*

teachers? I do not have enough LTSMs for certain subjects, but information was supplied by end of May of the previous year. The SA-SAMS tool is somehow failing on its core mandate or the DBE officials are showing total dereliction of duty" (See Appendix L, lines 142-147).

Principal (school 21) had this to say:

"I doubt that if the DBE uses the SA-SAMS datasets in its planning endeavours" (See Appendix L, line 186).

Principal (school 25) had this to say:

"Yes, partly it is used but to a larger extent, I totally disagree, and I don't have kinds words for DBE. From the onset, there is no immediate feedback from the circuit managers on SA-SAMS datasets. Allow me to motivate my reasons and elucidate my claims" (See Appendix L, lines 234-237).

Principal (school 26) had this to say:

"Not using SA-SAMS data supplied by schools. Never at all." (See Appendix L, lines 287).

EMIS Unit Official (Q) had this to say:

"I know the data we receive from schools is made use in achieving effective planning." (See Appendix M, lines 317-318).

EMIS Unit Official (P) had this to say:

"At times as, the DBE we use projections in calculating PPMs and allocation of per capita grant funds to schools, LTSMS and other learning paraphernalia." (See Appendix M, lines 351-353).

5.6.1.5 **Research Question 5: What are the turnaround strategies that can be used to monitor computerized school information to obtain value for money?**

All the eight (8) interviewees agreed strongly that the SA-SAMS form needs improvement. The prevailing view is that its current size needs adjustment and also it should be situationally relevant to RSA schooling system needs.

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Principal (school 1) responded as follows:

> *"There is need for the tool to be reduced since in its current state it's too large with 17 modules"* (See Appendix L, lines 50-51).

Principal (school 15) responded as follows:
> *"There is need for the tool to be reduced since in its current state it's too large with 17 modules"* (See Appendix L, lines 97-98).

Principal (school 17) responded as follows:
> *"It to be situationally relevant to RSA schooling systems. Additionally, it needs to be reduced in size as it is very big with 17 modules"* (See Appendix L, lines 148-149).

Principal (school 21) responded as follows:
> *"I personally feel a number of turnaround strategies can be taken on board. One of them is to make the instrument to be completed twice in a year and only to capture enrolments figures only as they change from time to time"* (See Appendix M, lines 196-197).

 Principal (school 25) responded as follows:
> *"It (SA-SAMS tool) should be able to capture information on National Schools Nutrition Programme (NSNP)"* (See Appendix L, lines 254-255).

Principal (school 26) responded as follows:
> *"The SA-SAMS tool should be revisited and redesigned to meet RSA schooling challenges and malpractices to curb corruption."*

EMIS Unit Official (Q) had this to say:
> *"Improvement. It should be improved to detect 'ghost workers' and 'ghost learners' and be situationally relevant to the needs of schools"* (See Appendix M, lines 322-323).

EMIS Unit Official (P) had this to say:
> *"I personally feel, it should be linked to HRMS so as to effectively deal with issues of transfers of both learners and teachers"* (See Appendix M, lines 358-359).

The next section discusses the combined findings from interviews, questionnaires, documents and observations.

5.7 DISCUSSION OF THE COMBINED RESEARCH FINDINGS FROM QUESTIONNAIRES, DOCUMENTS, OBSERVATIONS AND INTERVIEWS

The main research question posed was: *What is the effectiveness of the information for planning purposes, with particular reference to SA-SAMS form?* The research findings showed that there was a significant variance between figures declared by school principals and those that were established (observed) by physical checking of learners and personnel at schools. In primary schools, enrolment was over-estimated by 3.93% while in secondary schools it was over-estimated by 2.94% (Table 5.1). The number of learners that were declared as being present on the day of the visit by the researcher also differed from those found by physically counting of the learners at the schools. This over-estimation of enrolment figures suggests that the figures entered in the SA-SAMS form could be inaccurate, however, literature reviewed on sub-section 3.3.2 showed that according to the 2016, LTSM Guide Document (2016:19) school principals are allowed to factor in a 10% enrolment projection to cater for unforeseen circumstances.

The above findings are also a clarion call for the Circuit Managers to do corroboration of collected SA-SAMS datasets before merging them into a single data warehouse or do snap surveys to act as checks and balances as is being suggested by the researcher. The difference between primary school and secondary school enrolments could mean that the transition rate from primary to secondary level could be very low as per the researcher's view. The above findings are also well supported by researches by Equal Education (2017) in RSA as outlined below.

The current pass rate of 75.1% of 2017 Matriculants is a case in point. According to the research, real pass rate, taking into account the almost 50% dropout in schools, was closer to 37% despite the Minister's year on year matric pass rate increases. A close examination of the facts reveals this to be inaccurate and yet, even teachers' unions have fallen into line, to welcome enthusiastically claimed improvements (Bell, 2018:3). It is a system that, a respected educator and academic, Jansen (2015:45) notes, 'education is equivalent of force-feeding an under-nourished patient on junk food.'

The stark difference in numbers is mostly a result of a serious and perhaps deliberate distortion of information on learners. The number of learners who drop out along the way are deliberately not accounted for, from reasons only known to the powers that be (Basson & Du Toit, 2018:7).

Furthermore, the DBE's director for examinations, Okubanjo, stated in a pre-examination press release that a total of 798 289 full-time and part-time learners would sit for the 2017 examinations, 37 838 fewer than that of 2016 (Du Toit, 2018:6). No decent or plausible explanation was offered to explain why this was the case, in a demographic band that is growing and not shrinking in RSA. Many education researchers and advocates like Equal Education (2017) were more strident in proffering its views on the 2017 matric pass percentage as "superficial and misleading indicator of public education quality. The pass rate reflects only the performance of those learners who managed to stay in school for 12 years and obscures how many dropped out along the way".

To get a clear grip on the real versus the 'manufactured', one must look at the following: Of the almost one million learners who entered Grade 2, in 2006 just close to 600 000 registered for the matric examinations in 2017 and about 534 000 learners sat for the examinations in 2017 (Daewoo, 2018:9). This puts and translates to a dropout rate at close to 45% of the total enrolments. This is an unacceptable staggering figure by most standards and its domino effect on the long-term prospects for the country is dire (Daewoo & Du Toit, 2018:8). These references entry records of learners are very useful, and it meticulously provides insightful but disturbing details and paints a grim picture of the state of the DBE who are entrusted with the development of the minds of young learners.

Quality education with concomitant outcomes form the bedrock of a vibrant, cohesive and growing societies and its effect entrenches inequality and social discontent (Moyo & Mabaso, 2009:231). The latter aptly describes RSA 24 years into democracy. Global measures and local findings confirm that in terms of Mathematics, Science, Numeracy the literacy trends have moved backwards as contained in a 2017 special study (Masuabi,

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2017:9). A well-researched crucial study in RSA, by the Department of Economics, at the University of Stellenbosch was published in November 2017 proffering a detailed understanding of the nexus between access to quality education and the advancement to social mobility for the most vulnerable citizens (Spaull, 2017:6). The study makes the critical point that:

> *"Majority of RSA learners follow a learning trajectory that ultimately leads to poor access to tertiary education and poor labour market outcomes, which in turn perpetuate a cycle of desperation for generations to come that is almost impossible to escape through the education system in current state"*

Suffice to note that, there is the broadest consensus across the country (RSA) that for a government that spends the largest proportion of its budget on basic education, the results are abysmal. There is no way to view the issue. The researcher posits that an honest glare in the mirror is needed lest the DBE fails the young aspiring people.   In other words, an alert, educated, curious and economically robust population of young people is a vital sinew to realizing the dream of a country that prizes human dignity, equality, freedom, peace, tolerance and above all, national unity (Mugabe, 2016:4).

While the interviews and questionnaire tended to agree on the data compiled, the observation painted a different scenario. The number of repeaters achieved learners and progressed learners who were declared also varied greatly with the actual number of repeaters at the schools. The situation portrayed by Table 5.4 shows a variance of 53.14% at primary schools' level and 17.20% at secondary schools' level. Callahan and Clarke (2008:25) argue that planning of education through informed decision-making requires the availability of accurate and timely supply of accurate information. This implies that effective planning depends on adequate and accurate information.

This situation where school principals do not seem to declare the exact number of repeaters or learners in schools could be a reflection of the effects of the DBE policy of automatic promotion (progressing undeserving learners) which says no learner can fail twice in a phase according to Circulars E22 and E35 of 216 issued by the Director-

General (Mweli, 2016) dealing with the 'National Policy to The Programme and Promotion of Learners Grade R-12'. It might further imply deliberate disregard of National Policy and those responsible are resisting change.

Policy circular number E35 of 2015 and revised (amended) in 2017 speaks to the adjustment of learners' final marks in Mathematics and Physical Sciences since these subjects are poorly performed as learners write National Papers. These learners' final marks are adjusted, like the enrolment figures, to the tune of 10%. This is a miscarriage of justice to say the least. It is quite unreasonably to weaken the strong by strengthening the weak. Furthermore, National Assessment Circular Number 1 of 2017 spells out clearly special condonation for learners in the senior Phase (Grades 7-9). Dye (2000:12) notes the whole scenario as an academic circus. This process is quite unacceptable as adjusting marks of some subjects is an unfair practice.

The number of squat toilet holes declared and those found by physical inspection also showed some big variance of 6.72% in the primary sector compared to 16.72% at secondary level, as shown on Table 5.6. This may mean that some of the schools that benefit from sanitary facilities grant do not need the help and some more deserving schools may not be getting the help they deserve. The above findings point to the fact that there is no supervision or checks and balances in the DBE institutions (Circuit Level). It also reinforces the concerns of some school principals as to whether the DBE looks at the supplied datasets supplied by the schools through SA-SAMS form (See Sub-section 1.1 p. 2).

The issue of sanitary facilities is a thorny issue and it triggers bad memories for parents whose innocent children died sorrowful deaths as narrated below. Four years ago (2014), the Department of Basic Education promised that no other child would die in this manner (drowning in pit latrines full of faeces and urine). At the time, Minister Angie Motshekga said that one in four schools still used pit latrines and 196 of the 24 793 public schools countrywide had no adequate sanitation, not even pit toilets (Mashaba, 2018:8). She also promised that by 2016 all schools would have basic services as set out in the minimum

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uniform norms and standards regulations (Du Toit & Basson, 2018:8). The painful truth is that the will was never there; that is the shocking reality.

The shocking thing is that in the 2015/2016 financial year a total accumulated amount of R2,41 billion was misappropriated within the Department of Basic Education (Du Toit & Basson, 2018:8). If only a fraction of that had been spent on finding a solution to this terrible problem the lives of two little innocent 5-year old could have been saved. Retired deputy chief justice, Moseneke (2018:3) in his Life Esidimeni judgement said the following of the MEC under whose watch the tragedy unfolded:

> "On all accounts she was at the helm of the marathon project. She was the ultimate leader and commander. She was aware of the risks, brushed aside warnings that death might and did ensue."

It is difficult if not impossible to see how the same thing cannot be said of the DBE Minister of Education in relation to the deaths of the two 5-year olds. It defies logic and at the same time it is mind boggling to imagine a child dying from such a harrowing experience.

Table 5.8 (a) also reveals certain inconsistencies which point to the discrepancy between information supplied and the realities on the ground at the schools. Eighty percent (80%) and fifty percent (50%) of the primary and secondary school principals, respectively, thought that admissions registers were necessary documents in a school. Table 5.11 (a) on the other hand shows that only 77.8% of the primary schools and 41.67% of the secondary schools had actual admissions registers. Table 5.11 (b) further shows that of the few schools that had admissions registers even fewer kept them up-to-date. Only 6 of the 18 primary schools sampled (33.33%) and 1 out of 12 secondary schools (8.33%) sampled maintained an up-to-date admission register. This seeming discrepancy between opinions of the school principals and the actual prevailing situation on the ground suggests that, the likelihood of information being entered in the SA-SAMS form being inaccurate, is very high. The captured information is used to create a single data warehouse and the captured data is disseminated for onward future use.

Information in Table 5.8 (a) and (b) suggests that school principals feel that the SA-SAMS questionnaire should be completed only twice in a year. The same school principals (65% and 90%) of the primary and secondary schools, respectively, go further to suggest that certain portions of the SA-SAMS form should be completed only during the second and third terms of the year.   Almost all school principals (90%) in both primary and secondary schools (Tables 5.8 (a) and (b)) reported that there was no immediate feedback from District and provincial offices on the data supplied through the SA-SAMS form. The lack of immediate feedback suggests that school principals may develop negative attitudes on the value of the document and hence cease to bother themselves   about the accuracy of the information they give. The above finding is supported by the three school principals interviewed (1, 15, 25 and EMIS Unit Official P). These findings seem to point to challenges in relationship to the differences in the information school principals put on the SA-SAMS form and the prevailing situation in schools. The findings seem to indicate the possibility of the quality of planning being defective as a result of the seemingly inaccuracies that exist between what is put on paper (SA-SAMS form) and what the situation is like on the ground at the schools. This is further supported by the literature reviewed (See Sub-section 3.6.2.3).

Table 5.11(a) shows that only 2 out of 12 secondary schools (16.67%) and 7 out of 18 primary schools (38.89%) kept up-to-date class attendance registers. These class attendance registers were marked up to the day of the visit by the researcher. Two (2) primary and three (3) secondary schools that had class attendance registers had names of learners only without an indication of whether the learners were coming to school or not. Table 5.11 (b) further shows that 4 primary schools (22.22%) and 7 secondary schools (58.33%) did not have class attendance registers.   It is from the class attendance and admissions registers that information for entry into the SA-SAMS form should be collected. If the documents are not readily available in schools, or if available, yet are not being kept up-to-date, the implications are that the information entered into the SA-SAMS form may be inaccurate. Kothari, (2015:245) says that collection of reliable data is often one of the first steps in planning. It is imperative, then that schools maintain (keep) accurate records to supply proper data to educational planners so that they can prepare

meaningful policies. The above research finding is further reinforced by the literature reviewed in (Sub-section 3.6.2.3).

The research also sought to establish if information supplied through the SA-SAMS form was ever used for planning purposes by the DBE. Table 5.7 shows that between 10 and 33 IT rooms (specialist rooms) were present in schools. Findings from the questionnaire indicated that there were discrepancies in terms of enrolment figures, infrastructure facilities and the number of repeaters, progressed learners, achieved learners, condoned and modulating learners as illustrated by Tables 5.1 to 5.4). The lack of immediate feedback may be a contributing factor as alluded by the interviewed school principals (1; 15 and 25). Also, reviewed literature in sub-section 3.6.2.1 talks to the issue of fragility, manipulability of electronic records and security issues.

Interviews conducted with school principals revealed that one school principal (16.67%) had not received additional teachers. LTSMs and infrastructure that they had requested for after completion of SA-SAMS form were delivered late, at times schools received wrong batches of LSTM or they were never delivered. This indicates the EMIS Unit does not look at the SA-SAMS form datasets. Eighty percent (80%) of primary schools and 75% of the secondary schools indicated that they had received their section 21 column funds late and NSNP funds (feeding scheme funds) very late jeopardizing the smooth curriculum delivery processes. Six (6) school principals (83.33%) reported appalling LTSM shortages, lamenting that the learners were sharing text books in groups of more than threes and worse still in technical-commercial schools, learners shared equipment in fours compromising the practical aspects of the affected learners. This goes on to suggest that there is no supervision or there are rampant malpractices ('tenderpreneurship' of the connected few individuals) in the supply chain on service delivery to respective institutions. School principals indicated that learners would share text books or technical equipment in groups of 4 to 5 learners. This suggested that the DBE uses outdated information or never uses current enrolment figures to supply LTSM to schools. This also further means that the DBE could be using wrong data to arrive at post provisioning model (PPMs), hence, some schools were reported to be overstaffed or

understaffed. Reviewed literature on sub-section (3.6; 3.6.1; 3.6.2 and 3.6.2.1) talks about the collapse of the record-keeping systems in the public sector, hence, the observed trends in the research findings. Document analysis done during field work clearly demonstrated the discrepancies in the research findings in the source documents, namely, period registers, admissions register, class attendance registers and minutes of various committees (Tables 5.11(a) and 5.11(b).

In relation, Pijoos (2018:4), wrote on how registration backlog affects leaners such that they even miss the first day of the school. In part the story, pointed out that the DA shadow MEC of Education Ramulifho (2018) had visited two admission centres, namely, the Gauteng Department of Education – Johannesburg South District Offices and the Johannesburg Central District Offices on the 13th of January 2018. The main observations and findings of the visit were that the centres were opened till late to assist thousands of parents to register their children for the 2018 academic year. The above report clearly indicates to all concerned stakeholders that the much talked about school readiness is not a reality. In short, registration should have been concluded by 30 September 2017 as per the DBE policy, but reality dictated otherwise. The implication of the above scenario has grave consequences to the lives of young aspiring learners and the government at large. In this case, the greatest loser is the poor learner.

The research also sought to find out what problems school principals encountered in the completion of the SA-SAMS form. The period of notice to submit completed forms was too short especially with large enrolment in some schools, in excess of 800 learners, particular in schools which were critically understaffed in terms of computer literate administrative staff. Eighty-eight comma eighty nine percent (88.89%) of the primary school principals and sixty-six comma six seven percent (66.67%) of the secondary school principals said that the short time given of one day or two to make SA-SAMS forms submissions compromised the accuracy of information a lot, however, the EMIS Unit personnel on probing indicated that school principals are fully aware of the fact that the DBE policy clearly states that about 5 to 6 weeks into each term, the SA-SAMS form should be completed. School principals are also aware that the SA-SAMS form should

contain the actual statistics of a particular day and not the average of many days. Their cry for more time suggests that this is a ploy to justify the inaccuracies that could be found in their SA-SAMS forms as claimed by the interviewed EMIS Unit official (Q).

Another problem that was cited by 60% of the secondary school principals was that of the coding of some teachers' qualifications. Robinson (2013:19) says that any data collection instrument should be tested for ambiguities that may be in it before it is finally utilized. The fact that some school principals find it difficult to code qualifications of certain teachers tends to suggest that the SA-SAMS form requires improvement. It is worth pointing out that even the EMIS Unit officials did concur with the school principal interviewees that the SA-SAMS form needs to be improved to be aligned to the RSA schooling system. It also implies that some of the information supplied on teacher qualification may not be correct hence giving a wrong picture on the availability of ''real teachers'' on the country's national-skills' audit data base. Table 5.5, which shows the number of teachers by qualification indicates that 72.09% of primary school teachers and 29.17% of the secondary school teachers are holders of Certificate in Education (CE)/Diploma in Education (Dip. Ed). This information is based on the data collected through the SA-SAMS form but since some school principals claimed to have problems with the coding of the qualifications of some teachers, this suggests that the information on the number of teachers by professional qualifications may be inaccurate. The next section discuses data integration.

5.8   DATA INTEGRATION

Integration involves linking or merging the quantitative and qualitative parts in order to bring new insights into the research results, in other words, this process should produce synergy. This section integrated the findings from the quantitative and qualitative data collection that were used in this study. Bryman (2007:8) views integration as a strategy in which quantitative and qualitative components are analysed, interpreted and reported in a way that presents them as mutually enlightening. The two sets of data were integrated in order to realize a product which is greater than the sum total of each individual method

(Creswell, 2015:324). The study integrated information that was obtained from a descriptive survey (observation, questionnaire and interviews) with various participants. Interviews were conducted with 6 school principals and 2 EMIS Unit officials based on the research questions of the study.

- What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?
- What problems/challenges do school principals encounter in the completion of the SA-SAMS form?
- What infrastructure is available in schools to provide information as required by the SA-SAMS form?
- To what extent is the data on the SA-SAMS form used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?
- What are the turnaround strategies that can be used to monitor the computerized school information to obtain value for money?

5.8.1 Research Question 1: What are the Perceptions of the School Principals on the SA-SAMS Form as a Data Gathering Instrument?

Most interviewees, but not all had embraced the SA-SAMS form as a reform tool meant to improve the DBE in managing the captured datasets for educational personnel and learners. The sampled participants really appreciated the administrative tasks performed by the SA-SAMS form in the running of the schools. They viewed it as a very important management tool.

Principal (school 15) had this to say:

> *"There is need for the tool to be reduced since in its current state it's too large with 17 modules. DBE should reduce it to an A₄ size. Most importantly, it should capture the information on NSNP because it only records information on food handlers only. Last but not the least, all schools should have adequate infrastructure and skilled human capital for facilitating the capturing and dissemination of accurate data".*

In responding to the question on how school principals perceive the SA-SAMS form, principals aged above 51 years complained that it was not user-friendly, thus, they viewed it with a negative perception. This is summed up by the response given by one school principal of a large school with an enrolment of over 1450 learners. The principal acknowledged that there is a huge challenge regarding the provision of resources in these schools. They make requisition for some of these resources from the department, yet nothing is forth coming. In responding to this question, one of these few principals had this to say:

Principal of school 17 (High Enrolment School).

> "Eeh . . . *DBE forgets that some of us were born before technology (BBT) and at my age, I cannot grasp and learn all the processes in a short space of time. It's very difficult to teach old dogs new tricks. But at the same time, I can't do all the paper work manually. I suggest the DBE provide us with administration Assistants who are computer literate to do SA-SAMS documents only. Furthermore, this SA-SAMS animal has in-built problems like failure to print quarterly reports and taking time for information to be finally saved in the main hub of the system. In other words, captured data has to undergo about 12 processes before finally reflecting in the final main saver (hub)."*

When probed to provide more information on the challenges of the SA-SAMS form, the school principal of most schools (60%) further indicated that with the little money that they get from the Department they purchase resources needed to upgrade computers such as diskettes and anti-virus software. The lack of financial resources compromises the datasets to be collected and as raised above, schools should be adequately staffed with infrastructure as well as financial and human resources.

The principal of school 21, responded as follows:

Principal (school 21):

> *" . . We do appreciate the introduction of SA-SAMS tool and it helps us to be in keeping with technology. I can't resist change in this computer age era. We need to embrace technology and I applaud DBE for such an innovative tool. Those who resist change are doing it at their own peril. DBE should just provide*

timely intervention like issuing of software 'patches' to schools. This will go a long way in reducing SA-SAMS Computers from crushing."

This comment shows that participants appreciate the introduction and the subsequent use of SA-SAMS form despite the challenges they encounter.

5.8.2 Research Question 2: What challenges/problems do school principals encounter in the completion of SA-SAMS form?

Most interviewees (7) bemoaned the challenges of technologies (87.50%). The school principals indicated the SA-SAMS form is time-consuming and it takes time for the captured data to appear in the main computer hub. School principal 17 made the following observation.

Interviewee (School principal 17-probe).

> *"The SA-SAMS instrument is quite handy but has a few challenges is that it is now being used for self-enrichment by corrupt colleagues. Colleagues regard it as a thirteenth cheque (13th). Also, the instrument is not error proof as it can promote an undeserving learner to next level. The SA-SAMS form data capturing process is laborious and time-consuming requiring about twelve stages to save captured data'. One of the greatest challenge to capture undocumented learners."*

5.8.3 Research Question 3: What infrastructure is available in schools to provide information as required by SA-SAMS form?

Most interviewees indicated that they had acute shortages of manpower (skilled administrative assistants (AA). As observed in most visited schools, teachers end up doing these duties, compromising curriculum delivery and most of these AAs had limited Microsoft package skills which is a prerequisite for the use of the SA-SAMS form. One participant summed it up as below: Principal of school 17 (High Enrolment School).

> *"Eeh . . . DBE forgets that some of us were born before technology and at my age, I cannot grasp and learn all the processes in short space time. It's very difficult to teach old dogs new tricks. But at the same time,*

> *I can't do all the paper work manually. I suggest DBE provide us with administration Assistants who are computer literate to do SA-SAMS documents only. Furthermore, this SA-SAMS animal has in-built problems like failure to print quarterly reports and taking time for information to be finally saved in the main hub of the system. In other words, captured data has to undergo about 12 processes before finally reflecting in the final main saver hub."*

Suffice to note that, the theoretical framework, research design, research methodology heavily impacted on the research findings. While the questionnaire and interview schedules concurred in their findings, the observation method proved handy in illuminating contradictions existing with the two earlier methods. The former two methods painted a rosy scenario in schools, yet the reality on the ground dictated otherwise showing huge discrepancies in enrolment and infrastructure. This is evidenced by enrolment discrepancies in both primary and secondary schools as depicted in Tables 5.1, 5.4 and 5.6. There were 3.93% more learners in primary schools than the actual figure found by inspection of class attendance registers and by physical counting; secondary schools had (2.64%) more learners than those revealed through inspection. The discrepancies being highlighted above proves beyond any shadow of doubt the importance of the mixed method approach employed in this study. The research design consolidated profoundly the trustworthiness of the research.

The documentary analysis produced the following themes, namely, negative perceptions from some school principals on the use of SA-SAMS form as a management reform tool, dereliction of duty by some school teachers, embracing change (appreciation of technology) and corruption by some officials who falsify enrolment figures which amounts to dishonest behaviour and unethical conduct.

5.8.4 Research Question 4: To what extent is the data on the SA-SAMS used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?

Most school principals welcomed the SA-SAMS tool as a robust technological reform tool meant to ease pressure on administrative tasks as 28 school principals concurred (93.33%). Tables 5.8 (a) and (b) show that school principals conscientiously applied their minds on the use of SA-SAMS form as a data gathering instrument on issues about admissions, class attendance registers, the linking of SA-SAMS and HRMS systems. Tables 5.8 clearly indicates that all school principals totally and strongly agree (100%) on the issues of SA-SAMS and HRMS being linked to curb malpractices and being the duty of DBE to corroborate collected and captured data to create a single data warehouse. Tables 5.8 also reveals that 11.1% believe that the SA-SAMS data is used for effective planning in each current academic year. On the other hand, 83.33% do not agree that the collected computerized data is used for effective planning and had strong reservations and unkind words for the DBE, especially on the issues of LTSM provisions, delays of transfer of section 21 funds, NSNP funds and replacement of educators on maternity, indefinite sick leave, deceased teachers and those on retirement and questionable PPMs. In Table 5.8 (b), 75% of the participants indicated that the collected computerized data was not used for effective planning in every academic year. Furthermore, in Table 5.8 (b), one school principal (8.35%) preferred to remain neutral on the issue of SA-SAMS form being a panacea to all educational administrative and management problems. The neutrality may imply that the school principal views some weaknesses in the SA-SAMS form being employed. Both Tables 5.8 (a) and (b) reveal that all (100%) school principals are in agreement that It is the responsibility of the Department of Basic Education to corroborate and confirm the computerized school data collected before using it for future endeavours. The on-going discussion may imply that school principals have negative perceptions on the use of the SA-SAMS form in performing administrative and management duties and being used for effective planning.

Literature reviewed on (Sub-section 3.3.2), clearly cites cases of 'ghost learners' in RSA

schools. This on its own provides irrefutable evidence on the non-effectiveness of the SA-SAMS data sets and casts a big shadow of doubt on the effectiveness of the notion of computerized data. The term "ghost pupils" describes the practice of school principals illegally inflating the numbers of pupils in their schools in order to gain extra funding from the government. In relation to the issue of ''ghost learners'' in RSA, Sesant (2013:6) espoused a story on an investigation by the Eastern Cape (EC) Department of Basic Education (DBE) on the matter. In part the story read,

> *"The preliminary findings of a three-year investigation by the Eastern Cape Education Department has uncovered more than 30,000 pupils do not exist, yet they have been on the provincial education system for years. One pupil has, until recently, been on the education system since 1952. The removal of the "ghost pupils" will now save the provincial department of basic education more than R60 million according to the investigative journalist, Sesant (2015:6)".*

In short, these comments highlight the fact that there is poor use of records or deliberate collusion by the DBE officials to engage in corrupt practices to enrich themselves (selfish ends). According to Sesant (2015), Democratic Alliance (DA) provincial education spokesperson Edmund van Vuuren (2015) had complained that many school principals inflated the number of learners in their schools for personal benefits. The DA provincial education spokesperson further claimed this is because the higher the number of learners, the higher the particular school is graded and that means a higher salary for the school principal as reported by Sesant (2015:6).

Implicit from the above article is the fact that school principals deliberately falsify computerized data collected through SA-SAMS form for their own selfish interests. Furthermore, a lot of these schools are in deep rural areas and most are inaccessible, hence, their results cannot be monitored as claimed by the investigative journalist (Sesant, 2015:6). Biometric-aided head-counts for both learners and teachers have been ongoing since 2010 but still there are 'ghosts' that are draining the resources from the (fiscus) as claimed by Kwa Zulu Natal (KZN) MEC for education, Madlopha-Mthethwa, (2015). In the same article, the MEC further indicates that:

"They (school principals) should not be allowed to get away lightly for fraudulent activities and kleptocratic tendencies, such as falsifying pupil and teacher numbers, thereby placing a financial strain on the education budget. Implicit from the above is that, there must be severe repercussions for the unprecedented rampant looting of state resources if DBE is to succeed in getting rid of the cancer of corruption that has become rampant in most state departments. It is shocking if not surprising that the department of education is unable to provide suitable toilets and adequate classrooms at many schools across the provinces when its finances are being drained by 'ghosts' in the system".

More than two decades after attaining independence, many RSA learners are still using mobile classrooms, pit latrines and mobile toilets due to malpractices bedeviling the education sector (2016:12). Reviewed literature on sub-section 3.3.2 talks on how 'ghost employees' and 'ghost learners' drain the fiscus and proffers strategies to curb the practice. The on-going discussion is very useful in assisting everyone concerned (stakeholders) in realizing that abuse of office and corrupt behaviour need exposure so as to counteract the long damaging consequences of endemic and brazen corruption that ensues and deprives learners of a better future (Lewis, 2018:11).

In that connection, some interviewees, 7 (87.5%), - comprising school principals and EMIS Unit personnel) strongly believed that, the fact that the Limpopo Province failed to receive their LTSMs allocation despite the DBE having received data sets by June 2011 for the 2012 academic year could be enough evidence on the ineffectiveness of the SA-SAMS datasets for effective planning.

5.8.5 Research Question 5: What are the turnaround strategies that can be used to monitor computerized school information to obtain value for money?

One of the turnaround strategies that can be used to monitor computerized school information to obtain value for money is to adhere to the best practices alluded to in the literature review in subsection 3.3.1 on turnaround strategies and sub-section 3.7 that speaks to the effect of best practices in improving computerized data quality in the

SADC Region**.** Also, the DBE should urgently implement the recommendations alluded
to in sub-section 6.2.7.

5.9   SUMMARY

Table 5.15: The Impact of the 4 Sources

Research Question 1	Observation	Interview	Questionnaire	Literature Reviewed	Remarks
What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?	Does not confirm the findings of questionnaire and interview. It contradicts the other two sources and exposes the reality on the ground.	Concur with questionnaire. Participants appreciate the instrument and embraces it as a reform tool. View it positively	Concur with interview questions. Views the SA-SAMS as positive development despite its inherent challenges in its current state	High lights the issue of manipulability of captured data. Embraces technology and cautions stakeholders to be vigilant in using technology to avoid cybercrimes.	Good developmental instrument that eases pressure on administrators
RESEARCH QUESTION 2 What problems/challenges do school principals encounter in the completion of SA-SAMS form?	School principals are struggling with SA-SAMS tool	Concurs with the questionnaires	Concurs with the interview	Embraces technology and advocates for its adoption	Thorough training and all schools should be adequately resourced

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RESEARCH QUESTION 3 What infrastructure is available in schools to provide information as required by SA-SAMS form?	Limited or none all in other schools.	Pretends the infrastructure is available but quick to blame DBE on absence of necessary infrastructure.	Acknowledges inadequacy and apportion blame to DBE	Acknowledges the limited infrastructure, encourages responsible bodies to engage in good practices to ensure quality data management	It compromises the authenticity of data sets collected.
RESEARCH QUESTION 4- To what extent is the data on the SA-SAMS form used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?	It contradicts the questionnaire and the interviews findings as evidenced by the discrepancies in enrolments Tables 5.3 and wrong LTSM / inaccuracies and wrong PPMs	Concurs with questionnaire findings that SA-SAMS tool is effectively used for future planning.	Concurs with interviews on the usefulness of the computerized datasets.	It values the collected computerized data and puts more emphasis on improving data quality and recommending to stakeholders to adopt good practices subjection 3,7 pp64.	DBE should corroborate data collected before use and provide all the necessary infrastructure to facilitate data collection, storage and dissemination so as to attain value for money
RESEARCH QUESTION 5- What are the turnaround strategies that can be used to monitor computerized school information to attain value for money?	Fully equip the schools with both human and financial resources	Provide proffered envisaged improvements to the current SA-SAMS tool	Reduce the size of the current SA-SAMS tool to A3 or A4 size	Adhere to good practices to guard against malpractices as shown literature review subsection 3.7	Embrace technology to cope with current global trends

5.10 CONCLUSION

This chapter presented and discussed the findings of the study as guided by the research objectives and questions. The chapter considered the two sets of data which were obtained from quantitative and qualitative methods of data collection. Firstly, the quantitative data was presented and analysed separately and then integrated. The research revealed that questionnaire and the interviews converged in their findings whereas the observation technique gave a diametrically opposite picture and revealed the actual reality on the ground demonstrating the advantage of the mixed method approach in producing trustworthy research findings. In other words, school principals' questionnaires, interviews of school principals, and EMIS Unit personnel and observation reviews of records in the schools combine to evaluate the effectiveness of information for planning purposes; this enriched the research findings.

The principals and concerned stakeholders wondered whether the government uses the information supplied by schools through the SA-SAMS form. The excerpt of minutes of meetings held by school principals in Kimberly, (2011), reads:

> *"The school principals are concerned about whether the Department of Education looks at the information supplied by schools. When we ask why certain schools were left out on certain national programmes such as funding for learning facilities that include classrooms, toilets, interactive boards, computerization of schools, stationery and texts and other supporting materials when we think, they deserved help more than schools which have been receiving help, the answer given is unconvincing. And furthermore, blame is put on school principals failing to submit information on time. This surprises us since information is already gathering dust at provincial offices"* (SADTU, 2011:6).

Some school principals (80%) however indicated that they had received direct benefits from completion of SA-SAMS form, like additional teachers and money to purchase library books and construction of media houses in partnership with the corporate world but after a big fight and strong motivation from SGB members and relentless pressure and intense lobbying through MECs and local political leadership. Some 12 principals (40%) also

indicated that they had received LTSM materials that they never requested for and getting the relevant ones was a mammoth task as it involved a lot of bureaucracy and 'greasing of hands'.

The suggestions for the improvement of the form, like collecting data on separate grades in schools, inclusion of NSNP data, and making the SA-SAMS form CAPS-compliant especially with tasks on languages and foundation phases were looked at in detail. The next chapter focuses on the summary, conclusion, recommendations and suggestions for further study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR IMPROVEMENT

6.1   INTRODUCTION

The chapter provides the summary, conclusion, recommendations and suggestions for further study as guided by the research questions, literature review and the empirical investigation. Conclusions drawn from the findings of the study enabled recommendations to be made about the effectiveness of the information from the SA-SAMS form with regards to effective planning.

6.2   SUMMARY

The summary of the study is informed by the research questions, literature review and empirical findings. Findings suggested that information supplied through the SA-SAMS form could be inaccurate. There were major deviations between the figures declared on questionnaires. Enrolment figures showed a variance of 3.93%; repeaters, a variance of 40.67% and squat toilet holes a variance of 6.72% at primary school level and a 16.04% at secondary school level, Tables 5.4 and 5.6, respectively. The findings also revealed the DBE was using outdated data (for previous years not for the current year running) information for planning purposes as evidenced by inherent LTSM shortages and learners going for months without LTSMs and teachers while waiting for treasury's approval, effectively jeopardizing the future of the poor learners.   In addition, arriving at wrong PPMs for schools is shattering the notion of school readiness for each subsequent year by the incumbent Minister of the DBE.

6.2.1 How the Study Responded to the Research Questions

The study was guided by the following main research question: **What is the effectiveness of information for planning purposes with particular reference to**

information supplied through SA-SAMS form in the DBE in John Taolo Gaetsewe District in Northern Cape Province?

In Chapter One, the background and statement of the problem, objectives and research questions to be addressed were clearly stated. Five objectives were formulated and the whole study was focused on them, however, special attention was given to investigating the SA-SAMS computerized data and its effectiveness for planning purposes by various stakeholders in the planning division.

The research was carried out to achieve the following objectives:

- To establish perceptions of school principals towards the SA-SAMS form as a data gathering instrument;
- To establish challenges/problems that school principals encounter in the completion of the SA-SAMS form;
- To find out if schools have the necessary infrastructure to provide the information required by the SA-SAMS form;
- To establish the extent to which information compiled through SA-SAMS form is used for planning purposes when cases of malpractices continue to affect the Ministry of Basic Education; and
- To proffer some turnaround strategies that can be used to monitor computerized school information to obtain value for money.

Research questions were derived from the five objectives and these were as stated as below:

6.2.2 Research Questions

The main research question was: **What is the effectiveness of the information for planning purposes, with particular reference to SA-SAMS form?**

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Emanating from the research aim and objectives were the following sub-research questions:

- What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?
- What challenges/problems do school principals encounter in the completion of the SA-SAMS form?
- What infrastructure is available in schools to provide information as required by the SA-SAMS form?
- To what extent is the data on the SA-SAMS form used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?
- What are the turnaround strategies that can be used to monitor computerized school information to obtain value for money?

Delimitations and limitations, together with operational definitions, were also given in Chapter One.

Research question four sought to establish whether information in the SA-SAMS form tallied with school records through comparing figures on the questionnaires and physically observing learners present and information on the questionnaire with figures in class attendance and admissions registers. The findings of the study revealed that there were significant deviations between figures of learner enrolment (3.93%) and attendance, (3.03%) number of repeaters (40.67%), squat toilet squat, (6.72%) and IT rooms (2.83%) for primary schools and (16.04%) for secondary schools. While there were over-estimations in figures of enrolment and progressed learners, there was an under-declaration of figures for repeaters, functional squat toilet holes and IT rooms in both primary and secondary sectors. Forojalla (2013:87) says that educational planning is concerned with the future of and embodies skills like anticipation, influencing and controlling the nature and direction of change. But, to ''influence and control'' requires proper and accurate data for decision-making to determine the appropriate goals. This is further reinforced by Callahan and Clarke (2008:11) who argue that planning keeps

one from "fumbling through half-digested, not carefully understood content and from making grave mistakes". If one is to avoid "fumbling or making mistakes" then he/she should have accurate information at his/her disposal to work with. Gloss, Steade and Lowry (2010:92) explain planning as a process of establishing and clarifying objectives and determining the policies and procedures necessary to meet set objectives. Without correct information, chances are that wrong goals and objectives will be set, leading to wrong policies and procedures. All this emphasize the need for planning to be based on accurate and reliable information.

Suffice to note that the findings of the study pointed to serious discrepancies between declared and actual figures in both infrastructural resources and human resources, thus leading to a very high probability of the plans made being based on inaccurate/faulty information, hence, the planning done is defective.

The research also sought to find out the usefulness of admissions registers, period registers and class attendance registers. These are the main source documents from which data is extracted for entry into the SA-SAMS form. Findings of this study showed that secondary schools placed little emphasis on the aforesaid documents as 58.33% of the schools did not have admissions registers while 58.33 % also did not have class attendance registers. Only 2 secondary schools had period registers (16.67%); only 6 schools at primary had period registers (33.33%). The situation was better off at primary schools where 77.8% and 77.8% had admissions register and class attendance registers, respectively. The findings in Table 5.11 (a) revealed that only 3 out of 12 (25%) secondary schools and 7 out of 18 (38.89%) primary schools kept their attendance registers up-to-date. This suggests that the information entered into the SA-SAMS form could be faulty. This scenario implies that school principals are not aware of the value of information contained in the SA-SAMS form or are seriously showing dereliction of their responsibilities or it paints a negative perception on the use of the SA-SAMS form. This is well supported by the research findings when the researcher discovered that class attendance registers are marked by the so-called 'trusted' learners. Rodgers and Badham (2012:48) state that decision-making should be based on firm evidence if it is to

be of value. Shipman (2009:77) concurs and says that value judgments are based on accurate, concise and timely supply of information.

Postlethwaite and Rossi (2012:36) contend that accurate information is a pre-requisite for any effective planning to take place.   In order for the Department of Basic Education to approve amounts of fees charged by various schools, information is required on current fees structure, infrastructure and superstructure. To plan effectively for its citizens, the government should also have an accurate and an updated national skills audit data base about what happens in schools, from a single data warehouse. This means that there should be no room whatsoever for guess work in planning but for correct data to be used to predict the future.

Some school principals thought the whole exercise of the completion of the SA-SAMS form was a waste of time as remarked below:

> *"The Ministry should find better ways of spending money instead of bothering us with completing documents they never look at. We have been to Regional Offices in July and we find stacks of unprocessed SA-SAMS forms for the first term. This exercise is a way of keeping us busy and nothing more"* (Anonymous, 2017).

Implications of the above statement are that the Ministry of Education has not done enough to educate school principals and data-collecting agencies such as the EMIS Unit on the value of the data supplied through the SA-SAMS form. The sentiments of the above quoted school principal suggest that there is need for training or staff development (empowerment). Burrup and Brimley (2012:8) say:

> *"Education is a major force for human betterment. How much resources are available, and how effectively these resources are used stand as crucial questions in determining the degree to which education meets the aspirations that people hold for it".*

The above quote is further reinforced by Nelson Mandela (1996) in his state of the nation address (SONA) who asserted that, 'education is the most powerful weapon that can

change the world'. This implies that in order for people to appreciate the value of whatever they are called upon to do, they need to have been properly schooled to understand its aims and objectives.

Lastly, the research sought to establish whether the information called for through the SA-SAMS form was relevant for planning needs. School principals were asked to suggest items they felt needed to be deleted from the SA-SAMS form and a few were suggested. This gave the impression that school principals and all concerned stakeholders believed that the data they were asked to provide was relevant for planning purposes. They further indicated that this educational reform tool (SA-SAMS) was a technological relevant tool, due to its robustness and was a panacea to most of the administrative and management challenges despite its abuse by unscrupulous public-office bearers to advance their kleptocratic tendencies.

Furthermore, school principals were then asked to suggest additional items they would like included in the SA-SAMS form to make it more effective as a planning document. Suggestions given indicated that school principals did consider the SA-SAMS form as a valuable data-gathering instrument. Additional items suggested for inclusion were the grade of the school and gender of school principal and the deputy principal (SMT), data on LTSM and the curriculum, reduction of the size of the SA-SAMS form to an A4 or A3 size as it is voluminous in its current state, 17 modules, and that the instrument should collect only amendments to staff, physical and sporting facilities and NSNP data. Most importantly, the SA-SAMS form should be linked to HRMS tool to play complementary roles to curb malpractices on 'ghost teachers' and 'ghost learners'. Lastly the school principals made an impassioned plea that all the schools using the SA-SAMS form should be linked (online) to the DBE so as to improve service delivery.

The findings of the study, however, suggested that some of the information collected through SA-SAMS form was not relevant for planning endeavours since it seemed to be inaccurate. The information on enrolments, repeaters, progressed learners, achieved learners, modulating learners and   functional squat toilet holes, IT rooms and Media

Centres, and the upkeep of admissions and class attendance registers was found to differ from the actual situation in schools (Table, 5.1 to 5.11). This suggested that the information used was likely to be incorrect, the resultant being that the planning is incorrect and therefore likely to be highly defective. The next section looks at the main features of SA-SAMS tool.

6.2.3 Main Features of SA-SAMS

The section below looks at the main features of the SA-SAMS tool as contained in the (Government Gazette No. 38228, 2017:9).

The SA-SAMS form contains information on: General school Information, Human Resource Information, Financial Assistant, Curriculum Related Data, Learner Resource Information, Learner and Parent Information, Timetabling Function, Governance Information, Library Information, Learner Listing, Standard Letters and Forms, Export Data, Physical Resources, Security and Database Functions, IQMS Function-Integrated Quality Management System, Curriculum Assistant and LURITS-Learner Tracking System.

Looking at the above listed main characteristics of SA-SAMS form as provided by (Government Gazette No. 38228, 2017:9), it clearly shows that the tool is very useful in performing administrative and educational management functions (Hall, 2017:23). In addition, it creates a good foundation for educational management in RSA schooling system (Botha, 2016:71). RSA has a unique schooling context due to its historical factors associated with colonial apartheid governance and regional factors (Butle, 2016:213). The urban and rural settings of RSA schooling systems have vast differences and contradictions creating a serious problem in the effective application of the SA-SAMS form across all the 9 RSA provinces (Damania, 2016:236). Now, looking at RSA education system and based on the two broad bodies of theories, namely, leadership and organizational effectiveness theories, the researcher notes that the SA-SAMS form needs improvement to make it situationally relevant, hence a model is hereby proposed guided

by the Grounded Theory. Studies have been done on the SA-SAMS form's implementation and its robustness but never addressed the issue of the effectiveness of the datasets captured through SA-SAMS form.   Much of the work on SA-SAMS form has been 'hit and run', now this study is done, and the researcher should be in a position to propose an amended model grounded in the Grounded Theory as a solution to render the SA-SAMS form more effective and situationally relevant to RSA schooling system. The next section looks at the proposed model.

6.2.4 The Integrated SA-SAMS Approach

The concept is derived from SA-SAMS form. As a conceptual framework for this study, the integrated SA-SAMS Approach draws from the organizational effectiveness theories and leadership effectiveness theories to formulate a toolkit that could be effectively used for educational management purposes. Based on the literature reviewed extensively in chapter three, the researcher proposes an integrated SA-SAMS model. The Integrated SA-SAMS Approach conceptual framework will comprise the linking of SA-SAMS instrument to HRMS tool as this approach will enhance accountability through policy crafting, alignment and transparency in the management of state resources (play complementary roles). The Integrated SA-SAMS Approach should be the engine and akin to human nerve centre upon which educational policy formulation rests and deal decisively with policy inconsistencies. The Integrated SA-SAMS Approach would also have an in-built mechanism to detect ''ghost workers'' and 'ghost learners' and would be based on verified aims. Consequently, it would broaden employment opportunities, reduce corruption in both the public and private sector and reduced personnel costs. The efficiency in government business transactions is enhanced as it will build confidence among stakeholders and the business community, in general.

AN INTEGRATED SA-SAMS MODEL

The Integrated SA-SAMS Approach: DIAGRAM REPRESENTATION 6.2.1

BROAD BODY OFTHEORIES FOR POLICY FORMULATION

LEADERSHIP EFFECTIVENESS THEORIES

ORGANIZATIONAL EFFECTIVENEESS THEORIES

MULTI-PARADIGMS

POSITIVISM

INTERPRETIVISM

SAM-SAMS

HRMS
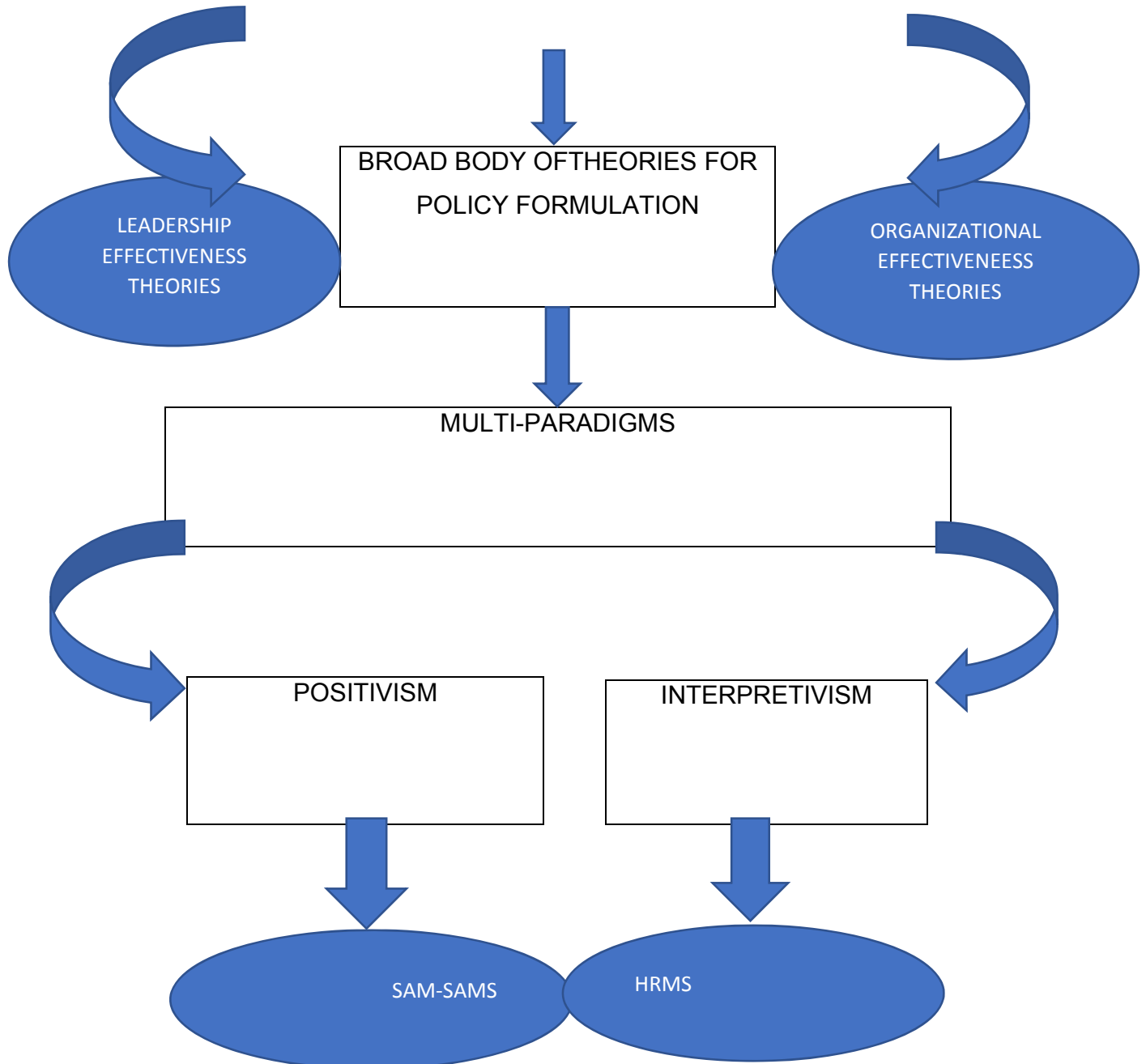
Figure 6.1: An Integrated SA-SAMS Model

6.3   CONCLUSION

From the summary outlined above, there were big variances between figures on the SA-SAMS form and those that were actually prevailing at schools. The study findings indicated that school principals over-estimated enrolment figures (Tables 5.1) but under-declared in areas, such as the repeaters, sanitary facilities, IT specialist rooms and progressed learners (Table 5.4; 5.6 and 5.7). This was most probably attributed to the advantages that accrue to school principals themselves personally and to the school as a result of such deliberate falsification of figures. The grade of the school is determined by its enrolment. The enrolment numbers also affect the grade of the school principal and hence, his/her salary. Giving figures that are above the actual ones raises the grade of the school and with it that of the school principal as well. Not revealing the actual number of repeaters gives the impression that the enrolment of the school is based on figures of learners who progress normally and therefore the school is well performing and not "trapped". Also, by not revealing the accurate figures of progressed, achieved and modulating learners is another way of showing discontentment with the national policy of promotion, condonation and progression promulgated by the DBE in 2014 (Government Notices Number 722 & 723; Gazette Number 34600 of 12 September 2011 and amended as: Government Notices 11115 and 11116; Government Notices 36042 of 28 December 2012).

In the same vein, under-declaring on toilets and IT rooms gives the impression of a school hard pressed for sanitary facilities and infrastructural facilities hence a disadvantaged school in those respects. Whatever the reasons for such decisions, the conclusion that can be drawn from such decisions is that school principals need a lot of education on the importance of supplying proper and accurate information for effective planning. School principals need to see themselves as holding the key to effective educational planning.

The findings also revealed that school principals did not maintain proper records of learners at the schools (source documents). Admissions and class attendance registers were either not available or if available were not kept up-to-date (Tables 5.11 (a) and (b).

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This could be due to either to inefficiency of the school principals or, to their ignorance of the value of the information collected from these source documents. Ninety percent of both primary and secondary school principals (90%) said there was no immediate feedback from the Circuit Offices on information supplied through the SA-SAMS form. School principals may have developed poor perceptions or negative attitudes towards SA-SAMS form after having realized that Regional Offices did not seem to attach enough value to the form.

When school principals were asked to offer suggestions aimed at improving the effectiveness of the SA-SAMS form as a data gathering instrument, they offered very pertinent suggestions. This shows that if people are called upon to participate in an activity, they may offer and proffer certain good ideas not previously available to planners as argued by Rodgers and Badham (2012:71).

In winding up the discussion, it is important to note that, the assumptions of the study raised in section 1.5 played a pivotal role in guiding the study to arrive at credible findings and conclusions as the researcher continuously scrutinized the unit of analysis.   Also, the assumptions helped in establishing the research findings of the thesis as predicted by assumption number two.

6.4   LIMITATIONS OF THE STUDY

The study encountered some limitations which are discussed as follows:
There was difficulty in getting permission letter to enter schools from Provincial Education Department (PED) in Kimberley (Northern Cape) see attached Appendix D. This became a blessing in disguise, in a three-fold way, as explained hereunder.

- The letter declining, dated 7 August 2017, clearly states that the John Taolo Gaetsewe (JTG) schools are seriously understaffed in terms of administrative assistants which concurs with the findings that schools have a big challenge with both infrastructural facilities and human expertise to collect computerized data. In short it partly answers research question number three which says: What

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infrastructure is available in schools to provide information as required by SA-SAMS form?

- The fact that the researcher was initially declined permission to conduct the research meant that the field work programme was delayed by more than two months. It turned out to be a big advantage to the researcher in that by the time the fieldwork was done on the 9th of October 2017, all schools were busy with final examinations and formal tasks implying that attendance by all the participants in schools was almost 100%.

- All the information pertaining to the school readiness for the year ahead was readily available for scrutiny and assimilation.

6.5   RECOMMENDATIONS

The research study had objectives from which research questions were formulated. Research findings arose whose implications need to be formulated into recommendations.

1. There is need for the Circuit Managers to design and mount training programmes (empowerment clinics) for newly-appointed school principals and all school management team (SMT) and administrative assistant(s) on the need for and use of computerized data from schools and on the importance of accurate record-keeping.

2. The SA-SAMS tool should incorporate a mechanism for detecting 'ghost personnel' and 'ghost learners' as proposed in sub-section 6.2.4.

3. Circuit Managers should constantly check and monitor the existence and maintenance of data-source documents in schools. Furthermore, each school principal should incorporate a period register in the school's master timetable to ensure that each class manager/manageress updates the records daily. Furthermore, teachers should be class managers/manageresses to classes they teach daily.

4. It is recommended that plans be initiated by Circuit Managers to conduct a series of staff development/empowerment courses continually, at district, regional and

national level, for school principals already in posts, to help them learn the value of information in planning and upgrading their computer skills.

5. There is need for DBE to link SA-SAMS tool and HRMS tool to curb malfeasances in the system. In relation to that, DBE should give timely feedback to schools on data they would have provided online. Collated and corroborated computerized data may help school principals to realize that the DBE is using data collected in the current year and for its planning endeavours. This may make school principals more sensitive to the value of data.

6. The DBE should consider revising the policy where schools are allowed to factor in a 10% enrolment increase as it creates a good foundation for data falsification by unscrupulous officials.

7. The DBE should consider and prioritize the safety of learners while in the school premises especially Grade R learners when it comes to issues of ablutions.

"Before beginning any endeavour, plan carefully and meticulously. The sure method of the enterprising is planning with audacity and executing with vigour. The ultimate end we aim at and envisage must be known, before the way can be made" **(Jean Paul, 1876).**

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Venda

School of Education

Private Bag X5050

Thohoyandou, 0950

My name is **Herbert Moyo**, a registered Doctor of Education student in the Department of Educational Management, at the University of Venda. My area of study is on: **Effectiveness of Information for planning purposes with particular reference to South African Schools Administration Management Systems [SA-SAMS]**. This research was inspired by the realization of poor service delivery in the Department of Basic Education (DBE) as evidenced by non- delivery of LTSM and proliferation of 'ghost learners and teachers'.

Participation in this study would involve school principals, EMIS Unit Personnel, SGB members and school teachers'. Interviews which are expected to last **25 minutes** would be conducted (individually) with **30** school principals and **2 EMIS Unit** Personnel. Also, **5** SGB members, **240** teachers, **3** Teacher Union representatives will take part, giving a sum total of **280** participants. A comprehensive check list would be used to analyse school documents. Questionnaires will also be administered to some participants.

You are assured that participation in the study would be **voluntary** with information obtained in the process kept in the **strictest** and **utmost** confidence and used solely for the purpose of this study. Please note that, **participants** have the right to withdraw from the study without being coerced to give reasons.

Yours Faithfully

……………………………………………………….Date………………….

Herbert Moyo

APPENDIX B: RESEARCH INSTRUMENTS

I am a Doctorate student at the **University of Venda**. As part of my study, I am carrying out a research project entitled:

A study of the effectiveness of the information for planning purposes, with particular reference to the South-African School Administration Systems [SA-SAMS].

May you please take a few minutes of your valuable time to respond to the attached questionnaire. The information you are being requested to give will be treated with the **strictest confidence** and has nothing to do with any assessment of your professional competence. Please do not fill in the name of your **school** or **your names**. May you please respond to all items on the questionnaire. You are kindly requested to complete the questionnaire as **honestly** as you can.

Thank you for your help and co-operation which is highly anticipated and fully appreciated.

Thank you for participating.

QUESTIONNAIRE

Please tick [] the appropriate responses in the space provided for each of the questions below. For those questions that require free response, use the spaces provided.

1.   What is the enrolment of your school?
B. 600+
C. 300-599
D. 150-299
E. 149 and below.

2.   On which category does your school belong?
A. Primary only
B. Middle school
C. High School
D. Combined School

3.   Indicate the following information:
A. Number of boys
B. Number of girls
C. Number of repeaters
D. Number of progressed learners
E. Number of learners present today by sex.

Gender	Total of boys and girls	Repeaters	Progressed learners	Learners present today
Boys				
Girls				

4. Please indicate the number of educators with the professional qualifications listed below:

A. Temporary ------------------

B. ACE+Diploma ------------------

C. BA/B.Ed/B.Sc ------------------

D. Masters. ------------------

E. Other, specify……………………………………………………………………………..

…………………………………………………………………………………………………

5. How many functional computer laboratories [Information Technology Rooms] are at your institution?

Functional	Non-Functional	No IT laboratory at all

6. How many functional toilet squat holes are available for?

Boys	Girls

7. State how often you use the following:

Commodity	Always	Sometimes
Computer/Laptop		
SA-SAMS forms		

8.   Please tick [ ] the appropriate response using the key below:

5. SA-Strongly Agree

6. A-Agree

7. D-Disagree

8. N-Neutral

	S. A		A		D.		N	
	No	%	No	%	No	%	No	
1. The computerized school data is always used for effective planning in every academic year running.								
2. There is no need for special infrastructure to aid in collecting computerized school data								
3. The SA-SAMS & HRMS should be linked								
4. There is need for schools to have internet facilities that are functional								
5. There is no feedback from District and higher offices on data supplied through SA-SAMS form.								
6. The SA-SAMS tool is the panacea to all educational administrative problems								
7. It is the responsibility of the Department of Education to corroborate and confirm the computerized school data								

9.   List problems you have encountered with the use and completion of the SA-SAMS…………………………………………………………………………………………

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10.   What items do you think should be deleted from the SA-
      SAMS……………..………………………………………………………………….....

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11.   What information, if any, do you think is not being collected through SA-SAMS tool,
      but you consider important

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12.   What has the **Ministry of Basic Education** done for your school which you
       consider a direct response of you having completed the SA-SAMS form? Consider
       material, financial and human resources benefits……………………

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       Thank you for your co-operation in responding to this questionnaire.

INTRERVIEW QUESTIONS

1. **Research Question 1: What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?**

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Briefly motivate your response.

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2. **Research Question 2: What problems/challenges do school principals encounter in the completion of SA-SAMS form?**

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Motivate your response

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3. **Research question 3: What infrastructure is available in schools to provide information as required by SA-SAMS form?**

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Motivate your response.

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Motivate your response

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4. **Research Question: To what extent is the data on the SA-SAMS form used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?**

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University of Venda

Motivate your response

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5. **Research Question 6: What are the turnaround strategies that can be used to monitor the computerized school information to attain value for money?**

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Motivate your response

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Thank you for your cooperation

APPENDIX C:REQUEST FOR PERMISSION TO ENTER SCHOOLS TO DO RESEARCH
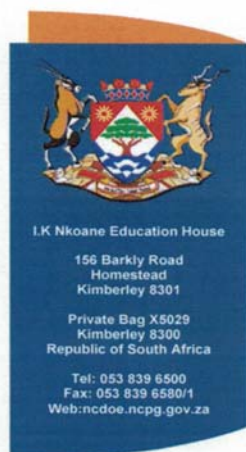
DEPARTMENT OF EDUCATION

I.K Nkoane Education House

156 Barkly Road
Homestead
Kimberley 8301

Private Bag X5029
Kimberley 8300
Republic of South Africa

Tel: 053 839 6500
Fax: 053 839 6580/1
Web:ncdoe.ncpg.gov.za

Enquiries : Marcia Tools
Contact No : 053-839 6392
Reference : 2017-18/ 019/OMD
Date : 06 September 2017

To:

Mr. Herbert Moyo
1517 Utlwang Street
Private Bag 86
Email address: herbert.moyo@yahoo.com

SUBJECT: REQUEST FOR PERMISSION TO ENTER SCHOOLS TO DO RESEARCH ON SA-SAMS PROGRAMME - APPEAL.

Your request to conduct a Doctorate Degree research on individual SA-SAMS datasets in the John Taolo Gaetsewe (JTG) District and my subsequent response date August 7, 2017 with reference 2017-18/007/OME are, hereby, referred.

After carefully considering (a) the appeal made by your supervisor, Dr N. Litshani, (b) a face-to-face engagement I had with you on the subject and (c) your subsequent appeal letter dated September 5, 2017, *I have decided to grant you permission to approach individual schools' Principals in JTG District in order to get distinct, freely given and informed consent to partake in your research.*
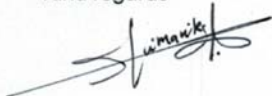
I, however, remind you of the following research ethical considerations, although not limited to, that have to be adhered to:

(a) Participants should give *their consent in writing and preferably accompanied by their signature* prior to the commencement of the research;

(b) *Participants' consent should be given without any direct or indirect coercion or inducement*;

(c) Participants should be given written information containing adequate details of the research, including *(i) the purpose of the research, (ii) risks and benefits of the research, (iii) methods of the research, (iv) identity of the researcher, (v) Privacy, anonymity and confidentiality, (vi) future use of information, (vii) right not to participate and to withdraw, (viii) right to get help when needed*;

Towards Quality
Education Together

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(d) As a researcher you would be *willing to answer prospective participant's question*(s) *about the research and their participation* thereof;

Wishing you all the best in your endeavor, I sincerely hope that we will be preview to the findings of your study upon its completion. Good luck.

Kind regards

Claude K. Tshimanika
Director:
Information & Communication Technology **(ICT)** and
Education Management & Information System **(EMIS)**

APPENDIX D: LETTER OF INITIAL DECLINE

I.K Nkoane Education House

156 Barkly Road
Homestead
Kimberley 8301

Private Bag X5029
Kimberley 8300
Republic of South Africa

Tel: 053 839 6500
Fax: 053 839 6580/1
Web:ncdoe.ncpg.gov.za

DEPARTMENT OF EDUCATION

Enquiries	: Marcia Tools
Contact No	: 053-839 6392
Reference	: 2017-18/007/OME
Date	: 07 August 2017

To:

Mr. Herbert Moyo
1517 Utlwang Street
Private Bag 86
Email address: herbert.moyo@yahoo.com

SUBJECT: REQUEST FOR PERMISSION TO ENTER SCHOOLS TO DO RESEARCH ON SA-SAMS PROGRAMME.

Your request to conduct a Doctorate Degree research on the Provincial SA-SAMS, with view to establishing the *effectiveness of the Information for planning purposes*, is hereby acknowledged with thanks.

The Department highly appreciates and values these kind of studies which have the potentials, not only to contribute towards the improvement of our education system, but also the potentials to provide us with critical and needed data for planning.

However, due to the fact that currently the majority of our schools (in particular those in the John Taolo Gaetsewe (JTG) District) do not have sufficient administrative support to enable them to fully attend to your questionnaire, *your request cannot, unfortunately, be approved.*

Kind regards

Claude K. Tshimanika
Director:
Information & Communication Technology **(ICT)** and
Education Management & Information System **(EMIS)**

Towards Quality
Education Together

Page **1** of **1**

University of Venda

APPENDIX E: PROJECT RESEARCH FUNDING APPROVAL

Memorandum

To: Director- Finance
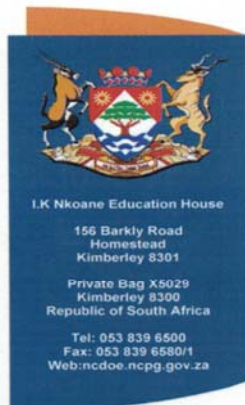
Cc: **Mr. H. Moyo**
            School: Education
            Department: Education Management

Date :   **26 June 2017**

Application for Student project registration and postgraduate funding support
Project number: SEDU/17/CSEM/04   **Cost Centre Number: G012**
Degree: Doctoral   **Institute: UNIVEN**

The Research and Publication Committee has approved **R74 898.00** funding for **Mr. Moyo** (Student No: **16011517**).

Project title: Effectiveness of the information for planning purposes with particular reference to the South African-School Administration Management Systems(SA-SAMS) in John Taolo Gaetsewe District in the Northern Cape.

Kindly transfer the amount of **R40 000.00** from Account Number 3593 into his newly generated cost centre G012 for now, the remaining funds will be given on satisfactory progress and financial reports.

+Project Budget:

Account	Cost Centre Description	Amount	Amount to Transfer
3505	Research Assistance	R18 475.00	R7 500.00
3525	Research Running Expenses	R00.00	R00.00
3520	Research Travelling Expenses	R29 673.00	R21 500.00
3520	Subsistence	R00.00	R00.00
3512	Printing and Stationery	R26 750.00	R11 000.00
Total		R74 898.00	R40 000.00

Thank you

Prof. G.E. Ekosse
Director: Research and Innovation
N.B: This grant is subject to the following conditions. The grantee shall;
- Provide the RPC with a quarterly (End March, June, September, December) progress report and financial balance sheet.
- The grantee shall on completion of the research project complete a final progress report and financial balance sheet.
- The grantee shall before graduation submit proof that a manuscript for publication has been sent to an accredited journal.
- The student's account will be debited with the costs if conditions are not complied to.

I understand the conditions of the grant

Signature of the Recipient: .... Date: 03 AuGusT 2017

Final Approved Detailed Budget

ITEM	UNITS	AMOUNT
Research Assistance		
Research Assistant x 20 days		R9 600.00
Editing Research proposal & final dissertation		R8 875.00
Sub-total		R18 475.00
Printing and Stationery		
Typing proposal (55 pages) and final (300 pages) document		R7 100.00
Typesetting proposal and final document		R7 100.00
Spiral & Book binding		R5 050.00
Duplicating papers x 10		R2 500.00
USB 16 GB x 1		R500.00
Internet bundles		R3 000.00
School bag x 1		R500.00
Stationery		R1 000.00
Sub-total		R26 750.00
Travelling expenses		
Travelling to schools (Kuruman, Galaletsang, K.T Toto, Remmogo, Shuping, Lesedi, Taletso, Gamohana) - Northern Cape Province		R29 673.00
Sub-total		R29 673.00
GRANT TOTAL		R74 898.00
Approved by: Director Research and Innovation		
Name:		
Signature:		
Date:		

UNIVERSITY OF VENDA
PRIVATE BAG X5050, THOHOYANDOU, 0950. LIMPOPO PROVINCE. SOUTH AFRICA
TELEPHONE 015 962 8313 / 8504. FAX 015 962 9060
Email: research@univen.ac.za
"A quality driven, financially sustainable, rural-based comprehensive University"

University of Venda

APPENDIX F: ETHICAL CLEARANCE CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr H Moyo

Student No:
16011517

PROJECT TITLE: **Effectiveness of the information for planning purposes with particular reference to the South African-School Administration Management Systems (SA-SAMS) in John Taolo Gaetsewe District in the Northern Cape.**

PROJECT NO: SEDU/17/CSEM/04/2106

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr NF Litshani	University of Venda	Promoter
Prof TS Mashau	University of Venda	Co- Promoter
Mr H Moyo	University of Venda	Investigator – Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: June 2017
Decision by Ethical Clearance Committee Granted
Signature of Chairperson of the Committee: ....
Name of the Chairperson of the Committee: Prof. G.E. Ekosse

UNIVERSITY OF VENDA
DIRECTOR
RESEARCH AND INNOVATION
2017 -06- 2 1
Private Bag X5050
Thohoyandou 0950

University of Venda
PRIVATE BAG X5050, THOHOYANDOU, 0950λ LIMPOPO PROVINCEλ SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 **FAX** (015) 962 9060
"A quality driven financially sustainable, rural-based Comprehensive University"

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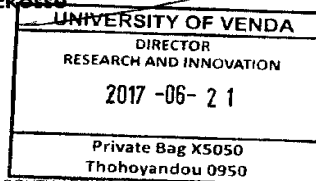
APPENDIX G: THE PRINCIPAL - CONSENT FORM

I………………………….., consent to participation in interviews designed by Herbert Moyo for his study on: **EFFECTIVENESS OF THE INFORMATION FOR PLANNING PURPOSES WITH PARTICULAR REFERENCE TO THE SOUTH AFRICAN – SCHOOL ADMINISTRATION MANAGEMENT SYSTEMS IN JOHN TAOLO GAETSEWE DISTRICT IN THE NORTHERN CAPE.**

I understand that**:**

- Participation is voluntary
- As an individual, I may withdraw from the study at any time
- No information containing my identity will be included in this research report, and my responses will anonymous and confidential

Signed: …………………………………………………………………
Date…………………………………………………………………………

APPENDIX H: THE TEACHER - CONSENT FORM

I……………………………….., consent to participation in interviews designed by Herbert Moyo for his study on: **EFFECTIVENESS OF THE INFORMATION FOR PLANNING PURPOSES WITH PARTICULAR REFERENCE TO THE SOUTH AFRICAN – SCHOOL ADMINISTRATION MANAGEMENT SYSTEMS IN JOHN TAOLO GAETSEWE DISTRICT IN THE NORTHERN CAPE.**

I understand that**:**

- Participation is voluntary
- As an individual, I may withdraw from the study at any time
- No information containing my identity will be included in this research report, and my responses will anonymous and confidential

Signed: ……………………………………………………………………
Date…………………………………………………………………………

APPENDIX I: THE SGB - CONSENT FORM

I……………………………………………………….…….., consent to participation in interviews designed by Herbert Moyo for his study on: **EFFECTIVENESS OF THE INFORMATION FOR PLANNING PURPOSES WITH PARTICULAR REFERENCE TO THE SOUTH AFRICAN – SCHOOL ADMINISTRATION MANAGEMENT SYSTEMS IN JOHN TAOLO GAETSEWE DISTRICT IN THE NORTHERN CAPE.**

I understand that**:**

- Participation is voluntary
- As an individual, I may withdraw from the study at any time
- No information containing my identity will be included in this research report, and my responses will anonymous and confidential

Signed: …………………………………………………………………

Date…………………………………………………………………………

APPENDIX J: THE EMIS UNIT PERSONNEL - CONSENT FORM

I………………………………………….………….., consent to participation in interviews designed by Herbert Moyo for his study on: **EFFECTIVENESS OF THE INFORMATION FOR PLANNING PURPOSES WITH PARTICULAR REFERENCE TO THE SOUTH AFRICAN – SCHOOL ADMINISTRATION MANAGEMENT SYSTEMS IN JOHN TAOLO GAETSEWE DISTRICT IN THE NORTHERN CAPE.**

I understand that**:**

- Participation is voluntary
- As an individual, I may withdraw from the study at any time
- No information containing my identity will be included in this research report, and my responses will anonymous and confidential

Signed: …………………………………………………………………
Date……………………………………………………………………

APPENDIX K: THE TEACHER UNION REPRESENTATIVES - CONSENT FORM

I…………………………………………………….………….., consent to participation in interviews designed by Herbert Moyo for his study on: **EFFECTIVENESS OF THE INFORMATION FOR PLANNING PURPOSES WITH PARTICULAR REFERENCE TO THE SOUTH AFRICAN – SCHOOL ADMINISTRATION MANAGEMENT SYSTEMS IN JOHN TAOLO GAETSEWE DISTRICT IN THE NORTHERN CAPE.**

I understand that**:**

- Participation is voluntary
- As an individual, I may withdraw from the study at any time
- No information containing my identity will be included in this research report, and my responses will anonymous and confidential

Signed: ……………………………………………………………………

Date……………………………………………………………………

APPENDIX   L: TRANSCRIPTION OF INTERVIEW RESPONSES (6 School Principals and 2 EMIS Unit Personnel)

Bio-Graphical Details of six (6) school principals interviewed

SCHOOLS	ENROL MENT	LOCATION: URBAN, SEMI-URBAN, RURAL, DEEP RURAL	TYPE OF SCHOOL : PRIMAR Y (P); MIDDLE (M), HIGH (H)	INFRASTRUCTUR E: RESOURCED; POORLY RESOURCED	GENDE R: F & M (PRINCI PAL)	AG E (Y EA RS
1	1185	URBAN	P	POORLY RESOURCED	M	57
15	452	DEEP RURAL	H	POORLY RESOURCED	F	48
17	1840	URBAN	M	POORLY RESOURCED	M	58
21	940	SEMI-URBAN	H	POORLY RESOURCED	F	59
25	1457	URBAN	P	POORLY RESOURCED	F	58
26	468	SEMI-URBAN	P	POORLY RESOURCED	M	55

The main research question posed was: What is the effectiveness of the information for planning purposes, with particular reference to SA-SAMS form?

The following subsidiary questions were raised:

- What are the perceptions of the school principals on the SA-SAMS form as a data gathering instrument?
- What problems/challenges do school principals encounter in the completion of SA-SAMS form?
- What infrastructure is available in schools to provide information as required by SA-SAMS form?

- To what extent is the data on the SA-SAMS used for planning purposes if cases of malpractices and non-service delivery continue to affect the Ministry of Basic Education?
- What are the turnaround strategies that can be used to monitor computerized school information to attain value for money?

Principal (school 1):

Research Question I. 'My perception is negative. it is not useful at all due to its 1 *cumbersomeness as it requires a lot of routine procedures. Look I am old and 57 years* 2 *and about to retire. I personally view it with great suspicion hence I hold a strong* 3 *negative perception on it. It is coming late into our systems. Also, I suspect someone* 4 *wants to enrich themselves through this. How come the tool cannot resolve the issues* 5 *of 'ghost workers' and 'ghost learners This is a corruption tool Mr Interviewer'.* 6

Research Question 2. 'It has a number of challenges which I am prepared to share 7 *now with you. It is not user-friendly. It contains 17 modules with subsections and in* 8 *short it is voluminous. The tool gives principals sleepless nights. It stresses school* 9 *principals especially when schools close as it fails to perform some administrative* 10 *task like report printing. Computers can crush due to the viruses. Schools do not have* 11 *enough funds to purchase softwares required to update the SA-SAMS computer. The* 12 *challenges are quite many. It also needs a lot of undivided attention when capturing* 13 *data. Furthermore, this tool neh, fails detect wrong data captured. One of the greatest* 14 *challenge is the promotion a learner who has not achieved erroneously. I did indicate* 15 *that at the beginning that it is a corruption riddled tool. Relatedly, the DBE allows the* 16 *schools to alter Marks in certain subjects like Physical Science and Mathematics at* 17 *FET (Grades 10 and 11 with about 10%) phase in the fourth quarter as they claim* 18 *these learners write national papers. You can take this circular and go through it. This* 19 *shows lack of careful thought processes.'* 20

PROBE. Can you elucidate on how a learner can be erroneously promoted'? 21 *'Noted, please listen attentively to my explanation below, a learner who does not* 22 *write work (formal task) at all is awarded a mark of plus one (+1) when marks are* 23 *being captured into SA-SAMS tool. A learner. On the other hand, a learner who writes* 24

a formal task and gets a zero (0), is awarded a mark of plus one (+1) when marks are 25
being captured. Now, listen to me please, the former learner is promoted as achieved. 26
This is tantamount to treason if not treason itself. Please you can see it is not error 27
proof. This circus to say the least Mr Interviewer.' 28

Research Question 3. *'As you can see for yourself, schools do not have the* 29
necessary infrastructure. I do not have a media centre/computer centre whatever you 30
call it. My administrative assistant is technologically challenged. I am doing all the 31
donkey related to SA-SAMS tool duties. Besides, my work schedule is always busy, 32
and it affects my main mandate of duty discharge. I cannot attend fully to pressing 33
issues of monitoring teachers, disciplinary cases of staff, staff meetings, 34
empowerment works/clinics. By the way, I am teaching Grade 6 Mathematics and 35
look at my enrolment figure of 1185. The school is poorly resourced as measured by 36
the norms and standards stipulated in 2016. It stresses me and compromises my 37
professionalism on duty discharge.". 38

Research Question 4. *"Ehhh . . . as a school we are in the dark on how SA-SAMS* 39
datasets we supply to DBE are used for effective planning. Of note is the issue of 40
wrong PPMs, wrong LTSM delivered. Late and at times non-delivery of LTSM. 41
Eish . . . we are just passive recipients of junk materials. The situation is quite 42
frustrating and at times it stresses us as curriculum implementers. To add salt to 43
injury, there is no immediate feedback from DBE circuit offices on our submission. 44
The only feedback I normally get is when the DBE queries my submission. When we 45
request for substitute teachers, the response is not convincing, and we are told to 46
follow protocol. Learners cannot go for three good months without having an educator 47
despite having supplied all relevant support data to the DBE in October of the 48
previous year. Apartheid government was better. This is all crap." 49

Research Question 5. *"It needs to be reduced in size as it is very big with 17* 50
modules. It should also capture details on NSNP data. Currently, it only captures data 51
for food handlers only. Additionally, as I alluded to earlier on, the tool should be able 52
to detect malpractices such as of 'ghost workers' and 'ghost learners'. Currently, the 53
SA-SAMS can only detect if marks are tempered with after being captured. It should 54

be designed to meet RSA schooling system challenges. The tool needs to be 55

revisited to make it situationally relevant. Due tour historical circumstances and the 56

apartheid governance system this tool needs to address some of the challenges we 57

are encountering administratively". 58

School Principal 15 59

Research Question 1. '*The tool is user-friendly, but It is cumbersome as it requires 60*

computer literacy a lot especially Microsoft packages. However, I personally hold the 61

tool in high regards as it helps us in performing administrative duties which if done 62

manually, the schools who lag behind in terms of development. We are in the 63

computer age, so we need to embrace technology without much ado. The SA-SAMS 64

tool provides a good foundation to help schools in discharging their core duties like 65

curriculum related issues, time tabling, synchronization of data, moving away from 66

manual filing to computerized data storage. I embrace the tool and totally applaud the 67

DBE for that innovation. It is a positive development. My enrolment is 452, how can I 68

store learner information. I would run out of space Mr Interviewer.' 69

Research Question 2. '*It has challenges like the issue of being poorly resourced and70*

the imposition of administrative assistants who are not computer literate and lack 71

computer skills. Additionally, the tool is very voluminous, and it takes a lot of time to 72

complete. Remember, I have managerial issues to attend to. The tool has great 73

challenges especially fourth quarter when, it learners have to be promoted through 74

condonation, adjustment of marks or modulate. It creates a serious headache for SMT 75

to resolve those issues and furthermore, school reports from SA-SAMS have to be 76

done manually. Just imagine a school of more than a thousand learners and doing 77

school reports manually. However, we cannot lose hope in the face of challenges. 78

Together we can overcome these hurdles. Technology has come, and it is a new 79

dawn that has been ushered in the DBE, let us embrace it.' 80

Research Question 3. '*My school is poorly resourced I think you can see my office 81*

and where teachers are housed. I do not understand the DBE on how it treats us as a 82

school. This is more than two decades after advent of democracy, but we are still 83

using mobile classrooms, toilets, pit latrines, no clean water, no administrative 84

building and everything is not upto scratch. The fact that we are in deep rural areas 85

does not mean we need to be treated like second hand citizens. We deserve better. 86
*The poor facilities explain why the school has a high staff turnover***.** 87

Research Question 4. *'I am not sure on how the DBE uses the supplied SA-SAMS* 88
data as schools continue to have serious challenges with regards to the following but 89
not limited to; wrong PPMs, late or none delivery of LTSM, wrong delivery of LTSM 90
and lack of infrastructure, sanitation and ablutions facilities as you can see for yourself 91
learners are using the 'bush toilets'. I believe this SA-SAMS tool somehow is failing us 92
or officials do not bother to look at the supplied datasets. What is happening in the 93
DBE boggles the mind and is heart breaking to say the least the riches in these 94
provinces which should be exploited and harnessed for the good of our children's 95
*education***.'** 96

Research Question 5. *"There is need for the tool to be reduced since in its current* 97
state it's too large with 17 modules. The DBE should reduce it to an A$_4$ size. Most 98
importantly, it should capture the information on NSNP because it only records 99
information on food handlers only. Last but not the least, all schools should have 100
adequate infrastructure and skilled human capital for facilitating the capturing and 101
disseminations of accurate data". Also, the SA-SAMS tool should be situationally 102
relevant to the needs of the RSA schooling system as there are big differences 103
emanating from historical circumstances related to previous apartheid government. *SA-*
SAMS form should be linked to HRMS to curb malpractices". 104

Principal of school 17 (High Enrolment School- 1840 learners). *105*

Research Question I. *'My perception is that it is a useful tool due to its robustness* 106
but its cumbersome as it requires a lot of routine procedures. The school has 107
received many benefits such the media centre, computer laboratory, classroom block 108
and an administration block but after a strong motivation and lobbying from SGB 109
and local political leadership. Currently, I am pressing for a laboratory for sciences 110
and a school library. With God nothing is impossible. SA-SAMS tool has helped me 111
in performing administrate duties like time tabling, recording learners' tasks, parents' 112
information but at times creates headaches if 'patches' are not there. The SA-SAMS 113
tool is a welcome development and I positively embrace it.' *114*

Research Question 2. 'Eeh . . . DBE forgets that some of us were born before   115
technology (BBT) and at my age, I cannot grasp and learn all the processes in a   116
short space of time. It's very difficult to teach old dogs new tricks. But at the same   117
 time, I can't do all the paper work manually. I suggest the DBE provide us   118
with administration Assistants who are computer literate to do SA-SAMS documents 119
only. Furthermore, this SA-SAMS animal has in-built problems like failure to print   120
quarterly reports and taking time for information to be finally saved in the main hub of 121
the system. In other words, the captured data has to undergo about 12 processes   122
before finally reflecting in the final main saver (hub). It has a number of challenges   123
which I am prepared to share now with you. It is not user-friendly. It contains 17   124
modules with subsections and in short it is voluminous. The tool gives principals   125
sleepless nights. With the little money that the school gets from the DBE, we   126
purchase resources needed to upgrade computers such as diskettes and anti-virus 127
software. The lack of financial resources compromises the datasets to be collected   128
and as raised above. I therefore strongly recommend and appeal to the powers that   129
be schools should be adequately staffed with infrastructure, financial and human 130
resources. It stresses school principals especially when schools close as it fails   131
to perform some administrative task like report printing and analyses of ark schedules.132
The promotion of learners in term four is done manually and reports have to be done 133
manually. Another challenge is the strain on the limited resources'   134

Research Question 3. 'As you can see for yourself, the school does not have the 135-
necessary infrastructure, yet the enrolment is 1840 learners and we are in an urban   136
area. My administrative assistant is technologically challenged. There is no internet 137
facility   from the DBE, yet they expect us to submit SA-SAMS information online.   138
At times, the school hires an expert to capture marks and pays the individual using 139
section 21 funds. This put stain on our resources. am doing all the donkey related to 140
SA-SAMS tool duties.

Research Question 4. "Ehhh . . . as a school we are in the dark on how   140
SA-SAMS datasets we supply to DBE are   used for effective planning. Of note is   141
the issue of wrong PPMs, wrong LTSM delivered. Late and at times non-delivery of 142

293

LTSM. . . . Eish . . . we are just passive recipients of junk materials. The DBE   143

rarely looks at the datasets schools supply them. How possible is it that it takes more 144

*than three months to get substitute teachers? I do not have enough LTSMs for certain*145

subjects, but information was supplied by end of May of the previous year. The   146

SA-SAMS tool is somehow failing on its core mandate or the DBE officials are   147

showing total dereliction of duty.'   148

Research Question 5. *"It to be situationally relevant to RSA schooling systems.*149
Additionally, it needs to be reduced in size as it is very big with 17 modules. It should 150
also capture details on NSNP data. Currently, it only captures data for food handlers 152
only. Furthermore, as I alluded to earlier on, the tool should be able to detect1   151
malpractices such as of 'ghost workers' and 'ghost learners'. Currently, the SA-SAMS 153
*can only detect if marks are tempered with after being captured. Hence, my emphasis,*154
It should be designed to meet RSA schooling system challenges. The tool needs to 155
be revisited to make it situationally relevant. Due to RSA's historical circumstances   156
and the apartheid governance system, this tool needs to address some of the   157
* challenges we are encountering administratively schools. SA-SAMS form should*   158
be linked to HRMS to curb malpractices".   159

Principal (school 21):

Research Question 1

"At school level we have received a lot of support from province in terms of training   160
LTSM, Computers, sporting facilities and library material. I have also learnt on how   161
to collate data into a single data warehouse. We do appreciate the introduction of   162
SA-SAMS tool and it helps us to be in keeping with technology. I can't resist change 163
*in this computer age era. We need to embrace technology and I applaud DBE for such*164
an innovative tool. Those who resist change are doing it at their own peril. DBE   165
should just provide timely intervention like issuing of software 'patches' to schools.   166
*This will go a long way in reducing SA-SAMS Computers from crushing. I therefore*167
effectively view the SA-SAMS tool positively."   168

Research Question 2. *"This SA-SAM tool has a number of challenges as evidenced* 169

by the examples I will cite in my response. It requires undivided attention. The tool 170
requires special skills on Microsoft packages and patience. The stages that have to 171
be undergone in data capturing are too many. This is a big challenge in schools where 172
enrolment is big. It makes data to be captured and disseminated to be prone to error. 173
The other challenge we encounter as principals is the shortest time we are given to 174
make SA-SAMS submissions. My school has a large enrolment of 940 learners. 175
Additionally, the school should have at least three administrative assistants. The 176
SA-SAMS presents challenges on the capturing of teacher qualifications especially 177
those who are who are holders of none teaching qualifications. The Sa-SAMS does 178
not specify what should be done.' 179

Research Question 3

'My school has a big challenge of infrastructure. You can see it is poorly resourced 180
hence it compromises on data quality and it impacts heavily on my mandate 181
discharge.'

I do hope your research will go a long way in prescribing recommendations on how to 184
improve the infrastructure in schools.' 185

Research Question 4.

'I doubt that if the DBE uses the SA-SAMS datasets in its planning endeavours. This 186
evidenced by the late delivery of LTSMs, wrong delivery of LTSM or none at all. 187
PPM gives a clear indication that the SA-SAMS data is never used for effective 188
planning. Also, the poor state of infrastructure in school is an indication of none use 189
of SA-SAMS data. We have shortage of copiers, classrooms, libraries, laboratories 190
and furniture. Some of the issues you will see for yourself as you conduct your learner 191
census. Good luck in your studies. Please feel free to call again. You are always 192
welcome at this school'. 193

Research Question 5. *'I personally feel a number of turnaround strategies can be* 194
taken on board. One of them is to make the instrument to be completed twice in a 195
year and only to capture enrolments figures only as they change from time to time. 196
The SA-SAMS tool should be reduced in size since in its current state, it is 197
voluminous with 17 modules. Additionally, I strongly recommend that the tool 198
be situationally relevant to meet the RSA schooling needs and challenges. It should 199

295

be able to detect malpractices such as falsification of data. Currently, it can only detect 200
if learners' marks are tempered with. It should go further and be able to design   201
'ghost learners' and 'ghost teachers'. In short, the SA-SAMS tool should be   202
situationally relevant to the RSA schooling system. SA-SAMS form should be linked 203
to HRMS to curb malpractices".   204

Principal (school 25):

Research Question 1. 'Thank you, Mr. Interviewer. I am happy that your thesis will 205
be an invaluable research that may be a panacea to our current problems we are   206
currently experiencing with this reform animal called SA-SAMS questionnaire. I   207
personally, feel that the tool used for data collection is very useful in schools   208
I applaud the DBE for the implementation of the SA-SAMS despite the   209
challenges, I therefore strongly embrace and encourage all schools to adopt it.   210
embrace it as a positive development and it is a technologically relevant tool.'   211
Research Question 2. 'Eeish…, suffice to note that the SA-SAMS tool is relatively   212
user-friendly but it needs a lot of computer literacy to manage the issues of 'patches' 213
and administrative tasks it can perform like time-tabling, printing of quarterly reports 214
and analysis of mark schedules. On the other hand, it is a very cumbersome (taxing   215
and time-consuming) tool especially on capturing of marks. It takes upto 12 steps for 216
the captured data to finally appear in the main computer hub (saver). It is not error   217
proof as it can promote an undeserving learner. Allow me to give you a scenario as 218
explained below. A learner who does not write a formal task at all is given a mark of 219
minus one (-1) and a learner who writes a formal task and gets a zero is given a mark 220
of +1(plus one). The former learner is promoted (P) to the next level whereas the latter 221
is not promoted (NP). This is where I see that the instrument is not all user-friendly   222
since it can distort a whole range of data sets. This is big challenge.'   223
Research Question 3. 'My school received a media centre from the corporate world, 224
6 laptops, 15 Tablets, mobile laboratory equipment partly as a result of the completion 225
of the SA-SAMS form but there is no electricity in the school. I believe so because   226
the donation came via DBE through an official. Furthermore, there is little   227
construction project at my school as you can see outside there. A 12 compartment   228

water ablutions system is being built to alleviate the acute shortage of sanitary 229

facilities and a borehole is being dug to improve the clean water system. The project 230

has taken more than four years. I have also been promised state of the art staffroom 231

on completion of the current projects under construction since 2012. My worry is 232

the source of energy to capture SA-SAMS data and other school chores.' 233

Research Question 4*. 'Yes, partly it is used but to a larger extent, I totally disagree,* 234

and I don't have kinds words for DBE. From the onset, there is no immediate 235

feedback from the circuit managers on SA-SAMS datasets. Allow me to motivate 236

my reasons and elucidate my claims. Firstly, eeh, the PPM is never correct which 237

we receive around end of October for each academic year ahead. The figures do not 238

add up as expected hence, school principals have to lobby, beg and provide 239

indisputable evidence like signed registers by learners in order to get additional staff. 240

This simply means learners lose out on valuable instructional time and furthermore 241

it compromises and jeopardizes on disciplinary issues. They (DBE) take school 242

principals to be 'tsotsis' or 'village criminals'. It seems they (the DBE) do not 243

trust information given to them by school principals. Secondly the non- delivery of 244

LTSM paraphernalia on time and the receipt of wrong LSTM paints a dark picture in 245

the DBE and it shows that the DBE is in intensive care unit (ICU) in terms of service 246

delivery. This is sufficient evidence that the DBE is failing on its core 247

constitutional mandate to provide affordable education to every RSA learner as 248

contained in the South African Schools Act (SASA).   In addition, the fact that the 249

DBE allows registration of new entrants (learners) in January until end of February 250

paints a confused set in the DBE. In other words, this information is more useful in as 251

far as it shows to every reasonable stakeholder that, the idea of the much talked 252

about school readiness by the minister of Basic Education   is a pipe dream'. 253

Research Question 5. *'It (SA-SAMS tool) should be able to capture information* 254

on National Schools Nutrition Programme (NSNP). Currently, it captures information 255

of food handlers only. The current form of the document is too large with 17 modules. 256

I personally suggest it should be reduced to an A4 or A3 page size capturing 257

the essentials only namely; human resource information, curriculum related 258

data, governance information, physical resources and LURITIS. To improve on the 259

297

data sets (computerized) accuracy, the schools should be adequately staffed   *260*

with computer literate administrative staff especially those with large enrolments261.

Additionally, the SA-SAMS tool should be able to deal malpractices bedevilling   *262*

RSA schools. SA-SAMS form should be linked to HRMS to curb malpractices"   *263*

Principal (school 26):

Research Question 1*. "The school has received many benefits such the media*   *264*

centre, computer laboratory, classroom block and an administration block but after   *265*

a strong motivation and lobbying from SGB and local political leadership. Currently,266

 I am pressing for a laboratory for sciences and a school library. With God nothing   *267*

is impossible". I feel this SA-SAMS tool should be positively embraced and be   *268*

viewed as a panacea to educational management sector problems. In other words, *269*

by embracing technology, schools can get online services promptly and can   *270*

benefit immensely as in our school.'   *271*

Research Question 2. **'***It is important to note that the SA-SAMS tool is not*   *272*

user-friendly and it needs   a lot of computer literacy to manage the issues of   *273*

'patches' and administrative tasks it can perform like time-tabling, printing of quarterly274

reports and analysis of mark schedules. Also, the SA-SAMS tool's main computer   *275*

can crush if the software is not periodically updated. Schools experience severe276

financially constraints which effectively impacts on SA-SAMS completion. On the   *277*

other hand, it is a very cumbersome (taxing and time-consuming) tool especially   *278*

on capturing of marks. It takes upto 12 steps for the captured data to finally appear in *279*

 the main computer hub (saver). One of the greatest challenges is the frequent   *280*

break -ins in schools. The security systems need to be improved to guard against281

cybercrimes and loss of valuable learner information. This is big challenge.'   *282*

Research Question 3. *'My school has a big challenge of infrastructure. You can see283*

it.'

is poorly resourced hence it heavily impacts on data quality and it impacts heavily on *284*

 my administrative chores. The DBE should at least essential infrastructural resources285

like media centre, libraries, skilled administrative assistants'.   *286*

Research Question 4. *"Not using SA-SAMS data supplied by schools. Never at all.*   *287*

Everything is wrong, LTSM, PPMS, no infrastructure, furniture, substitute teachers.   288

Most importantly, schools are suffering due to inefficiency and malpractices.   289

Last but not the least, all schools get immediate feedback on their submissions.   290

I suspect the DBE uses outdated data and projects to allocate the resources   291

As evidenced by glaring shortages and malpractices data".   292

Research Question 5. *'The SA-SAMS tool should be revisited and redesigned to*   293

meet RSA schooling challenges and malpractices to curb corruption. I mean to say, 294

it should be able to assist in rooting out kleptocratic tendencies engineered by   295

school principals on falsification of learner data. SA-SAMS form should be linked   296

to HRMS to curb malpractices".   297

APPENDIX M: BIOGRAPHICAL DETAILS OF PARTICIPANTS EMIS UNIT PERSONNEL P AND Q (CONTINUES)

INSTITUTION	POSITION HELD	AGE	QUALIFICATION	EXPERIENCE	GENDER
EMIS UNIT P	HOD	48 YRS	DIPLOMA IN COMPUTERS	12 YRS	M
EMIS UNIT Q	ADMINISTRATIVE ASSISTANT	54 YRS	MARTIC & CERTIFICATES OF ATTENDANCES	16 YRS	F

EMIS Unit Official (Q):

Research Question 1. '*The SA-SAMS instrument is a relevant questionnaire for   298 schools. The schools are being frustrated as to the issues of LTSM and PPMs but that299 does not render it useless. I totally agree and at times I feel for schools the   300 challenges they encounter with the tool, but my hands are tied. I can only assist as far301 as I can but beyond that, I do refer issues raised to my immediate line supervisors.   302 Also, schools should avoid crying for more time to make submissions of completed   303 SA-SAMS forms. They are fully aware of what policy says on SA-SAMS forms304 submissions. In short, I have positive perception about the introduction of the tool in 305 RSA schools."   306*

Research Question 2. *"It is a user-friendly tool but needs computer literacy especially307 Microsoft Packages. The schools are wells supported in terms   308 of workshops/empowerment clinics and 'patches'. I do understand the fact that   309 'patches' are distributed late, and it inconveniences schools. As the main actors,   310 I promise to speedily resolve those issues".   311*

Research Question 3. *"At district level we have received a lot support from province 312 in terms of training and other logistics. I have also learnt on how to collate data into 313 a single data warehouses. Besides we have all the necessary infrastructure to   314 capture, store and disseminate data to the province. In short, the district is fully   315 equipped. We always help schools when need arises".   316*

Research Question 4. *'I know the data we receive from schools is made use in*   317
*achieving effective planning**. The issues raised about data not being used are serious*318
*allegations and at times put the DBE into disrepute**. We always try to corroborate*   319
*received SA-SAMS data as we are fully aware some unscrupulous school principals*320
falsify data for their own selfish ends.   321

Research Question 5. *'Improvement. It should be improved to detect 'ghost workers'*322
and 'ghost learners' and be situationally relevant to the needs of schools. SA-SAMS 323
form should be linked to HRMS to curb malpractices'. The DBE should have   324
in-built mechanisms to verify collected data before using it for future endeavours.   325

EMIS Unit Official (P).

Research Question 1. *'I am fully behind the use of SA-SAMS in RSA schools. It has* 326
*gone a long way in solving some administrative problems like time tabling, quarterly*327
report printing, schedules and result analysis. I understand and appreciate the   328
challenges encountered in the completion as reported by school principals such not 329
being error, late distribution of 'patches' and being cumbersome especially when   330
*dealing with large enrolment figures in excess of eight hundred learners'. When all has*331
been said and done, the I embrace the tool to be used in the RSA schools. I have   332
strong positive view for the use of the technological tool to capture and store   333
the computerized SA-SAMS data'.   334

Research Question 2. *'I do not encounter any serious challenges with the SA-SAMS.*335
The reason why school principals complain about the use of SA-SAMS tool, could   336
*be explained in terms lack of computer skills. People should stop complaining the use*337
*of technology in schools. Technology has come, and we need to embrace it with open*338
minds. At times, people resist change at their own peril. I totally agree that some of 339
our school principals and AAs are technologically challenged may be due to age.   340
Suffice to note that school principals do not always attend the refresher course citing 341
*work commitments. Additionally, most school principals are full time classroom*342
practitioners.'   343

Research Question 3. *"At district level we state of the art infrastructure for capturing*344
the SA-SAMS datasets. We regularly have a lot support from province in terms of   345

training and other logistics. After being trained, we immediately train the AAs and   *346*

school principals. I have also learnt on how to collate data into a single data   *347*

warehouse. Besides we have all the necessary infrastructure to capture, store   *348*

and disseminate data to the province. In short, the district is fully equipped. We   *349*

always help schools when need arises".   *350*

Research Question 4. *'At times as, the DBE we use projections in calculating PPMs* *351*

and allocation of per capita grant funds to schools, LTSMS and other   *352*

*learning paraphernalia**. We rarely give schools feedback if there no suspected*   *353*

problem. School principals are also allowed to factor in a 10% enrolment rise to cater *354*

 for unforeseen circumstances'.   *355*

Research Question 5. *"The instrument is quite handy (SA-SAMS tool) but it*   *357*

needs improvements. I personally feel, it should be linked to HRMS so as to   *358*

effectively deal with issues of transfers of both learners and teachers. Additionally,   *359*

it presents problems in the fourth quarter of each year when school reports have to   *360*

be printed after adjusting learners' marks. We are ever inundated with calls   *370*

and complaints from schools. It only shows the instrument has challenges that needs *380*

to be addressed. All in all, it is a very useful administrative tool despite its challenges". *381*

APPENDIX N: INCIDENT TOOL: DEPATMENT OF EDUCATION
INCIDENT/ACCIDENT REPORT FORM

DETAILS OF INCIDENT

NAMES OF PERSONS INVOLVED AND INCIDENT RAISED…………………..

GENDER………………**AGE**……………………………………………………

FAMILY MEMBER CONTACTED………………………**RELATION**…………

ADDRESSES AND CONTACTS OF PERSONS INVOLVED…………………..

ADDRESS…………………………………   **CONTACTS**……………………..

………………………………………………………………………………………

DATE OF INCIDENT…………………………………………………………………

TIME OF INCIDENT……………………………………………………………...

PLACE OF INCIDENT…………………………………………………………………

Give details of how the incident/accident took place…………………………..

………………………………………………………………………………………

Give full details of the action taken including any first aid treatment and the name(s) of the first aider(s):………………………………………………………………..

Where any of the following contacted:

Police	Yes	No
Ambulance	Yes	No
Parent/Guardian	Yes	No

What happened to the injured person/misbehaving /ailment following the incident/accident? (e.g. went home, went to hospital etc.)

Signed……………………………………**Date**…………………………………………………………………

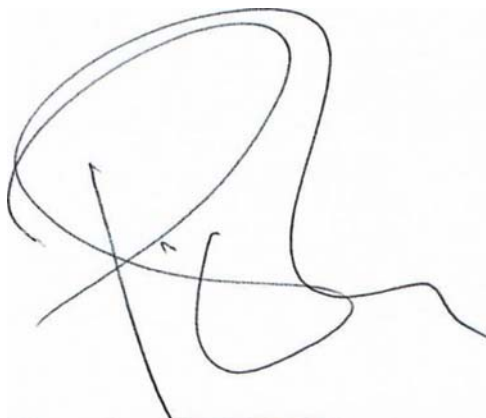**Name**……..

SCHOOL STAMP

APPENDIX O: EDITOR'S PROOF READING CERTIFICATE

28 May, 2018

This is to certify that I, **Dr P Kaburise,** have proofread the research report entitled - **EFFECTIVENESS OF THE INFORMATION FOR PLANNING PURPOSES WITH PARTICULAR REFERENCE TO THE SOUTH AFRICAN – SCHOOL ADMINISTRATION MANAGEMENT SYSTEMS IN JOHN TAOLO GAETSEWE DISTRICT IN THE NORTHERN CAPE -** by Herbert Moyo**.** I have indicated some amendments which the student has undertaken to effect, before the final document is submitted.

Dr P Kaburise 794927451 / 0711138079)

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