

**THE CONTRIBUTION OF MEDIA EXPOSURE TOWARDS THE  
FUNCTIONALITY OF DYSFUNCTIONAL SCHOOLS IN  
LIMPOPO PROVINCE: A CASE OF SELECTED SCHOOLS IN THE  
CAPRICORN DISTRICT**

**BY**

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**SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT  
FOR THE DEGREE**

**MASTER OF PUBLIC ADMINISTRATION**

**AT THE**

**TURFLOOP GRADUATE SCHOOL OF LEADERSHIP  
UNIVERSITY OF LIMPOPO, SOUTH AFRICA**

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**AUGUST 2010**

**DECLARATION**

I declare that *The Contribution of media exposure to the functionality of dysfunctional schools in Limpopo Province: A case of Capricorn District* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference. This work has not been submitted before for any degree or examination in any other university.

.....

**SIGNATURE**

.....

**DATE**

## ABSTRACT

The focus of the study was on the contribution of media exposure towards the functionality of dysfunctional schools in Limpopo Province: Capricorn District. The study was qualitative in nature and concentrated on the schools in Capricorn District that were affected by the media industry. Seven schools were selected as follows: one from Mankweng Circuit, two from Nokotlou Circuit, One from Sepitsi Circuit, One from Seshego Circuit, One from Pietersburg Circuit and one from Mogodumo Circuit.

According to the research findings, the majority of the schools which were exposed by the media improved their functions. A positive impact of media exposure has also been identified through research findings in terms of the Department of Education's involvement in the schools which were affected by the media.

## ACKNOWLEDGMENTS

I would like to extend and express my sincere appreciation and gratitude to all those who helped me in completing this study. In particular, I would like to thank the following:

- The Almighty God, Alpha and Omega, for His guidance without which this study would not have been possible at all.
- Prof. M. P. Sebola, my supervisor, for his invaluable enthusiasm, continued support, dedication in critically evaluating my work, his encouragement, expert guidance and professionalism which encouraged me not to lose hope and to complete this study.
- The Capricorn District Senior Manager, Mr. Mabote, for granting me permission to conduct research in the schools falling under his jurisdiction.
- My beloved husband, Selaelo Eric, for his love, confidence in me, support and encouragement.
- My daughter, Thabiso Metse, my sons, Moyhabo Koketso Jnr. and Molebogeng Lesetja Jnr. for understanding my absence from family activities.
- My sister, Alina Ngoasheng, for encouraging me to persevere to complete this study.

I am honoured to be part of the Toona-Machaka family.

## **DEDICATION**

This study is dedicated to my mother Mamalefo Betty, my father Lesetja Jeremiah Toona, my husband Selaelo Eric, my daughter, Metse, my sons, Moyahabo Jnr. and Lesetja Jnr., my sisters Alina Ngoasheng and Maite Toona and my younger brothers, Matome, Molapo, Tebogo and Lesetja Jnr. Toona.

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## LIST OF ACRONYMS

ABET	:	Adult Basic Education
COLTS	:	Culture of Learning and Teaching
ELRC	:	Education Labour Relations Council
FET	:	Further Education and Training
GET	:	General Education and Training
HOD	:	Head of Department
IQMS	:	Integrated Quality Management System
LSM	:	Learner Support Materials
MEC	:	Minister of the Executive Council
NCS	:	National Curriculum Statement
NPRR	:	National Protocol on Recording and Reporting
OFSTED	:	Office for Standards in Education
OSD	:	Occupational Specific Dispensation
SADTU	:	South African Democratic Teachers Union
SASA	:	South African Schools Act
SGB	:	School Governing Body
SMT	:	School Management Team
SWOT	:	Strengths, Weaknesses, Opportunities and Threats
WSE	:	Whole School Evaluation

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## CHAPTER ONE: GENERAL ORIENTATION OF THE STUDY

### 1.1. INTRODUCTION

A number of schools in Limpopo Province are not performing their functions efficiently. This is apparent through the lower percentage rating of the results that these schools achieve at the end of the year, the learners' and educators' behaviour as well as through media reports about such schools. According to the former Minister of the Executive Council (MEC) for Education in the Limpopo Province, Dr. Aaron Motsoaledi, the parents, as well as the communities' perceptions about such schools indicate that these centres of learning are dysfunctional (Molefe: 2006:14).

It is also significant to note that for the schools to perform their functions effectively, they must comply with the departmental policies which contain the framework within which they should operate. These guidelines are outlined in the Policy Handbook for Educators, which contains the National Education Policy Act, the South African Schools Act (SASA), Employment of Educators Act, further Education and Training Act, South African Council of Educators act (SACE), education Labour relations Council (ELRC) and the Constitution of the Republic of South Africa Act 108 of 1996.

Therefore, the schools as organisations have the vision, mission and values which form the core of their identity and existence. Compliance with the vision, mission and values will make the schools to be functional and attain their goals.

Moloantwa (2005:5) states that The Limpopo Provincial Department is aware that there are schools that are underperforming. The principals and the school governing bodies report the factors that cause these schools to be dysfunctional. These problems include, *inter alia*, the shortage of educators in the specific fields, frequent educator absenteeism, shortage and late supply of the learners' support materials (LSM), mismanagement of school funds as well as lack of monitoring tools which the principals



must always have in place to evaluate compliance with policies. It is argued that the absence of the heads of department (HODs) to assist the principals to control some of the school activities is yet another contributing factor. This is as a result of the current post establishment of 1:35 in the secondary schools and 1:40 in primary schools. The principal, therefore, has to teach and manage at the same time. Another contributing factor is overcrowded classrooms. One classroom may consist of more than eighty learners. This situation prevents effective classroom learning and management.

In a number of cases, the Department of Education is not made aware of the factors that cause the schools to be dysfunctional until the media industry exposes these problems. Some members of the community, who in most cases prefer to remain anonymous, bring these to the attention of the media, which include radio, television, newspapers, internet and magazines (Du Plooy, 1996:32).

## **1.2. STATEMENT OF THE PROBLEM**

Many schools in Limpopo Province improved their functions only after the intervention by the media industry. To a large extent bad publicity from the media has caused both the Department of Education and other private sectors to intervene and assist such schools. The problem statement of this research is, therefore, put in the question form as follows: How does media exposure contribute to the functionality of dysfunctional schools in Limpopo Province?

## **1.3. AIM OF THE STUDY**

The Department of Education in Limpopo Province intends to improve in its school administration so as to achieve the vision of providing quality education for all. This vision is only achievable though, if the schools are efficiently and effectively managed. The aim of the research is, therefore, to investigate the impact of media reports on the workings of dysfunctional schools in Limpopo Province, Capricorn District.

## **1.4. OBJECTIVES OF RESEARCH**

The objectives of this research are to:

- determine the impact of media reports on the functions of the dysfunctional schools in the Capricorn District, Limpopo Province;
- analyse and evaluate dysfunctional schools' improvement after media intervention;
- determine the necessity of the government to intervene in these schools before the media exposes them and
- determine the impact of media reports on the learners, educators, principals, parents and the Department of Education.

## **1.5. RESEARCH QUESTIONS**

The questions posed in this research are as follows:

1. What is the impact of media reports on the functionality of the dysfunctional schools in the Limpopo Province?
2. To what extent do schools in Limpopo Province improve after media exposure?
3. Why do school management structures and the Department of Education ignore poor school performance until media exposure
4. What are the effects of media exposure on the
  - schools' performance
  - educators
  - learners
  - parents and
  - Department of Education?

## **1.6. DEFINITION OF CONCEPTS**

### **1.6.1. School**

According to the *Policy Handbook for Educators* (2003: A-3), a school means a pre-primary, primary or secondary school.

### **1.6.2. Functionality**

Silverman (2003: 77) defines “functionality” as being able to work properly, especially if there are guiding principles that are effectively and efficiently followed. The functions of the school as a social institution should be carried out according to the principles laid down in the *Educators’ Policy Handbook*.

### **1.6.3. Policies**

A Policy is a framework within which the social institution must operate (Cloete, 1986: 55). In schools, policies include, *inter alia*, the code of conduct for both the educators and learners, control of work and safety and security.

### **1.6.4. Education**

Education means any education and training provided by an educational institution, other than training defined in Section 1 of the Manpower Training Act, 1981 (Act No. 56 of 1981).

## **1.7. RESEARCH DESIGN**

De Vos, Strydom, Fouche and Delport (2005: 268) maintain that a research design refers to the option that is available for researchers to study certain phenomena according to certain formulae suitable for a specific goal. The study will utilize both qualitative and quantitative research design because it is aimed at getting perceptions about the contribution of media exposure towards the functionality of dysfunctional schools. In this study, a report about selected schools in the Capricorn District, which were affected by the media industry, will be analysed.

## **1.8. RESEARCH METHODOLOGY**

### **1.8.1. STUDY AREA**

Limpopo Province has five districts, namely, Capricorn District, Vhembe District, Greater Sekhukhune District, Waterberg District and Mopani District. Capricorn District is the biggest of them all with three thousand (3 000) secondary schools and two thousand five hundred (2 500) primary schools (South Africa, 2007). Of these, forty-eight (48) are dysfunctional and twenty eight (28) have been affected by media exposure. The reports expose underperformance, mismanagement of school funds, educator and principal absenteeism, absence of the school safety and security measures and not adhering to the South African Schools Act 84 of 1996 and other related legislations (Moloantwa, 2006: 2).

### **1.8.2. POPULATION**

De Vos *et al.* (2005: 269) espouse that the population is a total set from which the individuals or units of the study are chosen. The population for this study will be individuals whose schools were affected by negative media exposure. Seventy seven (77) respondents will be randomly selected to participate in this study. The sampling frame will be drawn from Circuit Managers, principals, educators, learners and parents of the selected schools in Capricorn District, which were affected by the media.

### **1.8.3. SAMPLE SELECTION AND SIZE**

#### **1.8.3.1. Population/Sampling**

Kumar (1999: 148) states that sampling is the process of selecting a few (sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. It is a sub-group of the population that the researcher is interested in. This research study will, therefore, use the judgmental sampling design because it saves time. It is also less expensive and provides interaction between the researcher and the participants. Seven schools that are representative will be selected for this study (Cohen, and Manion, 1994: 49).

Welman, Kruger and Mitchell (2005:53) note that the population as the full set of cases need not necessarily be people. For populations of equal size, the greater the heterogeneity on a particular variable, the larger the sample needed. There are forty eight (48) dysfunctional schools in the Capricorn District, of these, twenty eight (28) have been affected by the media industry (South Africa, 2007: 3).

The researcher will consciously select seven schools in the Capricorn District that will be representative, and be able to provide the required information. Such schools will be selected as follows: two from Kgakotlou Circuit, one from Mankweng Circuit, one from Mogodumo Circuit, one from Pietersburg Circuit, one from Seshego Circuit, one from Sepitsi Circuit. These selected schools are the ones affected by the media industry. In each school, two parents form the School Governing Body, two educators, the principal, two learners from grade 10, 11 and 12 (secondary school) and 5 from grade 7 (primary school) will be selected to participate in this study. Fourteen educators who have participated in Section A and B of the questionnaire will also participate in the interview because the researcher does not have time to interview all the respondents as he is a full time employee. The Circuit Manager in each of the selected schools will represent the Department of Education.

#### **1.8.4. DATA COLLECTION METHODS**

The study will utilize the structured questionnaires and structured interviews as data collection methods.

##### **1.8.4.1. Structured Questionnaire**

In this study, structured questionnaires will be used as a data gathering tool. Ravhudzhulo (1997: 105) states that questionnaires facilitate the gathering of facts about current conditions and the making of enquiries concerning attitudes and opinions. Questionnaires are extremely effective for gathering information from a large number of

people as interviews are time consuming. They are also a technique that ensures, to some extent, a good measure of objectivity in soliciting and coding the responses.

The questionnaire utilized in this study will deal with the topic that the respondents will be able to recognize as important enough to warrant attention (De Vos *et al.* 2005: 280). The alternatives have the agree, strongly agree, disagree and strongly disagree options, where the respondents will tick the appropriate box next to the alternative they deem appropriate.

#### **1.8.4.2. Structured Interviews**

The present study will also follow the qualitative research design to obtain data. Qualitative methodology produces descriptive data – generally people’s own written or spoken words (Brynard and Hanekom, 1997: 29). This entails discovering the findings and the possibility of altering research plans in response to accidental discoveries. The structured interview questionnaires are of low cost if administered by the researcher himself and easy to apply (Welman *et al.* 2005: 163). This will help him to detect evasive behaviour from the respondents. There will be interaction between the researcher and the respondents, so that more explanations are provided. The questions will be read out in the same tone of voice to eliminate bias. Bryman in Brynard and Hanekom (1997: 29) maintains that indispensable condition on quantification for qualitative methodology is a commitment to seeing the world from the point of view of the actor or participant and, as such, close involvement is advocated. The study will utilize case studies, in-depth interviewing of key informants, participation, questionnaires, perusal of personal documents. The respondents, not the interviewer, will do most of the talking (Babbie, 2001: 292).

Data will be collected only from the educators of the selected schools through a structured interview questionnaire. This will only be conducted to the educators who

were randomly selected in the whole study because the researcher is a full time employee and does not have time to interview all the respondents selected for this study. In the structured interview questionnaire, the order of questions may be varied. Additional questions may be added to get more clarity and the nature of questions may be altered to suit the educational level and background of respondents (De Vos *et al.* 2005: 296-297). The rationale for utilizing structured interview on the educators is that they have free periods which the researcher can use to conduct the interview.

#### **1.8.5. DATA ANALYSIS METHODS**

Data will be sorted, coded, organised and indexed in such a way that will make them easier for the researcher to interpret and analyse. Texts will be summarised by checking key themes, phrases or passages that will be used in a more detailed analysis. The process will be guided by the original aim of the study (Payne and Payne, 2004: 36-40; Mason, 1996: 106-109).

This study will also use the deductive research wherein a conceptual and theoretical structure will be developed and then tested by empirical observation (Welman *et al.* (2005: 28). Thus, particular instances will be deduced from general inferences. The deductive research, therefore, means moving from the general to the particular, and that is what will happen in this study.

#### **1.8.6. ETHICAL CONSIDERATIONS**

While conducting the research, the researcher will adhere strictly to all ethical issues.

##### **1.8.6.1. Protection from harm**

The researcher will give the respondents the assurance that they will be indemnified against any physical and emotional harm.

### **1.8.6.2. Anonymity**

The respondents will be assured of their right to privacy. They will be informed that their identity will remain anonymous.

### **1.8.6.3. Manipulating respondents**

The researcher will guard against manipulating respondents or treating them as objects or numbers rather than individual human beings.

## **1.9. SIGNIFICANCE OF THE STUDY**

This study will assist future researchers who will pursue a related topic. Furthermore, the Department of Education will be able to use the research findings as a management tool to ensure that dysfunctional schools improve their functions. The study will also offer guidelines for effective management of schools in terms of strategies that may be applied to ensure that the schools produce good results.

## **1.10. OUTLINE OF RESEARCH REPORT**

The proposed study will be divided into selected chapters outlined as follows:

### **CHAPTER 1: Introduction**

The chapter will outline the background and introduction of the study. The Chapter will also focus on the problem statement, literature review and the operational definitions employed in the research.



## **CHAPTER 2: Literature Review**

In this chapter, various literature sources relating to the topic will be reviewed. Related books, scientific journals and government documents will be reviewed.

## **CHAPTER 3: Research Design and Methodology**

In this chapter, there will be an outline on the method of research to be used in the study. This entails the methods of collecting and analysing data.

## **CHAPTER 4: Data analysis and Interpretations**

In this chapter, the data collected will be analysed and interpreted.

## **CHAPTER 5: Conclusion and Recommendations**

This chapter will consist of the conclusion that will be drawn based on the findings analysed in Chapter 4. Recommendations will thus be made on the basis of conclusions drawn.

### **1.11. CONCLUSION**

The functionality of the dysfunctional schools not only in Capricorn District should not depend on media exposure, but on the roles and responsibilities that all the schools' stakeholders play. The Department of Education must at all times, support the schools before the media exposes them. The principals, on the other hand, must manage and lead the schools and the school governing bodies, must play their roles as determined by the South African Schools Act 84 of 1996. The learners, through the code of conduct must be committed to their work at school and behave in a way that is stipulated in their school policy. It is the teachers' responsibility to teach the learners and therefore they

must fulfill this responsibility without fail. The parents, on the other hand, must be involved in the education of their children. They must communicate with the school whenever there is a need. This means that all the stakeholders in the schools should be regarded as potential power sources in the process of improving the work of the schools.

In the chapter that follows, the research will focus on the literature review. Various academic books, government documents and journal articles relating to the management of schools in South Africa will be reviewed.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. INTRODUCTION**

The purpose of this chapter is to synthesize information on school management and to discuss the role of the media in society, especially their work in promoting the academic performance of schools. The researcher used relevant books to the topic, newspaper reports and articles, government documents and legislations, information from the internet as well as scientific journals to put this information together.

### **2.2. MANAGING EDUCATION EFFECTIVELY**

Although a school is formally organised and structured, it is people, that is, the staff, the learners, the parents and the community who make it a structure with life. People are complex structures having both orderly and chaotic aspects; therefore, a school will also have chaotic aspects such as the different goals that the schools' stakeholders may have. Hoy and Forsyth in Lemmer and Badenhorst (2000:343) maintain that these aspects form the informal organisational structure of the school. The feelings, aspirations and motives of the staff form the basis of this informal structure. The schools are managed or administered by educational managers or, as some may prefer to call them, educational leaders (Lemmer, 1997:330). Members of the School Governing Body, Principals and Heads of Departments as well as educators are responsible for managing schools through planning and policy making, organizing, financing, personnel management (leading) and controlling the school activities. They manage within the system of the Department of Education at both provincial and national levels. They have the task of ensuring that educational laws and policies are implemented. For this to happen, they have delegated powers to the school leaders to make sure that schools function efficiently.

In order for education to be managed effectively, specialised knowledge is necessary, which must continually be brought up to date and applied in a practical manner (Van der Westhuizen, 1999:49). This means that for effective management to take place, the people involved should be specifically trained for such a role. It is, thus, expected of school managers to understand the complexity of managing public institutions and for them to understand the also that such management requires familiarity and compliance with the following pertinent of legislations: The Labour Relations Act 66 of 1995, The Employment of Educator's Act 76 of 1998, The Public Service Act No. 1994, The Public Service Code, The Basic Conditions of Employment Act, The Occupational Health and Safety Act and The South African's Schools Act 84 of 1996.

### **2.2.1. Dysfunctional and Functional Schools in Limpopo Province**

Lemmer and Badenhorst (2000:347) maintain that worldwide dissatisfaction with the quality of education is reported in the press, literature and educational research. Schools are complicated, subtle organisations that do not always operate rationally. Many teachers work extremely well under difficult conditions with incredible success (functional schools), while others that function less effectively may also be resistant to change. Some Schools become dysfunctional as a result of a number of factors, *inter alia*, overcrowded classes, teacher absenteeism, new curriculum, non-compliance with the legislative framework and lack of discipline. The District Senior Manager for the Department of Education in the Capricorn District, Mr. Mabote, maintains that underperforming schools, mismanagement of education and poor matric results will be a thing of the past when he gets his way (Scheepers, 2008: 14). He aims to transform the Capricorn District into the best performing district in the province. This can only be done when all stakeholders are willing to go the extra mile and to change their attitudes for the better. Scheepers (2008:14) maintains that Mabote has set targets for all schools in the Capricorn District. Schools have to achieve a matric pass rate of 60%, otherwise they will be considered to be underperforming. He maintains that a total of ninety six schools in the Capricorn District have been identified as underperforming schools: namely, 9 in Bahananwa circuit, 3 in Kgakotlou circuit, 4 in Seshego circuit, 4

in Sekgosese Central circuit, 3 in Sekgosese West circuit, 8 in Dimamo circuit, 2 in Mankweng circuit, 3 in Lepelle circuit, 4 in Nokotlou circuit, 3 in Moletlane circuit, 4 in Mogoshi circuit, 3 in Bochum East circuit, 2 in Mogodumo circuit, 3 in Vlakfontein circuit, 1 in Moloto circuit, 4 in Maleboho West circuit, 1 in Maleboho East circuit, 3 in Maleboho Central circuit, 2 in Moletlane circuit, 3 in Bakone circuit, 6 in Moletjie circuit, 1 in Bahlaloga circuit, 2 in Pietersburg circuit, 3 in Sepitsi circuit, 2 in Maune circuit, 2 in Maraba circuit, 1 in Mamabolo circuit, 3 in Lebopo circuit, 3 in Lebowakgomo circuit, 2 in Mogoshi circuit, 1 in Koloti circuit, 1 in Magatle circuit and 1 in Mphahlele circuit. Scheepers goes on to identify that the district is facing poor performance, ineffective learning, teaching and assessment, poor management of schools by some principals and circuit managers, absenteeism of learners and educators, truancy, lack of motivation, commitment and passion and poor infrastructure.

Richards, in Lemmer and Badenhorst (1997: 176) argues that school leaders can make the schools to be effective because the organizational characteristics of a school can be altered. He maintains that certain characteristics of functional schools have been identified as being conducive to teaching and learning. These characteristics, however, only contribute to effectiveness and do not by themselves assure it (Stoll in Lemmer & Badenhorst, 1997: 176). The following are the characteristics of functional schools as depicted by Lemmer and Badenhorst (1997:177).

#### **2.2.1.1. A common mission**

The school's mission reflects the shared vision of teachers, parents and learners and may, therefore be defined as a view of a realistic, credible future which is better in some important ways than what exists now. It includes shared values and beliefs, clear goals and instructional leadership. The provincial department of education's mission is finding solutions to educational challenges through collective engagement and participation until the doors of learning are open to all (South Africa, 2008/2009: 1). A mission statement therefore, provides more details about how the vision of the school will be

achieved. In drafting the School Development Plan for example, the SWOT analysis will be used, where the school's strengths, weaknesses, opportunities and threats are identified and used in strategic planning and management. This will address the issues of the purpose of each stakeholder in the school whereby the stakeholders identify what it is that distinguishes them from other schools. Another issue is the essential philosophies and beliefs about the school, the intrinsic and extrinsic motivators as well as the core values and principles that the school holds sacred and that the stakeholders would not allow to be transgressed.

#### **2.2.1.2. Emphasis on learning**

Learning is the primary purpose of schools and is demonstrated in various ways in functional schools. These include frequent monitoring of student behaviour, high expectations of students, teacher development and collegiality, and focus on instruction and curriculum. The learners should be empowered at school and teachers should come prepared, sober and on time each day. Through the implementation of Quality Learning and Teaching Campaign which was launched in October 2008 by the Minister of Education, Naledi Pandor, the Department of Education ensures that all schools receive the necessary resources in time and that district officials support schools and teachers to improve the quality of education (Botha, 2009:8). The Quality Learning and Teaching Campaign is possible if all the stakeholders in the school are involved. Therefore, every learner must be at the school for seven hours as determined by law and each school must have a teacher in the classroom at all times.

#### **2.2.1.3. Climate conducive to learning**

A climate conducive to learning includes student involvement, the physical environment, recognition and rewards, positive student behaviour and parent and community involvement. If students are treated in ways that emphasize their success and positive potential, they are likely to behave better and achieve more than when educators focus

on their failings and shortcomings. In a positive school climate students see themselves as able, valuable and responsible and are treated accordingly (Lemmer, 1997: 25).

### **2.3. The South African Schools Act and effective school management**

The South African Schools Act 84 of 1996 (SASA) applies to school education in the Republic of South Africa (Education Labour Relations Council: B-5). The SASA was passed by the Department of National Education, and aims to provide a uniform system for the organisation, governance and funding of schools in South Africa. It also aims to establish minimum and uniform norms and standards for the provision of education at schools and ensure the provision of quality education across the school system and amend or repeal certain laws relating to school. The content of the Act includes stipulations regarding the admission to public schools; ages for compulsory attendance; discipline; language policy in public schools, and freedom of conscience and religion in public schools.

Guidelines are provided for the establishment and maintenance of public schools, the status of public schools, the composition, powers and duties of school governing bodies, the closure of public schools, funding of public schools and payment of school fees. They are also provided for the establishment and registration of, and subsidies for, independent schools.

One of the most important developments outlined in SASA is the legal capacity of the school. In terms of Section 15 of SASA, any public school is a juristic person, an entity other than a human being upon which the law confers legal personality, that is, the capacity to have rights and duties. The only way in which juristic persons can come into being is by statute. Mda and Mothata (2000:11) maintain that in law, the term 'person' does not only refer to a human being (natural person), but also to a group of associations or natural persons forming a new kind of person that exists independently from its members. Good examples of juristic persons are universities and companies.

This means that a public school exists separately from school buildings, school grounds or any member associated with it such as educators, learners or parents. The school, therefore, has rights and duties in its own name as if it were a natural person, and not in the name associated with the school.

The school may, through its functionaries or organs such as the SGB, enter into a contract. It can own a bank account opened in the name of the school and not in the name of the principal, chairperson of the SGB or any member associated with the school (moneys are monitored and controlled by the SGB). It can also loan and invest money, buy movable or immovable property and register in the name of the school. Furthermore, it can suspend a learner and sue or be sued. The latter does not mean that if the governors and teachers in a public school administer corporal punishment to a learner in contravention of Section 10 of SASA, the learner's parents may sue both the school and the teacher in his or her personal capacity.

The South African education system pre-1994 consisted of 15 education departments, which served different population groups and ethnic groups. The per capita expenditure per learner in those pre-1994 systems was extremely unequal (Chamane, 2009/04/29:1<http://www.treasury.fs.gov.za/Economic%20Analysis%20>). The majority of the white schools were provided with an almost free with high quality education, whereas black schools received low quality education. Spending on the white child was almost ten times that of the black child. The present government is working hard to rectify and redress the imbalances of the past. The greatest challenge lies in the poorer communities and the schools around them. Chamane goes on to argue that the current state of the education system is characterised by diversity and this is evident in the different quintiles that differentiate most schools. Most schools, including private schools, receive some funding from the government. The funding of schools depends on the level of the schools' quintile. A school in quintile 1 is said to be the poorest of schools, taking into account the socio-economic status of the community around that



school. Learners in this school do not pay school fees. Factors such as poverty, unemployment and dependency on social grants are regarded as the determining factors of a school, that is, to which quintile does a school falls. The opposite will apply for quintile 5 schools, with everything that characterise an up market suburb community with well off facilities in terms of their socio-economic status (Petje, 2004/04/09Funding%20allocations%20%in%20Education%20system.doc.).

According to Section 34(1), the state must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and the redress of past inequalities in education provisioning. The state must, on an annual basis, provide sufficient information to public schools regarding the funding referred to in subsection (1) in order to enable public schools to prepare their budgets for the following year. According to the Prescript on the Financial Management of School Fund in Public Schools, the indicative allocations should be available to schools by the end of September each year so that the schools are able to draw up budgets. The final allocations are given to schools before 31st of May the following year. In his 2008/2009 budget speech, a former Member of the Executive Council, Dr. Aaron Motsoaledi, indicated that the money that is allocated to each learner is R50 per annum for Quintile 5 schools, R127 for Quintile 4 schools, R271 for Quintile 3 schools, R371 for Quintile 2 schools and R405 for Quintile 1 schools. This money is for the norms and standards which the Department of Education has mandated the schools to use to put up a security fence, a borehole with a pumping machine, temporary toilets until permanent ones are constructed by the Department of Education and repair of broken doors and windows. This money can also be used to, *inter alia*, purchase textbooks to aid the educators, photocopying machines and computers and for any services that are deemed necessary for the school. All schools in quintile 1, 2 and 3 were declared no-fee schools in 2008 (South Africa, 2008/2009). By no-fee schools the government is trying to redress the ills of the past imbalances in education even though it is a mammoth task to do that. Definitely the poor schools are benefiting but not at the expense of the not so poor.

Section 36 of SASA states that a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school. Each public school must have a school fund, which is established and administered by the governing body. This fund must supplement the state funds. Section 10 of the South African Schools Act 84 of 1996, together with Section 12 of the 1996 Constitution of the Republic of South Africa gives positive directives to the protection of people from cruel, inhuman and degrading punishment. Thus, the use of corporal punishment is prohibited in schools. No person may administer corporal punishment to a learner, and any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault (South African Schools Act 84 of 1996, 10). Corporal punishment was declared a criminal offence in terms of SASA Act 84 of 1996, Section 10. The administration of corporal punishment in schools is a violation of sections 10 and 12(1) c, (d) and (e) of the Constitution of the Republic of South Africa, Act 108 of 1996. The application of corporal punishment imposed upon the learner may result in civil claims for damages (South Africa, 2001).

## **2.4. Measures of improving education in schools**

In order to ensure that effective teaching and learning occur, the following measures should be applied at schools:

### **2.4.1. Strategic planning and management**

In order for education in schools to be improved, there must be strategic planning and management which is applied by the School Management Team, the School Governing Body together with the educators. A strategy represents unique and sustainable ways in which organisations create value. Strategic management is the formulation, implementation and evaluation of actions that will enable an organisation to achieve its objectives (Fox, Schwella and Wissink, 1991: 222). It is that set of managerial decisions

and actions that determines the long-run performance of an organisation. However, Korteen (1989: 17) emphasises the changing environment and proposes strategic management as a management application to keep up with the environment. Strategic planning is an element of strategic management. The school must formulate the goal that needs to be achieved, identify the current objectives and strategy, analyse the environment to find out the strengths, weaknesses, opportunities and threats and strategise on decision-making (Van Der Waldt & Du Toit, 2000: 187). The key elements of strategy are vision, mission, core ideology, translation of the ideologies into objectives and action plans for the institution and its individual entities (South Africa, 2004).

#### **2.4.2. Vision**

Van Der Waldt and Du Toit (1997: 399) assert that a vision is a leader's realistic and credible idea of the future. Effective leaders should create a challenging vision of what is required and what is possible. This vision should be made known and shared so that everybody can pursue the objectives involved. The school's vision should be established within the broader context of the Department of Education or the provincial department of education. The provincial department of education's vision is to equip the people of the province, through the provision of quality, lifelong education and training with values, knowledge and skills, that will enable them to fulfil a productive role in society (South Africa, 2008: 3). In developing the vision, the principal must include the staff so as to motivate them towards the achievement of the vision. A vision is a grand purpose that describes, *inter alia*, future optimally functioning school, district office, provincial office and national office. A vision is also provides an overall direction or reason for the institution's existence. Moreover, a vision motivates and can be used as a marketing tool to attract learners and employees who fit into the school culture.

### **2.4.3. Mission**

A mission of an institution is its unique purpose which distinguishes it from other similar institutions, and which describes the extent of its activities in providing products and/or services (Van Der Waltd and Du Toit, 1997: 121). A mission statement is a grand future purpose that provides reason for existence. The mission is thus the basic point of departure for the goal of an institution, in other words, its reason for existence. It must be vivid and real. It must communicate hopes and aspirations, and consider the priorities of the school's establishment in relation to core functions. This involves different activities that will be done by all the stakeholders to achieve the school's short and long term objectives. The mission is formulated in an attempt to implement the means to achieve the vision. It must meet the three requirements, namely, where the school is going, how it is going to get there and which values is the school subscribes to (Lemmer, 2000: 334). The mission of the Limpopo Department of Education is to:

- Promote the development of a well qualified, dedicated and fully professional management and teaching corps to cater for the needs of all categories of learners;
- Motivate and capacitate communities towards self reliance and ownership of schools;
- Ensure the equitable allocation of resources;
- Plan, manage, administer and utilise the province's educational resources efficiently, realistically, economically and optimally;
- Reconstruct and develop the educational system to one that will inculcate the principles of non-racism, non-sexism, freedom of religion and democracy;
- Promote partnership with other stakeholders at local, national and international level;
- Create an enabling environment that leads to learner autonomy for life-long learning and
- Instil a sense of belonging to and appreciation of our cultural diversity.

#### **2.4.4. Participation**

Nkuna (2007:237) espouses that in order for public institutions to be effective, service delivery needs to be effected within the spirit of a policy framework, facilitating participatory public administration. The involvement of the parents and the community in the education of their children must be encouraged so that all the stakeholders understand the role they play in the education of the learners. Community involvement is vital in attaining the ideal of the effective school (Lemmer and Badenhorst, 1997:180). The community is expected to contribute local resources and voluntary participation in school activities. The school, in turn, is expected to contribute resources to the community by addressing community needs in its programmes and getting the learners to work on community problems and projects. Therefore, interactive participation should be practised in schools so that people participate in a joint analysis and develop plans as well as capacity building. Terry (1999:28) maintains that participatory management will result in the development of teams and that responsibility should be shared. The principal cannot be blamed where the teams operate because the team works together to solve problems. Participation should thus be seen as a right and not just a means to achieve goals.

Steyn in Söhnge (2002:256) suggests that it is better for the school leaders to lead the educators than to instruct them. They need to rely on the support of staff. Their status will depend on the ability to lead and motivate their team of educators. Effective principals are able to create an ethos that generates motivated and successful educators and stimulated and inspired learners in an effective school setting. In order to reduce problems in a hierarchical system, flatter, more open and more participative structures should be created. This will enhance the flow of information and create an atmosphere where all members experience a sense of ownership.

#### **2.4.5. Empowering the schools' stakeholders**

Management can be improved by empowering all the school's stakeholders. People in senior management positions should see their role as empowering others to make decisions about the operation of the school, rather than controlling them. Teachers should be provided with greater autonomy and opportunities created for them to engage in professional conversation so that a supportive environment are developed and a culture of commitment is created. Schools should create processes and structures that develop expertise (Steyn in Söhnge, 2002:256). This requires a system of staff development. The following types of development process are distinguished:

- In outcome-based education schools, all staff members have a management role which requires an effective system of staff appraisal and high quality professional development policies that meet the needs of both the individual and the organisation as a whole.
- In a changing environment, education needs to update their subject and professional knowledge continuously so that effective learning takes place.
- Educators have to fulfil a new role. For example, there may now be a demand for computer literacy and information technology. Effective schools will encourage educators to develop knowledge and skills in various learning areas.

Respect should be commanded through stature and not status. In the new dispensation, an individual's position in the hierarchy is not the only basis for respect. This respect will rather be won by demonstrating to other educators and learners that respect is deserved because an individual succeeds in getting things done.

In the past, many schools ran efficiently (Steyn in Söhnge, 2002:257). They were quiet and neat, but still produced poor matric results and not the desired learning outcomes. The emphasis is now on a commitment to constant, continuous improvement which

involves everybody in the school. Lemmer (2000:139) maintains that an important aim of decentralised governance is to reduce bureaucratic control and enhance shared decision-making at local school level. The South African Schools Act No. 84 of 1999 points out that the new structure of governing bodies does not allow for considerable parent involvement on substantive issues that extend beyond the traditional fund-raising activities and tuck-shop duties. The current situation is that parents are now placed in a powerful position and, effectively, have the authority to influence decisions on very fundamental issues, such as the school budget, language policy and discipline. Principals no longer play the role of primary decision-makers.

#### **2.4.6. Leadership**

Leadership is the ability to influence any group towards the achievement of identified goals (Hughes, Ginnet & Curphy, 1999: 39). Leadership attributes include crafting a vision for followers, articulating how the vision may be realised, influencing and steering groups towards accomplishing goals and creating desirable opportunities. Other attributes are directing and coordinating activities, motivating a directive force of morale, creating conditions for teams to be effective and inducing followers to behave in a desired manner. Despite struggles and conflict associated with assuming leadership, it is a reality that leadership is important for government programmes to attain their objectives (Nkuna, 2007:230). Leadership is a principal means of overcoming programme fragmentation and correcting the pathologies of bureaucracy. Nkuna (2007:233) espouses that in relation to the existing policy framework and strategies for service delivery it is crucial that leadership gives correct direction. Rather than controlling the behaviour of the educators and learners, a culture of learning should be created. Where principals in the past believed that educators needed constant control and supervision, the approach in new schools should be to ensure that agreed-on outputs are achieved by entrusting educators and learners to work towards these without constant supervision.

On this basis leadership has to be understood in terms of its power source as well as the style adopted. Matshabaphala (2007:244) points that leadership is also best understood in the context of or by way of looking at its functions, such as, giving direction, aligning people, motivating and inspiring them. Therefore, for principals to be leaders of their institutions, they need particular personality traits to provide guidance and vision. These traits include the drive, desire to lead, honesty, integrity, self-confidence, cognitive ability and knowledge of a specific programme in which such a person participates (Nkuna, 2007: 234). The translation of departmental directives into concrete actions at the school level, district office, regional office, provincial office and even the directorate level in the Department of Education requires leadership. Therefore, an educational leader has the responsibility for providing inspiration and vision to the school/district office/regional office/provincial office or national office, thus facilitating the establishment of an effective School Governing Body (SGB); enhancing the quality of learning at school; supporting educators who deliver learning ; creating a climate in which commitment is high; facilitating the articulation of the school's vision and defining the school's values, and ensuring that those values are followed by all stakeholders such as learners, parents and the community within which the school operates.

At school the level, educational leadership is about ensuring that learning occurs within an efficiently run school. A school's effectiveness in fostering learning is a core issue in school governance. It is dependent on the values, commitment, decision-making style and leadership skills of the leader. Rogers in Savage (1998:13) maintains that discipline is not an end in itself, but a process that enable people to come back on the task. It allows for self-control and gives a sense of choice over peoples' behaviour. It is more than mere punishment and occurs in dynamic relationships that are sometimes strained.



For education to be improved in schools there must be strategic planning. A strategy gives a sense of order, gives certainty, improves effectiveness and efficiency, analyses the environment and influences the rules of education and education governance (Department of Education, 2000). A strategic plan is a systematic process composed of deliberate actions to craft a future for the organisation. A strategy is important because it helps to anticipate the future. It anticipates challenges and allows for plans to be designed to overcome these challenges. The School Governing Body (SGB) is empowered to develop the vision and mission of public school establishments. Subject to the South African Schools Act 84 of 1996, the governing body of a public school must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school. The body must also adopt the constitution, develop the mission statement of the school and adopt a code of conduct for learners at the school. The strategic planning at the school level is governed by the precepts of the South African Schools Act 84 of 1996.

#### **2.4.7. The language Policy in schools**

The role of language in education is crucial because it is the main means through which knowledge is conveyed and learning acquired (Mda and Mothata, 2000:156). In South Africa, the issue of language in education has always been an extremely political one. Language has been used as a basis for classifying and dividing people, and as the cornerstone of segregationist education policies. Lemmer (2000:38) espouses that language policy is a crucial means of gaining access to important knowledge and skills and this determines academic achievement. He maintains that schools that effectively meet the needs of language minority learners make a purposeful effort to respect, value other languages and encourage their development and maintenance. This is supported by the South African Schools Act 84 of 1996 (6)3, which says that no form of discrimination may be practiced in implementing policy determined by this Section, and Chapter 2 of the Constitution of South Africa which also states that everyone has the right to receive education in the official language or languages of their choice in public education institutions, where that education is reasonably practicable. Despite the

introduction of new policies and legislation by South Africa's first democratically elected government to redress the imbalances of the past, especially in terms of promoting African languages, and recognising language diversity, variety and choice – the status and use of African languages in schools has not improved.

#### **2.4.8. Time management**

Time management also contributes to the improvement of education. According to the South Africans Schools Act 84 of 1996, the normal school hours that have to be observed are seven. However, some schools are unable to complete the syllabus because disperse early. As a result, the failure rate is high and learners are promoted to the next class without completing the syllabus. This also has an impact on the overall results of grade 12 (Phadu, 2007:8).

Bisschoff (2002:132) maintains that the changes occurring in South Africa today are a microcosm of the major changes and paradigm shifts taking place worldwide. Understanding and embracing these changes require a fundamental alteration in the mind-set of school principals and other educational managers to ensure successful participation in the transformation of the educational scene in the country. As in most countries, lack of funds for education undermines the delivery of quality education in South Africa. Some schools are forced to make changes to ensure that the decrease in resources does not lower overall education standards (Bisschoff, 2002:132). Parents in South Africa must bear the brunt of the decrease in resources by contributing more and more to the education of their children. A greater responsibility is therefore, placed on the principal and the school governing body to use these resources effectively to ensure that education remains affordable and relevant.

#### **2.4.9. School financial management**

School managers and the School Management Team (SMT) must have sound financial management strategies for them to manage school funds effectively. Bisschoff (2002:174) points that every public school must, under the South African Schools Act, No. 84 of 1996, record its income and expenditure. At the end of every month the School Finance Officer, who is elected and appointed by the principal in writing, must submit the school's bank statements together with the reconciliation statement to the circuit office (Bisschoff, 2002:175). However, many schools fail to comply with this rule and end up being converted to non-section 21 schools. The government do not directly deposit the money for the norms and standards in those schools' current accounts. Such schools make quotations for the resources that they need and the government buys on their behalf. Therefore, it is vital as the principal, the SGB and SMT to have sound financial school management system in place. In his speech in addressing the circuit managers, principals and curriculum advisors, the former MEC for Education, Dr. Aaron Motswaledi, states that there must be records management, which is supported by the National Protocol on Recording and Reporting (NPRR), which serves as a frame of reference in schools. This includes attendance registers for educators and learners, receipt books for school fees, cash book which show the records of income and expenditure.

#### **2.4.10. Effective communication**

Communication is the process of creating meaning between two or more people through the expression and interpretation of messages. It is an endeavour to reach the mind of others (Gordon, 1993: 84). The ability to communicate effectively is one of the major cornerstones for success in life. Effective communication enhances the communicator's chances to lead and contribute favourably in their areas of influence. The role played by communication in executing managerial and leadership functions is so crucial that all the other skills and competencies acquired by principals can be compromised if their ability to communicate either verbally or in writing is neglected or

not well developed. Therefore, the school manager's credibility as a group leader, facilitator and co-ordinator depends substantially on how clearly, appropriately and effectively they express their views. A badly delivered message, whether in the form of a written letter, memorandum or an ill-considered and poorly presented report can create damaging impressions about the principal's competence and professionalism.

It is the duty of the principal as the leader and manager of the school to be able to communicate at all levels. Feedback should be given to the staff during staff meetings, departmental circulars must be shown to them and instructions should not be ambiguous. The principal must also have the ability to resolve conflicts between the members of the staff and use his/her communication skills to negotiate a consensus.

#### **2.4.11. Continuous supervision of the learners**

A key responsibility of the principal and of educators is the supervision and care of the learners at school (Lemmer and Badenhorst, 1997:398). The learners are exposed to various dangers in the school environment as well as during educational excursions and tours, which means that the principal and educators have to take extra care to ensure that the learners are provided with safe facilities and adequate supervision and, wherever possible, protected from danger. It is therefore of vital importance that the policy of the school should give provision for the care of learners both inside and outside the school environment.

Another important factor that should be overcome in managing schools effectively is negligence. Lemmer and Badenhorst (1997:399) define negligence as the failure to exercise an acceptable degree of care for the safety and well-being of others. It may occur as a result of failure to act or as a result of acting in an improper manner. Shoop and Dunklee in Lemmer and Badenhorst (1997:402) maintain that the possibility exists that educators may be found guilty of negligence in instances where there is, *inter alia*,

failure to provide proper supervision and care. The learners should at all times be supervised in order to safeguard them from danger. Supervision thus, requires both the principal and educators to be aware of the learners' activities and the conditions surrounding the activities. Whereas it is not always possible for the educators to take care of the learners every minute of the day, nor protect them against every possible hazard, they, however, are required to provide constant supervision in certain situations such as during field trips or during physical education classes (Lemmer and Badenhorst, 1997:403).

### **2.3.12. Motivation**

Motivation is another important factor in managing education effectively. Motivation is an internal state that arouses, directs and maintains behaviour. Drake and Kossen (1998: 273) includes the complex forces incentives, needs, tensions and other mechanisms which energise canalise and sustain behaviour to carry out a particular action in defining motivation. Both stakeholders at school need to be motivated both internally (intrinsic motivation) and externally (extrinsic motivation). Drake and Kossen (1998: 273) further maintain that when people are intrinsically motivated, they do not need incentives or punishments to make them work because the activity itself is motivating. On the other hand, when workers become engaged in an activity to earn a reward, avoid punishment, please the manager or for any reason that has very little to do with the task itself, then they are extrinsically motivated.

Money is not the only motivator for the schools' stakeholders to perform to the best of their abilities. Other social needs such as friendship, acceptance, recognition and status play an important role in motivation. Educators may be awarded certificates of performance and trophies for outstanding work done. This will encourage them to put more effort on their job because it is recognised by the department. Goals must be set and educators should be motivated to attain them. This can be done through training and development. The results will be job satisfaction, which is an individual's general

attitude towards work. Educators and principals who are satisfied with their job are unlikely to absent themselves from work as compared to those who are not satisfied.

The Department of Education and Training has introduced the Integrated Quality Management System (IQMS) Agreement No.8 of 2003 which aims at improving the educators with applied competence on the basis of further learning. This will help the educators' insight into the subject of their specialisation and improve the functionality of the schools. The Occupation Specific Dispensation (OSD) for educators in public education (ELRC, Collective Agreement no. 1 of 2008) caters for the need to restore the confidence of the nation, revive the morale of the educator workforce and rejuvenate the culture of learning and teaching. The OSD will ensure a fair, equitable and competitive remuneration structure for the identified categories of the employees. It will also put in place a proper career pathing model that does not entail automatic increases, but is a forward looking plan to systematically increase salaries after pre-determined periods based on specific criteria such as performance, qualifications and competencies, scope of work and experience. The implementation of OSD will make the teaching profession attractive, preventing educators from resigning because of low salaries.

#### **2.4.13. Creation and maintenance of an orderly learning environment**

Another important task that faces the school managers is to create and maintain an orderly learning environment (Lemmer and Badenhorst, 1997: 409). Good discipline is synonymous to effective learning. The law recognises that discipline is essential for maintaining order and harmony in a school and for providing a climate in which the learners can learn, free from disruption and chaos. The law makes provision for schools to draft and implement codes of conduct and to administer different forms of punishment when the learners transgress the rules. The teachers' authority to discipline and punish students is not unlimited. Lemmer and Badenhorst defines the law as the legal parameters within which punishment may be administered. Provincial legislation and departmental regulations, for example, usually prescribe certain regulations

concerning corporal punishment, suspension and learner expulsion. Common laws further require punishment to be fair and reasonable.

Lemmer and Badenhorst (1997:409 - 415) maintain that basic fairness is the common-law principle underpinning all disciplinary action. In order for punishment to be fair and reasonable, factors such as the nature of the offence, the type of punishment, age and physical condition of the child and the reason for punishment should be taken into consideration. The rules of natural justice are common-law principles which must be observed when certain administrative decisions are taken. For example, natural justice must be observed when the principal suspends the learner from school. The rules of natural justice consist of the *Audi alteram partem* rule which means to hear the other side and *the nemo judex in sua causa rule*, which means that the person or administrative body conducting the investigation must be impartial and fair. The main aim of the natural justice is to ensure that justice and fairness prevail on both parties. This is enshrined in Section 33 of the Constitution of the Republic of South Africa Act 108 of 1999, which guarantees every person lawful administrative action.

## **2.5. The efficiency of government departments in dealing with education**

Lemmer (2000:128) espouses that education systems worldwide are subject to ongoing change and reform. As societies develop, the various societal structures respond in kind to the mutable contextual realities in which they operate. Reform in education aims to improve education through the ongoing evaluation of existing structures, policies and processes. Levin in Lemmer (2000:132-133) maintains that various reform initiatives by the government have been implemented to devolve more authority over education matters and decisions to individual schools as well as to strengthen the parents' position and role on school governing bodies.

The most important aim of transforming the apartheid education system was to create a system of education that would open the doors of learning and culture to all, a system that would benefit the country as a whole and its entire people (South Africa, 1995:17). The aim was also to develop a democratic system that provided for the participation of all stakeholders with a vested interest in education. Therefore, in keeping with international trends, South African schools have subsequently moved towards greater decentralised school governance. The South African Schools Act 84 of 1996 has mandated the establishment of democratic structures of school governance which provide the basis for decentralised governance between education authorities and the school community, The rationale for the establishment of representative school governing bodies is essentially to ensure that teachers, parents, learners and non-teaching staff will actively participate in the governance and management of their schools with a view to providing better teaching and learning environments (Lemmer, 2000:137).

The South African government is constitutionally obligated to principles such as equality, redress and reconstruction and development which have extensive financing implications (Lemmer & Badenhorst, 1997: 373). The government's educational policy is committed to values and principles which require vast financial outlays. The values and principles of education in a democratic South Africa include *inter alia*, education as a basic human right to be advanced by the state to all its citizens.

At the national level, the government raises the education budget (Mestry, 1999: 2) There is equal funding of all race groups and equitable teacher-pupil and class size norms, which is currently at 1:40 in primary school and 1:35 in secondary schools. Partnership funding is based on recognition that the provision of quality education for all at no direct cost to parents and communities is not affordable in terms of budgetary allocations to education. The provincial budget for schools would go towards redressing inequalities in capital, core and operating costs, and salaries.



The Department of Education works together with other government departments in achieving its aim of education – the preparation of children for their economic future, taking cognisance of a variety of aspects involved in such a future (Lemmer, 2000: 3). The Department of Safety and Security educates children about issues of drug and alcohol abuse, sexual harassment as well as child abuse. They often visit schools to enlighten the learners about the dangers of using alcohol and drugs and the procedures and importance of reporting a case of rape. They also teach them the importance of whistle blowing in order to bring the perpetrators to justice.

The Department of Health and Welfare in Polokwane also plays an important role in the education of the learners. Although the issue of HIV/AIDS is slightly included in the curriculum, the Department of Health and Welfare also visits schools in order to educate learners about the importance of hygiene, tuberculosis, HIV/AIDS and other matters of health. The Departments of Health and Welfare's programmes involve competitions where schools are given awards to encourage participation. Participation is enhanced through dramas, poetry, art, dancing and singing.

The office of the premier in Limpopo Province has allocated R5, 4million to serve all 27 Limpopo special schools that serve children with learning disabilities (Phadu, 2008: 6). This was said by the MEC for Education, Dr Aaron Motsoaledi, during the handing over ceremony of vehicles, equipment such as computers and furniture to the schools' representatives at the Premier's office in Polokwane on 23<sup>rd</sup> January 2008. During his birthday celebrations held at Helena Franz School in Senwabarwana, the former Premier of Limpopo, Sello Moloto promised to assist special schools in this province. This, according to Phadu, shows that the government contribute towards the improvement of the educational conditions of the schools in this province.

Monama (2007: 2) maintains that in some schools, especially in the rural areas, the Department of Education in conjunction with the Department of Public Works has helped in the supply of water and building of schools. Learners did not have accessibility to clean water for drinking and sanitation was a problem. The classrooms were also overcrowded. This impedes learning to a great extent, especially summer. These are examples of reform initiatives in South Africa, which are aimed at establishing and addressing the challenges and opportunities facing school-based management system, namely, Tirisano (Working together) and Whole School Evaluation (WSE) (Steyn in Sohnge, 2002:258-264).

### **2.5.1. Tirisano (Working together)**

On 13<sup>th</sup> January 2000, the former Minister of Education, Kader Asmal, launched a nine-point education mobilisation campaign, which is part of the Culture of Learning, Teaching and Service (COLTS) campaign. COLTS campaign aims at instilling discipline, dedication and motivation in educators, learners, principals and other stakeholders. It further aims to create safe teaching and learning institutions, provide basic resources for effective teaching and learning develop all citizens and establish democratically elected, well-trained and effective School Governing (Steyn in Söhnge, 1999:2-4):

Bodies Tirisano was launched when the Department of Education identified the following problems in schools, especially disadvantaged schools in South Africa:

- Rampant inequalities where poor people of whom the overwhelming majority are rural Africans who continue to attend schools, too often without sanitation, electricity or telephone, library or laboratory.
- Low educator morale where many educators have been demoralised by the uncertainty and distress of rationalisation and redeployment. Vandalism, crimes of trespass, use of weapons, drug-dealing, rape and sexual abuse.

- Failures of government and management where the serious crisis of leadership and management is a disturbing factor. Provincial departments of education lack the capacity to set the agenda for their systems, to perform their tasks effectively and to provide professional support to schools. The situation worsens when the governing authorities are ineffective and collide with management at the expense of the other parties.
- Poor quality of learning, facilities, under-prepared educators, lack of resources and lack of purpose and discipline.

The core programmes as outlined in the Department of Education (2000:2-4) are as follows:

- HIV/Aids. The programme is aimed at dealing urgently and purposefully with HIV/Aids emergency in and through the education and training system.
- School effectiveness and educator professionalism. This programme includes priorities which are that schools must become centres of community life, conditions of physical degradation in South African schools must end and the professional quality of the teaching force must be developed and the success of active learning through outcome-based education must be ensured.
- The National literacy campaign which is aimed at promoting literacy.
- Further and higher education which is aimed at creating a vibrant further education and training system to equip youths and adults to meet the social and economic needs of the twenty-first century.
- Organisational effectiveness of national and provincial departments. This programme is aimed at making provincial systems work by making co-operative governance work.

### **2.5.2. Whole School Evaluation**

The National Policy on Whole School Evaluation has been developed and is designed to ensure that school evaluation is carried out according to an agreed national model. It sets out the legal basis for school evaluation, its purposes, what is evaluated and who can carry out these functions. Whole School Evaluation is meant to be supportive and developmental rather than punitive and judgemental. It includes a developmental strategy whereby each school has to develop its own school development plans. The aims of the Whole School Evaluation are to moderate externally, the results of self-evaluation carried out by the schools and evaluate the effectiveness of schools in terms of national goals, using national criteria. This will increase the level of accountability within the system and strengthen the support given to schools by district professional support services (South Africa, 2000: 4).

Mosoge and Van der Westhuizen (1998:78) maintain that in order to bring about change, effective leadership and management are required. The principals are the key agents in bringing about change in school (Bradshaw & Bucker 1994:78).

### **2.6. The role of the Principal in managing the schools**

The principals have a special position of authority and, in addition, to juridical authority, also possess expert and other types of authority (Badenhorst, Calitz, Schalkwyk, Wyk and Kruger: 1987:173). They have both delegated authority as well as common law authority to perform their duties. Although the law recognises the necessity of delegation, the principals may not negate their tasks by transferring their responsibilities to their staff in an indiscriminate manner. They may not subject themselves to the directives of their staff to such an extent that they are evading their tasks.

Steyn in Budhal (2002:264) maintains that the principal's workload in South Africa is becoming unmanageable and that many secondary school principals lack the time for, and an understanding of their leadership task. In essence, the principal's role in the

new educational dispensation is a balance between leadership and management. The South African School Act promotes the principle of cooperative governance with all the role players playing defined prescribed roles. This Act prescribes that the manager of the school, the principal, is required to ensure that professional management functions are executed. Furthermore, the principal must oversee the effective day-to-day administration, organisation of teaching and learning at the school. He must also, without failure, perform the departmental responsibility as stipulated by the law, efficiently organise activities that support teaching and learning, prudently manage personnel and finances and take and implement the decision on the extra-mural as well as that decision about textbooks, educational materials and other equipment to be bought are finalised on time. The principal of the school is required to initiate the formation of School Management Team (SMT). The formation of various support teams focusing on specific areas such as finances, curriculum and sports is advisable in so far as these pertain to the daily operations of the school (South Africa, 2004).

## **2.7. The role of the educators in managing schools**

Lemmer and Badenhorst (1997:218) point that the role of the educators has changed dramatically over the years. The days when educators were seen as mere transmitters of ready-made knowledge to passive, uninvolved learners are long gone. Today teachers are expected to make information available to learners in an interactive and creative way. Educators not only have to possess specialised knowledge of their learning area, but also to be abreast of a variety of instructional methods and the ways in which these methods can be adapted to the developmental level of the individual learner. Therefore, educators must approach the learners in totality, that is, as physical, cognitive, social and moral beings. The emphasis in classrooms is on the development of the learners' acquisition of knowledge as well as a therapist, social change agent, confidant and sometimes even surrogate parent (Lemmer and Badenhorst, 1997:219).

## **2.8. The role of the School Governing Body in managing schools**

Mda and Mothata (2000:4) maintain that the governance of schools is the responsibility of School Governing Bodies (SGBs). These structures are made up of elected representatives from parents, educators, non-educators and learners. Learners can only be represented in the schools offering Grade 8 and higher. The policy formulation structure of the school is that the SGB should be established by the principal. As stipulated by the South African Schools Act (1996) Act 84 of 1996, the principal and the SGB should provide mutual support in the performance of their functions. Interference in the duties of the other should be avoided at all costs.

The roles of the SGB include engaging in activities that promote the best interest of the school and ensure the provision of high quality education for learners of that school/institution. This body must make sure that the school has a constitution that is acceptable to all and come up with the mission of the school. This includes formulating a Code of Conduct for the learners of the school. The body must also provide support to the principal and decide on school times. It is their role to allow the reasonable use of the facilities of the school for community, social and school fund-raising purposes, subject to such reasonable and equitable conditions as the body may determine which may include the charging of a fee or tariff which accrues to the school. The body must encourage parents, learners, educators and other staff at the school to render voluntary services to the school and making recommendations to the provincial head of department on the appointment of educators and non-educators. Their roles also include providing local services for children and youth as well as to participate in community social, health, recreational and nutritional programmes (Lemmer and Badenhorst, 1997:171).

## **2.9. The role of curriculum advisors in managing the schools**

In 1995 the South African government began the process of developing a new curriculum for the school system (South Africa, 29 April 2005). There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21<sup>st</sup> Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula.

Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of the country. The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provided the basis for the development of the Revised National Curriculum Statement for General Education and Training (Grades R – 9) and the National Curriculum Statement for Grades 10 – 12. It is argued that these changes in education led to confusion in teachers.

The Department of Education in Limpopo Province has appointed curriculum advisors (Education Specialists) July 2007 (Monama, 2007: 3). This is as a result of educators lacking skills in the learning areas in which they teach as a result of the implementation of the new curriculum- National Curriculum Statement (NCS). The purpose of bringing in curriculum advisors is to render curriculum and curriculum advisory services. They are to implement and monitor curriculum delivery for ECD, General Education & Training (GET), Adult Basic Education (ABET) and Further Education and Training (FET), provide curriculum support services, provide psychological and special educational support, render library and media services, provide for inclusive education as well as to provide values in education (South Africa, 2007: 2).

## **2.10. THE IMPACT OF MASS MEDIA ON SCHOOL PERFORMANCES**

Section 195 of the Constitution of South Africa, 1996, provides for the basic values and principles governing South African public administration. Peoples' needs must be responded to, and the public must be encouraged to participate in policy making. Furthermore, public administration must be accountable and transparency must be fostered by providing the public with timely, accessible and accurate information. Based on these principles, the need for media becomes necessary to monitor the quality of service delivery, in this case, the school performance. Nkuna (2007: 236) asserts that the constitutional principles are bolstered by the Batho Pele Policy Framework.

### **2.10.1. THE ROLE OF MEDIA IN PUBLIC AWARENESS**

The community relies on leaders to provide direction in line with the principles and also need the media to keep them informed about the way in which services are provided. Leaders also need the media to be in touch with communities. During the holidays for example, the principals make use of the media to communicate with the teachers, learners and the parents in the case of an emergency. The community, on the other hand, needs the media to inform them about the system of education, their children's rights, their responsibilities and how to be involved in their children's education through School Governing Bodies.

The media serve as the force multiplier. It can reach the community that the leaders may find difficult to reach. It even sets the agenda on issues which leaders in terms of their personality and power source prefer not to publicize. The principle on remedying mistakes and failures would not be reaching out if it was left only for the leaders involved with material service delivery. The involvement of the state institutions supporting constitutional democracy, together with the media reporting independently play a role in keeping leaders informed and vigilant (Nkuna, 2007: 239). Therefore, the media are a suitable aid to democracy to expose services that are ineffective and inefficient.



Merris, Lee & Friedlander (1994:124) maintain that news have the characteristics of time, conflict, consequence, human interest, prominence, proximity, speed and accuracy, objectivity, fairness and completeness. If the name of the school is published in the news, it provokes human interest because it concerns the lives and future of other people. In the midst of struggling for precision and speed, the reporter also tries to achieve objectivity or neutrality. He often covers individuals for whom he has little sympathy or empathy. However, what is not acceptable is when the subject of the story or the reader of the story can detect the reporter's attitude.

Consequence refers to the impact of an event. If a large number of people are affected and the story has great importance, and few are affected and the story has less importance and, consequently, less news value. An article about a dysfunctional school has importance because it deals with the impediment of the lives of the learners. Fairness means that when a charge is made by a news source, the person who is attacked should be contacted for their side of the story. But in most cases it is alleged that the schools are not contacted before. They are contacted after the story has been published and this creates problems.

Mass media are a mechanism of communicating information to large audiences within a short space of time. This enables leaders to effectively fulfil the principle of participation by ensuring that the public are informed about services delivered. This may contribute to efficient and effective performance by expressing their views on the particular services received (Nkuna, 2007:237).

### **2.10.2. SCHOOLS AFFECTED BY MEDIA IMPACT IN LIMPOPO PROVINCE**

There are 3000 schools in Limpopo province. In Capricorn district alone, there are 3000 Primary Schools and 2500 secondary schools (South Africa, 2007). For the purpose of

this research, eight schools in Capricorn district, which have been affected by media reports, will be looked at.

#### **2.10.2.1. Mananga Primary School**

In Mananga Primary School in Kgakotlou Circuit, the Principal made decisions without consulting the staff members and the School Governing Body. He has also been suspended on charges of bribery and nepotism (Scheepers, 2008:3).

#### **2.10.2.2. Mapeloana Secondary School**

Another school which was in the newspaper is Mapeloana Secondary School in Kgakotlou Circuit where the principal took decisions without involving staff members, the School Management Team and the School Governing Body. The staff reported the matter to the circuit manager. The unions tried to resolve the matter but failed. Teachers then decided to embark on a go-slow – going to school but not attending classes. The circuit then exchanged the educators between the neighbouring schools and the principal reported to another neighbouring school. This is a waste of public money because the Acting Principal receives the acting allowance whereas the actual principal also receives his salary (Scheepers, 2006:8).

#### **2.10.2.3. Mathomo-mayo Secondary school**

Mathomo-mayo Secondary school in Lebowakgomo Circuit was also affected by media as a result of continuous absenteeism of educators, lower pass percentage rate, and a lack of order in the school partly due to the absence of a principal (Kgoadi, 2006: 3). The acting principal was in the SADTU branch executive committee and not always at school. Some educators said they could not come to school regularly as the acting principal was always absent.

#### **2.10.2.4. Mogalatjane Secondary School**

Mogalatjane Secondary School in Sepitsi Circuit produced 0% pass rate in 2005 (Monama, 2005:2). In an interview with the Sowetan journalist, the principal of the school cited that the school does not get any support from the Circuit and the Provincial Department of Education. She indicated that there was a lack of classrooms and textbooks at the school which make teaching and learning difficult as the learners have to share the available limited textbooks. Teaching the learners under trees or in overcrowded classrooms also impacts negatively on quality teaching and learning

#### **2.10.2.5. Mountainview Secondary School**

Another school which was affected by the media is Mountainview High School in Mankweng Circuit. Phadu (2008:2) maintains that the learners and educators returned late from their trip, and one female learner was raped on her way home. Apparently the learners were dropped at school and had to walk home alone even if it was late. This shows negligence by both the educators and the school management team, which should have a policy on the safety of the learners since they act in place of the parents.

#### **2.10.2.6. Mphetsebe Secondary School**

In Mphetsebe Secondary School, the principal is called the Academic Autocrat because he uses his power to control the staff as well as the School Governing Body (Scheepers, 2008:3). Instead of democratically discussing school matters with them, he instructs them, for example, he drafted the allocation of duties without consulting the staff. He also appointed one educator as the deputy principal while the results of the interview were still pending. Scheepers further explained that the principal also failed to endorse the elected SGB as mandated by the Limpopo Provincial Department of Education.

### **2.10.2.7. O. R. Mabotja Secondary School**

In another case reported by City Press, a particular educator at O.R. Mabotja Secondary school passed the learners to grade 12 although he did not mark their end-of-the year scripts (Botha, 2007:1). This resulted in chaos. It was found that the learners had, in fact, failed. The learners did not want to go back to grade 11 and caused damage to school property.

### **2.10.2.8. Sephakabatho Secondary School**

In Capricorn District, Sephakabatho Secondary school in Mogodumo Circuit was in the limelight in May 2006. The media, which include both television and newspapers, reported that one educator had been failing to come to school regularly since the school was established in 1998 (Kgoadi, 2006: 3). It was reported that the educator was always seen drinking alcohol at a nearby beer hall during school hours. The school has been underperforming since its existence, with a grade 12 pass rate of  $\pm 20\%$ . The particular educator never completed the syllabus due to his continuous absence from duty. Another issue reported was that the particular educator gave his neighbour, a learner at the same school, the half yearly scripts of the subjects that he teaches for the learner to mark. This was reported to the circuit manager by one parent who saw the learner marking in her home (Kgoadi, 2006: 3). It was also reported that the school governing body has taken the initiative of reporting the matter to the circuit office and the MEC's office but in vain.

### **2.10.2.9. Westenburg Secondary School**

The principal of Westenburg Secondary School in Pietersburg Circuit has been suspended on charges of financial misconduct (Scheepers, 2008:1). The school also lock out learners who come to school late. Scheepers also point out that there are learners in the school who abuse drugs and alcohol and come with dangerous weapons at school.

## **2.11. CONCLUSION**

In this Chapter the schools that were affected by media reports in Capricorn District were discussed, pointing out the various factors that attracted the media in those schools. In the next chapter, the research will look at the research design and methodology.

## **Chapter 3: RESEARCH METHODOLOGY**

### **3.1. INTRODUCTION**

This chapter describes the research design and procedures used in the investigation, including the selection and sampling procedures, the procedures adopted in constructing the data collection instrument. The data gathered were used to address the research questions concerning the contribution of media towards the functionality of dysfunctional schools in Limpopo Province, Capricorn District. The empirical investigation addressed the following sub-problems:

- What are factors that cause the school management and the Department of Education neglect schools until media exposure
- The effects of media exposure on the schools' performance, educators, learners, parents and the Department of Education.

### **3.2. RESEARCH DESIGN**

A research design is a plan, structure and strategy of investigation so conceived in order to obtain answers to research questions or problems (Kerlinger, 1986:279). It is a complete scheme or programme of the research. The design describes the procedures for conducting the study, including when, from whom and under what conditions data were obtained. Its purpose is to provide the most valid, accurate answers to research questions (McMillan and Schumacher, 1993:31). De Vos *et al.* (2005:268) maintain that a research design is the option available for researchers to study certain phenomena according to certain formulae suitable for a specific goal. This research study was based on selected schools in the Capricorn District which were affected by media exposure.

This study utilised both qualitative and quantitative research designs to obtain data. The researcher used a structured questionnaire to gather descriptive data, that is peoples' own spoken or written words or perceptions about the impact of media exposure towards the functionality of dysfunctional schools in Capricorn District – Limpopo Province (Brynard and Hanekom, 1997:29). The circuit managers, principals and educators filled the structured questionnaires. Because of lack of time as the researcher is a full time employee and does not have leave to conduct the research, fourteen educators who participated in the research were interviewed. This saved time, provided firsthand information that is valid and is less expensive because the researcher did not have a budget for the research (Marshall & Rossman, 1989:49).

### **3.3. Study Area**

Limpopo Province has five Districts, namely, Capricorn District, Vhembe District, Greater Sekhukhune District, Waterberg District and Mopani District. Capricorn District is the biggest of them all with three thousand (3000) Secondary Schools and two thousand five hundred (2 500) Primary Schools (South Africa, 2007: 1 - 4). Of these, twenty eight (28) were affected by media reports as a result of not performing their functions well, resulting in underperformance, mismanagement of school funds, educator and principal absenteeism, absence of school safety and security policy, and not adhering to the South African Schools 1996 and other related legislations (Phadu, 2006:2). Seven schools were affected by the media industry in Limpopo Province: Capricorn District was selected for this study because the researcher is a full time employee and does not have time and budget to conduct the research study in all these schools.

### **3.4. Research Methodology**

#### **3.4.1. Sampling**

Kumar (1999:148) notes that sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. It is a sub-group of the population that the researcher is interested in. The research therefore, used the ransom selection, where seven schools were consciously selected to participate in the study. The sample is selective in that a small group that is representative is selected for the interviews (Cohen and Manion, 1994: 49). Welman et al., (2005:53) maintain that the population is the full set of cases from which a sample is taken. In sampling, population is not used in its normal sense, as the full set of cases need not necessarily be people. For populations of equal size, the greater the heterogeneity on a particular variable, the larger the sample needed.

The sample was selective in that a small group (seven out of forty five schools that were affected by the media industry) that is representative was selected to participate in the research. The researcher consciously selected seven schools in the Capricorn District, Limpopo Province that are representative and provide the required information (Marshall and Rossman, 1982:140). One school was selected from Mogodumo Circuit, one from Mankweng Circuit, one from Pietersburg Circuit, one from Sepitsi Circuit, two from Kgakotlou Circuit (a secondary school and a primary school) and one from Seshego Circuit. In each school, the circuit manager, two parents (SGB), two educators, the principal, two learners in grade ten to twelve and five learners in the primary school were randomly selected to participate in the study. The circuit manager in each of the seven schools selected represented the Department of Education. All the respondents filled in a structured questionnaire (Section A and B). The fourteen educators had free periods and were therefore able to participate in the structured interview.



### **3.4.2. Data Collection Methods**

In this study, the structured questionnaires which were used as data gathering tool, was first described to the participants before they filled it in. Ravhudzhulo (1997:104-105) maintain that questionnaires facilitate the obtaining of facts about current conditions and the making of enquiries concerning attitudes and opinions. Questionnaires are extremely effective means for gathering information from a large number of people as interviews are time consuming. They are also a technique that ensures a good measure of objectivity in soliciting and coding the response of the sample. The structured questionnaire utilised in this study dealt with the topic that the respondents were able to recognize as important enough to warrant attention (De Vos *et al.*, 1998:80). The questionnaire targeted circuit managers, principals, educators, learners and parents (SGBs) of the schools which were affected by media exposure.

In Section C, data were also collected from the educators through a structured interview questionnaire. The questionnaire consisted of three questions, where the participants had to explain whether there is an improvement at their schools after the exposure by the media, the type of support they get from the Department of Education, if any and if the community become involved in the school after media exposure. This method of data collection is characterised by having a set of predetermined questions on an interview questionnaire, in which the order of questions may be varied. Some questions may not be asked depending on the organisational context. Additional questions may be added to get more clarity and the nature of questions may be altered to suit the educational level and background of respondents (De Vos *et al* 2005: 296 – 297). The rationale for utilizing a structured interview is to compare information from different people on similar issues and to find their perceptions on the improvement of dysfunctional schools after media intervention (Welman *et al.*, 2005:163).

### **3.4.3. Data Analysis**

Data was sorted, coded, organised and indexed in a manner that made it easier for the researcher to interpret, analyse and present. This process was guided by the original aim of the study (Payne and Payne, 2004:36-40).

### **3.5. Ethical Considerations**

Whilst conducting the study, the researcher adhered strictly to all ethical issues to inform and protect respondents.

#### **3.5.1. Protection from harm**

The researcher gave the respondents the assurance that they would be indemnified against any physical and emotional harm.

#### **3.5.2. Anonymity**

The respondents were assured of their right to privacy. For example, they were informed that their identity would remain anonymous.

#### **3.5.3. Manipulating respondents**

The researcher guarded against manipulating respondents or treating them as objects or numbers, rather than individual human beings.

#### **3.5.4. Informed consent**

The researcher obtained permission from the respondents after they were thoroughly and truthfully informed about the purpose of the interview and the questionnaire.

#### **3.6. Conclusion**

This chapter presented the empirical information which justified the significance of the study, that is, the type of study, sampling methods, data collection methods, analysis and interpretation of data. The study was conducted in Limpopo Province – Capricorn District. It targeted sic schools which were affected by media exposure.

Chapter four will focus on the research findings, analysis and interpretation of the research results. The responses from the circuit managers, principals, educators, parents and learners will be presented, analysed and interpreted.

## **CHAPTER 4: DATA ANALYSIS AND INTERPRETATIONS**

### **4.1. Introduction**

This chapter presents the data generated by means of structured questionnaires and interviews. It also discusses the findings in relation to the contribution of media exposure to the functionality of dysfunctional schools in the Limpopo Province – Capricorn District. The researcher aimed at investigating the effect of media exposure to the functionality of dysfunctionality schools, in addition to answering the question on whether media exposure improves the functionality of dysfunctional schools.

### **4.2. The schools in the research**

Seven schools which were affected by media exposure were chosen for this study. Some of these schools are well cared for in the sense that the classrooms and the school yard are clean. Others are neglected and the classrooms are dirty. The learners in some schools wear uniform but in other schools boys in particular, do not wear school uniform. When the researcher arrived to distribute the questionnaires, in some schools some educators were on task, while in others there was a lot of noise, an indication that there was no teacher in the classroom. The situation with regard to facilities also had a security fence, although not all had the gate locked.

### **4.3. RESEARCH FINDINGS**

The method used to collect data was the structured questionnaire method. In Section A, the researcher collected biographical information of the respondents: gender, circuit, position held and level of education. In Section B, the researcher investigated the impact of media reports on dysfunctional schools, the improvement of dysfunctional schools after media intervention, the need for government to intervene before media exposure and the impact of media reports on the learners, educators, principals,

parents and the Department of Education in the district. Section C consists of a structured interview. The researcher interviewed 14 educators from the selected schools (Annexure B). Seventy seven (77) questionnaires were administered to six (6) circuit managers, seven (7) principals, fourteen educators (two in each school), fourteen members of the School Governing Body (two in each school) and forty-one learners (two in Grade 10 -12 in secondary schools) and five in Grade 7 in primary school. Of the seventy seven questionnaires that were distributed, 69 were returned for analysis. Therefore the number for this study is 69, that is  $n = 69$  for the structured questionnaire which includes 14 for the interview.

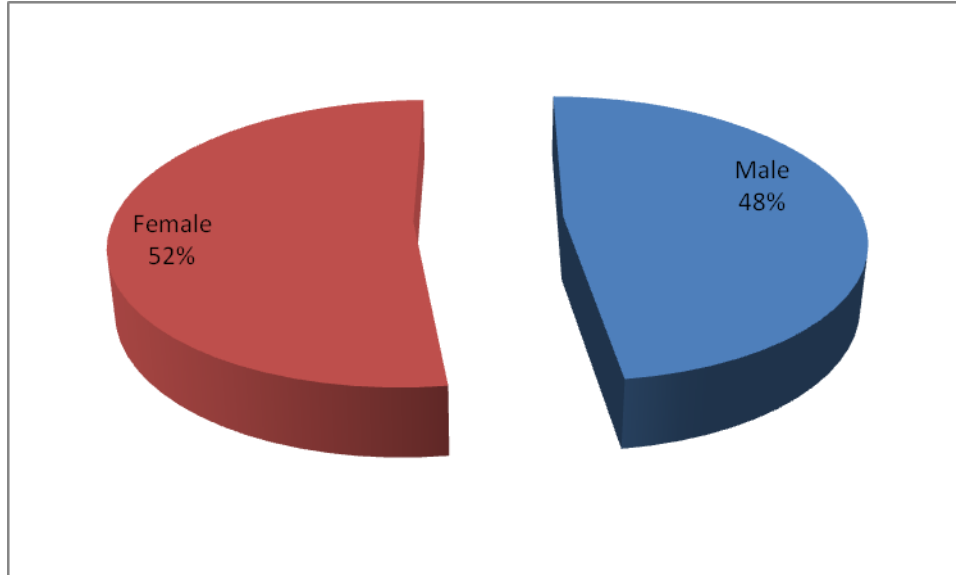
#### **4.3.1. BIOGRAPHICAL INFORMATION**

Under the biographical information gender, circuit, position held and level of qualification is presented and analysed. The rationale for checking the gender of respondents was to find out what gender is more likely to participate in the schools' activities. The aim of asking about the circuit was to determine which circuits were affected by the media exposure. The reason for probing the position held at the institution was to determine whether the respondents were representing departmental officials, principals, and head of departments, deputy principals, parents or learners. The aim of probing the level of qualification of the respondents was to determine the educational level of the respondents whose schools were affected by media exposure.

##### **4.3.1.1. Gender**

The reason for probing the gender of respondents was to determine the gender of the respondents whose schools were affected by media exposure. Findings in this regard indicated as follows:

**Figure 1: Gender of respondents**

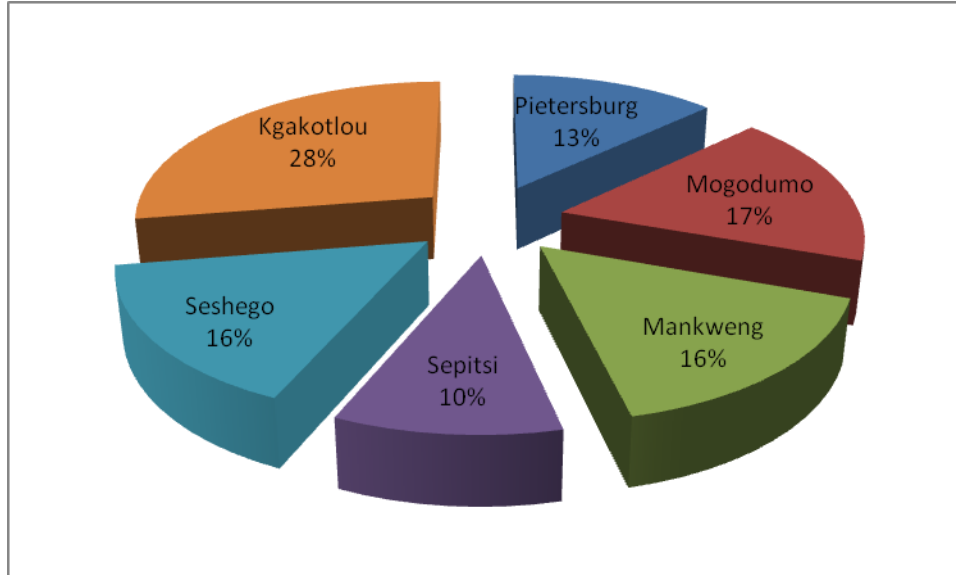


According to Figure 1 above, more of the respondents are females at 52% and males at 48%. The reason for the high number of female participation may be that most females are more interested in the media than males.

#### **4.3.1.2. Circuits**

The aim of asking about the circuit was to determine the percentage of participation by each circuit where there was media exposure. Literature has indicated that these circuits were affected by media exposure as a result of their schools not functioning effectively.

**Figure 2: Circuits**

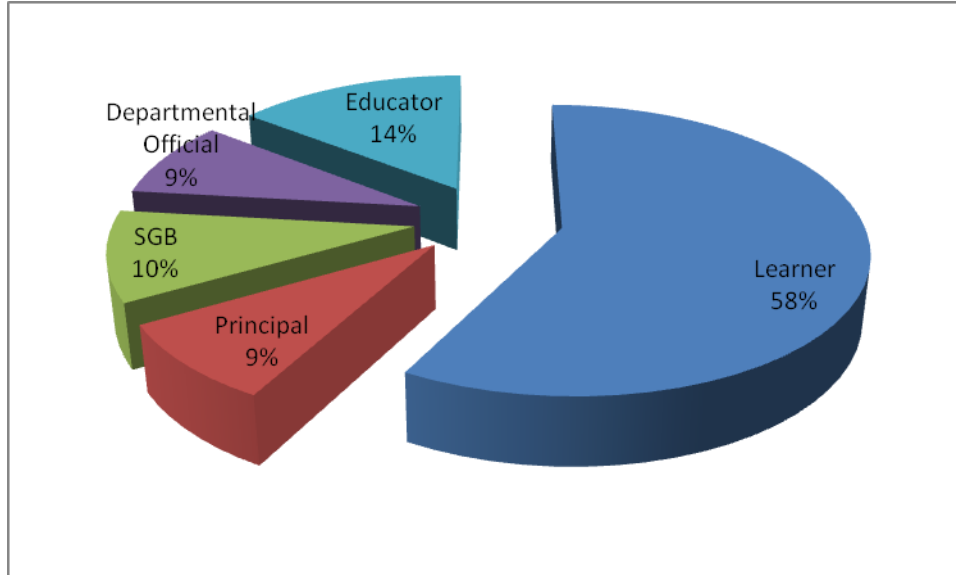


The research findings indicate that a high percentage of the respondents are from Kgakotlou Circuit at 28%. The reason may be that in Kgakotlou Circuit two schools, a secondary school and a primary school have been selected for the research study. The second higher percentage of respondents participating in the study is Mogodumo Circuit at 17%. This is followed by both Mankweng and Seshego Circuits at 16%, and lastly Sepitsi Circuit at 10%.

#### **4.3.1.3. Position held**

The reason for probing the position held at the institution was to determine whether the respondents were departmental officials, principals, heads of departments, deputy principals, parents, or learners. The respondents' position has, to a certain extent, an effect on the quality of information obtained.

**Figure 3: Position held**



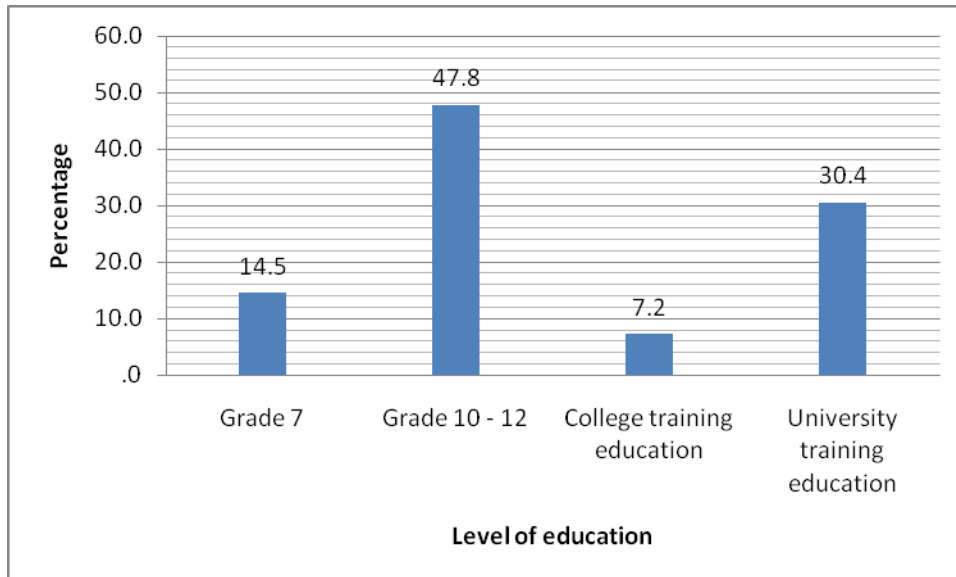
From Figure 3 above, a large number of the respondents at 58% is the learners because six learners are a sample from each secondary school and five from the primary school, 8, 7% are principals, 10, 1% are SGB members, 8, 7% are departmental officials who are the circuit managers. One circuit manager represents each school and 14, 5% represent the educators.

#### **4.3.1.3. Level of education**

The aim of probing the level of qualification of the respondents was to determine the educational level of the respondents, which will, to a certain extent, determine their level of understanding of the problem addressed.



**Figure 4: Level of education**



From the Figure above, the research findings indicated that 14, 5% of the respondents have grade 7 qualification. Literature has indicated that a sample will also be taken from the learners in the primary school. There may also be parents in this category who are School Governing Body members. The research findings also show that 47, 8% have grade 10 -12. This may be because from the sample there are learners in grade 10-12. This is in addition to the parents (SGB) who are also respondents. There are respondents who have the college training qualification at 7, 2%, These are possibly the educators and some principals. The research findings also indicate that 30, 4% of the respondents have university education. These may be some principals, educators and circuit managers.

#### **4.4. THE IMPACT OF MEDIA REPORTS ON DYSFUNCTIONAL SCHOOLS IN THE CAPRICORN DISTRICT**

To determine the contribution of media exposure on the functionality of dysfunctional schools in Limpopo Province, Capricorn District, and respondents were asked questions

where they were required to make a cross on the appropriate box. The answers had four boxes which consisted of SA for Strongly Agree, A for Agree, SD for Strongly Disagree and DA for Disagree. Some boxes from the respondents' questionnaires were not ticked. The questions asked were grouped under the following heading: The impact of media reports on dysfunctional schools in the Capricorn District. The question had the following sub-headings: Improvement of dysfunctional schools after media intervention; the need for government to intervene before media exposure and the impact of media reports on the learners, principals, parents and the Department of Education. Section C of the questionnaire consisted of the questions which needed clarity or explanations and was administered to the educators who formed part of the respondents.

#### **4.4.1. The impact of media reports on dysfunctional schools in the Capricorn**

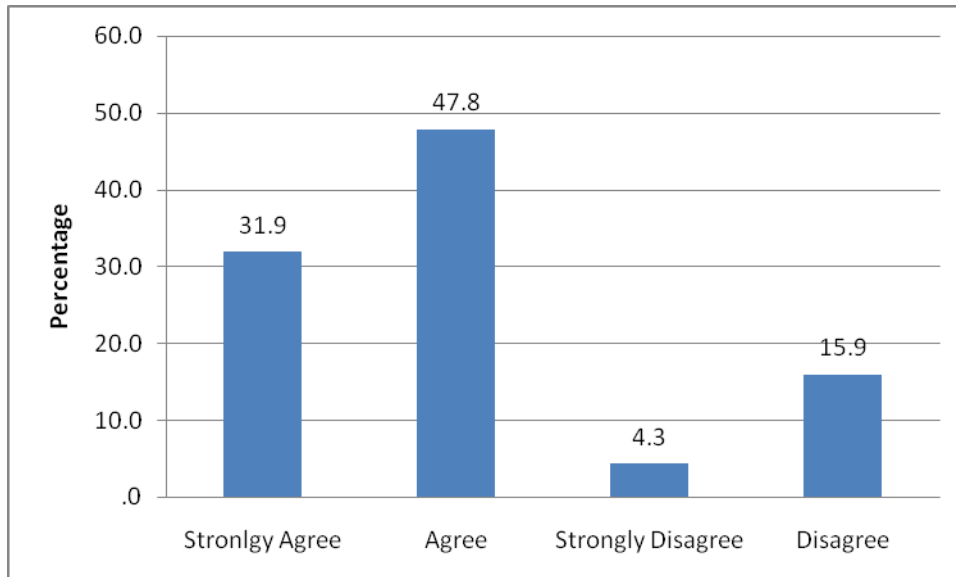
##### **District**

This question probes to find out what impact media reports have on the dysfunctional schools. The researcher probed whether media exposure improves work ethics, when such intervention forces the government to attend to the schools.

##### **4.4.1.1. Improvement in work ethics**

In this question, the researcher probed to find out the extent to which media reporting improves work ethics in dysfunctional schools.

**Figure 5: Media reporting improves work ethics in dysfunctional schools**

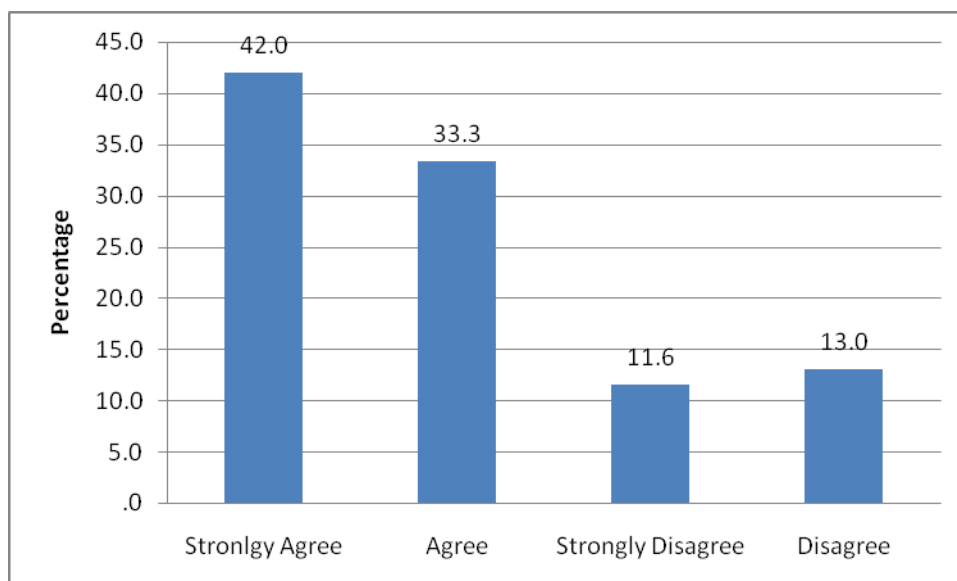


According to Figure 5 above, 31,9% of the respondents strongly agree that media reporting improves work ethics in dysfunctional schools, whereas 47,8% agree to the question. Generally, most respondents agree that media reporting improves work ethics in dysfunctional schools. This may be a group of respondents who have access to the media and might have observed changes in certain institutions which had been affected by media exposure, for example, improvement in matric results. The small percentages (4,3% and 15,9%) generally disagree with the question. The two groups of respondents who agree may be those who may not have access to the media or who do not have interest in media matters. They may also be from schools which did not improve their work ethics after the exposure.

#### **4.4.1.2. Attendance to neglected schools**

In this question, the researcher aimed at finding out from the respondents if media reporting often forces the Department of Education to attend to neglected schools.

**Figure 6: Media reporting often force the Department of Education to attend to neglected schools**



According to Figure 6 above, 42,0% of the respondents strongly agree that media reporting often forces the Department of Education to attend to neglected schools, while 33,3% agree that media reporting often forces the Department of Education to attend to neglected schools. Generally, this shows that a high percentage of the respondents agree that media reporting often forces the Department of Education to attend to neglected schools. This group may be constituted by circuit managers, principals, educators and possibly grade 11 and 12 learners who have an understanding of the changes and initiatives made by the Department of Education within their schools. The 11,6% of the respondents who strongly disagree and 13,0% who disagree may be the grade 7 and 10 learners who may not have the knowledge about educational policies and initiatives.

#### **4.4.1.3. Continuous support of the dysfunctional schools**

In this question, the researcher probed on finding out from the respondents if media reporting often forced the Department of Education to continuously support dysfunctional schools.

**Figure 7: Media reporting often forces the Department of Education to continuously support dysfunctional schools**

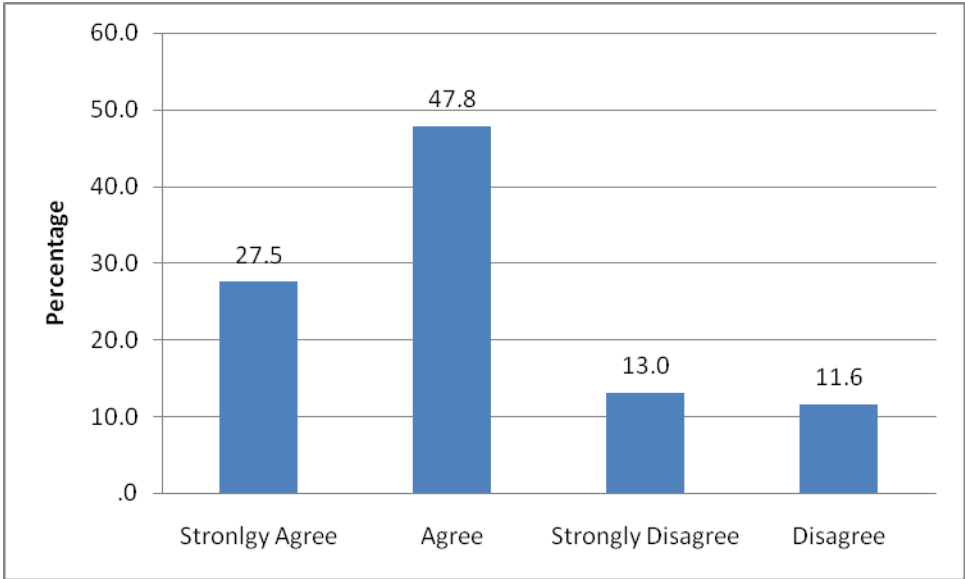


Figure 7 above shows that 27,5% of the respondents strongly agree and 47,8% agree that media reporting often forced the Department of Education to continuously support dysfunctional schools. Generally, a high percentage of the respondents (75.3%) agree with the question. These may be the respondents who are able to see the Department of Education’s support such as the circuit managers, principals, educators and grade 12 learners who are always at school to observe the kind of support the department provides. A small percentage which strongly disagrees (13, 0%) and disagrees (11, 6%) may be the respondents who are not aware that the department of education has mechanisms in place to continuously support dysfunctional schools. Examples of these mechanisms are “adopt a school campaign” where the main targets are dysfunctional schools and principals who find it difficult to run their schools. Literature has also indicated that the district and provincial officials visit dysfunctional schools more often.

#### 4.4.2. Improvement of dysfunctional schools after media intervention

This question was asked in order to establish whether there is an improvement on the dysfunctional schools after media intervention. In achieving this, the researcher probed whether schools improve results after media intervention, whether media intervention causes compliance to SASA or whether dysfunctional schools become functional.

##### 4.4.2.1. Improvement of the dysfunctional schools' functions

The researcher asked this question to find out from the respondents if, after media intervention, the dysfunctional schools improve their functions.

**Figure 8: After media intervention, the dysfunctional schools improve their functions**

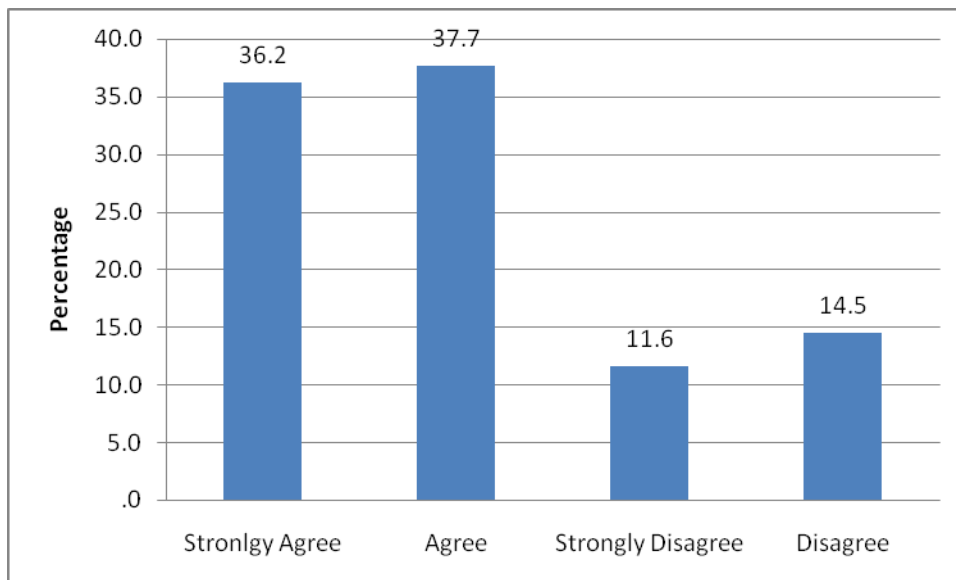


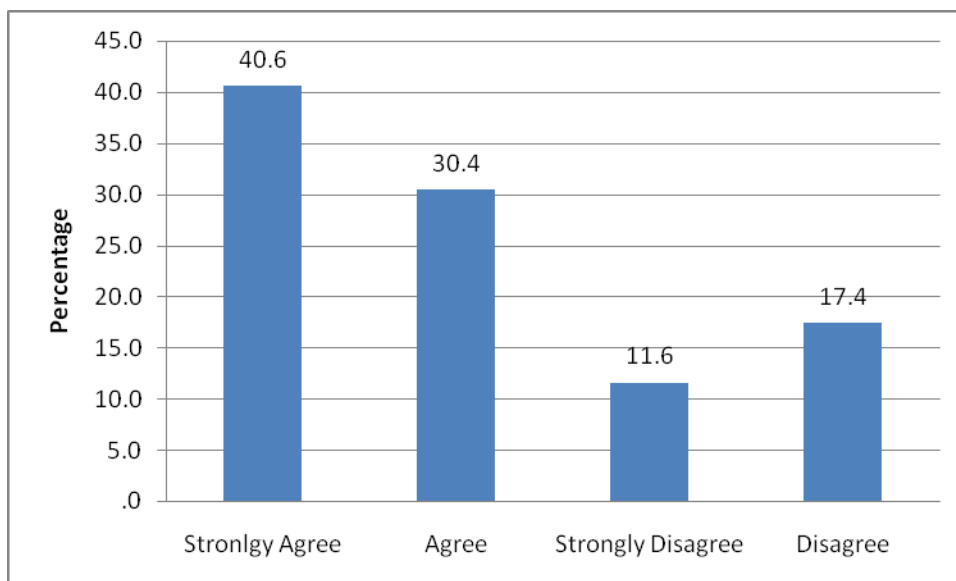
Figure 8 above shows that 37, 7% of the respondents agree that after media intervention, the dysfunctional schools improve their functions, while 36, 2% strongly agree. This shows that generally, the respondents agree with the assertion above. This may be because this large percentage of the respondents have seen an improvement in

the school results, improvement in the communication channels between the school's stakeholders, observation of working hours, or even improved working relationships between all stakeholders. However, only 11, 6% strongly disagree that after media intervention the dysfunctional schools improve their functions and 14, 5% also disagree. This may be those respondents who are resistant to change. It may also be the learners, normally would not understand the impact of media exposure, especially the grade 7 learners. It may also be some respondents who are not keen to make observations as they may not have interest in school and media matters.

#### 4.4.2.2. Compliance with the South African Schools Act 84 of 1996

In this question, the researcher wanted to find out from the respondents the extent to which media intervention forces the dysfunctional schools to comply with the South African Schools Act 84 of 1996.

**Figure 9: Media intervention forces the dysfunctional schools to comply with the South African Schools Act 84 of 1996**



According to Figure 9 above, 40, 6% of the respondents strongly agree and 30, 4% agree that media intervention forces dysfunctional schools to comply with the South African Schools Act of 1996. The overall perception is that the majority of the respondents agree that media intervention forces dysfunctional schools to comply with the South African Schools Act 84 of 1996. These may be circuit managers, principals, educators and parents who know the South African Schools Act and have experienced compliance to SASA after media exposure. Literature has indicated that most schools do not have policies in place, and those which have them, do not comply with them. Only 11,6% strongly disagree and 17,4% disagree that media intervention forces the dysfunctional schools to comply with the South African Schools Act 84 of 1996. These may be the learners and some parents which do not have an understanding of what the South African Schools Act.

#### **4.4.2.3. Haphazard change to become functional schools**

The rationale for asking this question was to find out from the respondents how far they agree or disagree that after media intervention, dysfunctional schools change to become functional schools.



**Figure 10: After media intervention, dysfunctional schools change haphazardly to become functional schools**

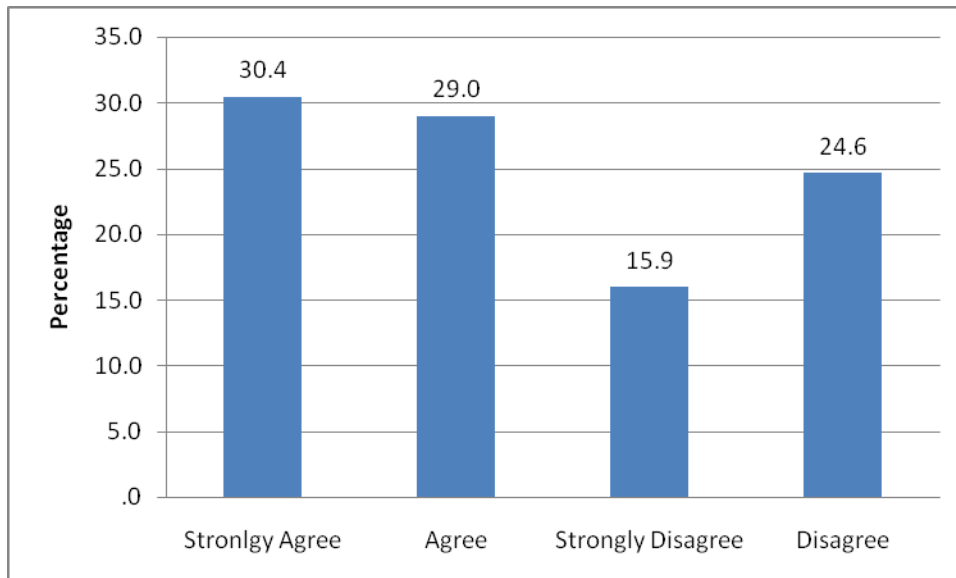


Figure 10 above shows that 30,4% of the respondents strongly agree that after media intervention, dysfunctional schools change haphazardly to become functional schools, while 29,0% agree. This means that a high percentage of the respondents generally agree that not all of the dysfunctional schools ultimately perform their functions after they have been exposed by the media, but that they randomly become functional schools. This may be that these schools cannot change due to lack of resources and lack of motivation on the part of the educators and shortage of educators, especially the scarcer skills as indicated in chapter two. However, 15,9% of the respondents strongly disagree that after media intervention dysfunctional schools change haphazardly to become functional schools, and 24,6% strongly disagree that dysfunctional schools changed to become functional schools. These may be the group whose schools have haphazardly changed as a result of the intervention and support they received from the Department of Education. All in all, the schools cannot all change haphazardly due to their unique environment like poor infrastructure.

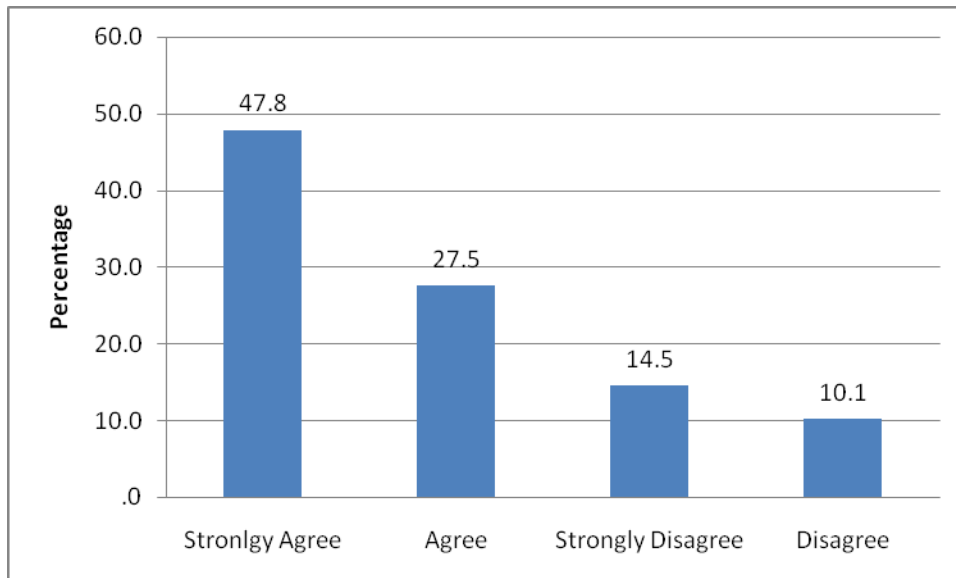
#### **4.4.3. The need for government intervention**

To determine the need for government to intervene in school affairs, the respondents were asked four questions: (i) the government must monitor schools regularly to identify their needs before the media expose such schools, (ii) the government must decentralize the senior management to ensure continuous monitoring at all schools before media exposure, (iii) the government must adopt all dysfunctional schools before the media expose them to the public and (iii) school managers, the SMT and the SGB must be workshopped on School Financial Management to ensure efficient utilization of public funds.

##### **4.4.3.1. The government must monitor all the schools regularly to identify their needs before the media exposes such schools**

The researcher probed to find out from the respondents whether the government must monitor all the schools regularly to identify their needs before the media exposes such schools.

**Figure 11: The government must monitor all the schools regularly to identify their needs before the media expose such schools**



According to Figure 11, 47, 8% of the respondents strongly agree that the government must monitor all the schools regularly to identify their needs before the media exposes such schools and 27,5% agree. This indicates that the majority of the respondents agree that the government must indeed monitor all the schools regularly to identify their needs before the media exposes them. Merris (1999: 4) maintains that the government plays an important role in education, supporting them in a number of areas, such as provision of resources, renovations, etc. These respondents may be those who understand and see the role the government plays in education. However, only 14,5% of the respondents strongly disagree and 10,1%. This group may not understand the role of the government, for example, the local government may have the opinion that the school management must just perform without being monitored regularly.

#### 4.4.3.2. Decentralization of senior management

In this question, the researcher aimed at finding out from the respondents if the government must decentralize senior management to ensure continuous monitoring in all schools before media exposure.

**Figure 12: The government must decentralize senior management to ensure continuous monitoring in all schools before media exposure**

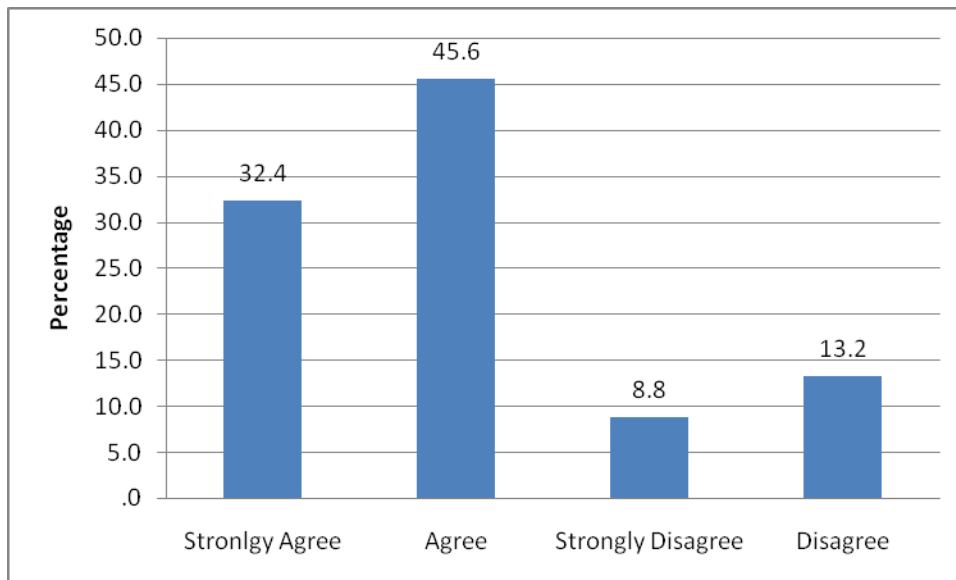


Figure 12 shows that the highest percentage of the respondents at 45,6%, agree that the government must monitor all the schools regularly to identify their needs before the media exposes them and 32,4% strongly agree. Generally, a large percentage agrees to the question. These may be the respondents are themselves managers from the district and provincial departments who continuously visit their schools for support. They may also be the respondents whose schools have been adopted by senior officials to support them. Only 8,8% strongly disagree and 13,2% disagree that the government must monitor all the schools regularly to identify their needs before the media can expose them. These may be the respondents whose schools are never visited or supported even after the media has exposed them to the public.

#### 4.4.3.3. Adoption of all dysfunctional schools

The rationale for asking this question was to find out from the respondents if they think it is necessary for the government must adopt all dysfunctional schools before the media exposes them to the public.

**Figure 13: The government must adopt all dysfunctional schools before the media can expose them to the public**

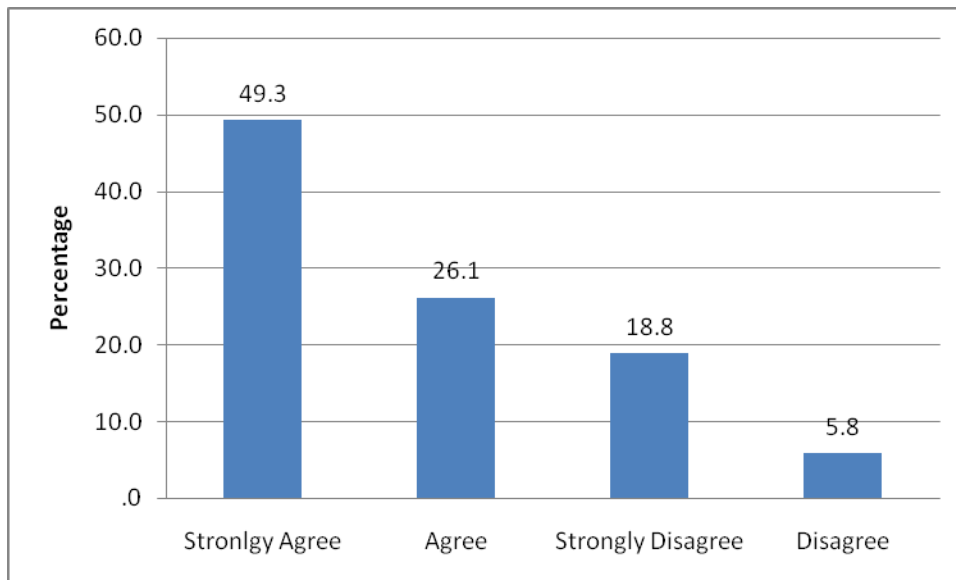


Figure 13 above indicates that 49,3% of the respondents strongly agree that the government must adopt all dysfunctional schools before the media exposes them to the public, while 26,1% of the respondents agree. Generally, a high percentage of the respondents agree that it is the duty of the government to identify and adopt dysfunctional schools and equip them with the necessary resources. However, 18,8% of the respondents strongly agree and 5,8% disagree. This may be a small group of the respondents who perhaps believe that it is not a matter of adoption, but that the educators, principals, the school management team and parents must perform their core responsibility, which is to participate actively in the education of their children and learners.

#### 4.4.3.4. Workshops on School Financial Management

The rationale for asking this question was to find out from the respondents if all school managers, the School Management Team and the School Governing Body must be workshopped on the School Financial Management to ensure efficient utilization of public funds.

**Table 1: Principals, the SMTs and SGBs must be workshopped on School Financial Management to ensure efficient utilization of public funds**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	47.8	47.8	47.8
	Agree	21	30.4	30.4	78.3
	Strongly Disagree	7	10.1	10.1	88.4
	Disagree	8	11.6	11.6	100.0
	Total	69	100.0	100.0	

According to Table 1, a large percentage of the respondents at 47,8%, strongly agree that all school managers, the School Management Team and the School Governing Body must be workshopped on financial matters to ensure efficient utilization of public funds, and 30,4% of the respondents agree. The overall perception is that the majority of the respondents agree that school financial management is an important component of school management and therefore the SMT and SGB must be workshopped to ensure efficient utilization of public funds. These may be the respondents who understand that if funds are mismanaged schools will not be able to have the required resources and this may impact negatively on the schools' performance. A small

percentage of the respondents who strongly disagree (10.1%) and 11.6%) who disagree may be those who believe that financial management is not a contributing factor towards the school's dysfunctionality but that there may be other issues as indicated in Chapter Two.

#### **4.5. THE IMPACT OF MEDIA REPORTS ON THE LEARNERS, PRINCIPALS,**

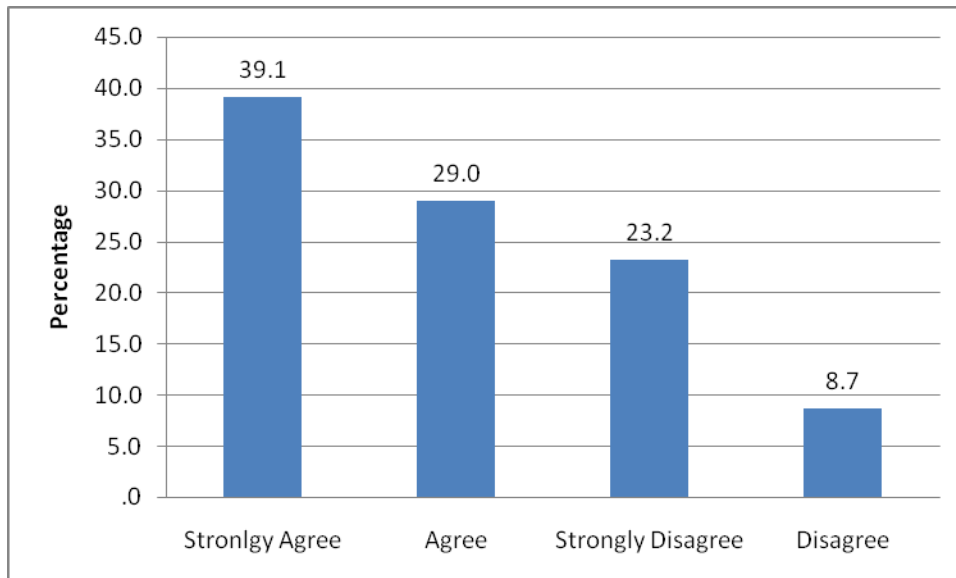
##### **PARENTS AND DEPARTMENT OF EDUCATION**

To determine the impact of media reports on the learners, principals, parents and the Department of Education, the researcher asked questions concerning (i) Self-esteem, (ii) Fulfillment of responsibilities, (iii) Performance (iv) Frustrations and (v) Improvement on the schools' functions.

##### **4.5.1. Reducing of self-esteem**

The rationale for asking this question was to find out from the respondents if media reports on the schools reduce self-esteem on the learners, educators, principals, SGBs and the Department of Education.

**Figure 14: Media reports on the schools reduce self-esteem on the learners, educators, principals, SGBs and the Department of Education**



In Figure 14 above, 39,1% of the respondents strongly agree that media reports on the schools reduce self-esteem on the learners, educators, principals, SGBs and the Department of Education and 29,0% agree that media reports on the schools reduce self-esteem. These may be the respondents who feel inferior and guilty and may not want to be associated with a dysfunctional school. However, 23, 2% of the respondents strongly disagree that media reports on the school community and those involved in the provision of education, and only 8, 7% disagree that media reports on the schools reduce self-esteem. These may be the respondents who have a problem of understanding self-esteem considering that the method of collecting data in this study was not an interview where the researcher could have explained to them, especially the learners.



#### 4.5.2. Encouragement to fulfill responsibilities

In this question, the researcher probed to find out from the respondents whether media reports encourage the learners, educators, principals and the departmental officials to fulfill their responsibilities after media exposure.

**Table 2: Media reports encourage the learners, educators, principals and the Departmental officials to fulfill their responsibilities after media exposure**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	49.3	49.3	49.3
	Agree	27	39.1	39.1	88.4
	Strongly Disagree	6	8.7	8.7	97.1
	Disagree	2	2.9	2.9	100.0
	Total	69	100.0	100.0	

According to Table 2 above, a large percentage strongly agrees that media reports encourages the learners, educators, principals and departmental officials to fulfill their responsibilities after media exposure (at 49,3%) and 39,1% agree. These may be the respondents who understand that they have to work harder and fulfill their responsibilities because the media sometimes serves as a catalyst to make people work. Only 8, 7% strongly disagree and 2.9% disagree that media reports encourages the learners, educators, principals and the Departmental officials to fulfill their responsibilities after having been exposed by the media. These may be the respondents who may feel that they have to work harder irrespective of the media.

### 4.5.3. Performance after media exposure

The rationale for asking this question was to find out from the respondents if the learners, educators, Principals, SGBs and the Departmental officials only perform their responsibilities after media exposure.

**Table 3: The learners, educators, Principals, SGBs and the departmental officials only perform their responsibilities after media exposure**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	18.8	19.1	19.1
	Agree	25	36.2	36.8	55.9
	Strongly Disagree	12	17.4	17.6	73.5
	Disagree	18	26.1	26.5	100.0
	Total	68	98.6	100.0	
Missing	System	1	1.4		
	Total	69	100.0		

According to Table 3 above, only 19.1% of the respondents strongly agree that the learners, educators, principals, SGBs and the departmental officials only perform their responsibilities after media exposure and 36,8% of the respondents agree. These may be the respondents who have not been performing their responsibilities and are aware that if they do not work, the media will expose them. Only 17,6% strongly disagree and 26,5% of the respondents disagree. Some respondents (1.4%) are missing. This means that they did not answer the question. These may be the respondents who believe that the media does not change anything, that their schools remain

dysfunctional even after the media has exposed them. Generally, a high percentage agrees that after the media has exposed the dysfunctional school, they perform their responsibilities better. The figure also indicates that there is one respondent who did not respond to the question, which leaves out 1, 4% of the question unanswered.

#### 4.5.4. Frustrations on the learners, educators, principals, SGBs and department of education

The rationale for asking this question was to find out from the respondents if media exposure causes frustrations on the learners, educators, principals, SGBs and the Department of Education.

**Figure 15: Media exposure causes frustrations on the learners, educators, principals, SGBs and the Department of Education**

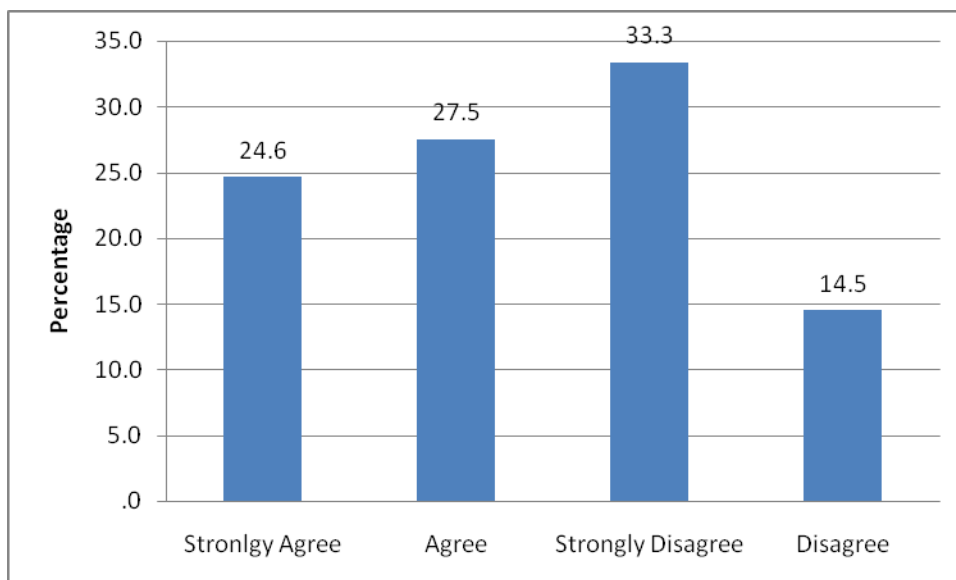


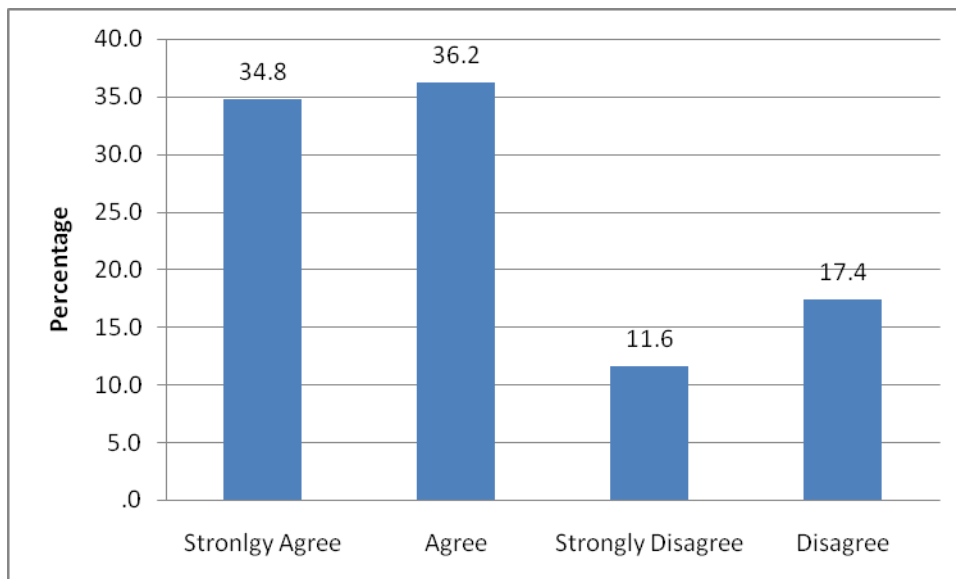
Figure 15 above shows that 24, 6% of the respondents strongly agree that media exposure causes frustration and 27, 5% of the respondents agree that media exposure causes frustrations on the learners, educators, principals, SGBs and the Department of

Education. These individuals may be the respondents who are who are not affected by the media's negative reports about their schools. They may not be motivated and may have low morale about their job. However, a large percentage (33,3%) of the respondents strongly disagree and 14% disagrees. These respondents may feel that they need not be frustrated by the media exposure, but rather believe that they must take the initiative to work harder and get support form the government.

#### 4.5.5. Improvement on the school's functions

In this question, the researcher wanted to find out from the respondents if, after exposure by the media, the school improves its functions.

**Figure 16: After exposure by the media, the school improves its functions**



According to Figure 17 above, 34,8% of the respondents strongly agree that after exposure by the media, the school improves its functions and 36,2% of the respondents agrees. Generally, a large percentage of the respondents agree to the question. These may be the respondents who have experienced continuous monitoring and support from

the Department of Education and the community. There may also have been improvement on the schools' management system and that there is commitment by all the stakeholders. However, the smallest percentage of the population at 11, 6% strongly disagree and 17, 4% of the respondents disagree. These may be the respondents who believe that irrespective of media exposure, the school will in on way or another, remain dysfunctional.

#### **4.6. FINDINGS FROM EDUCATORS OF SCHOOLS AFFECTED BY MEDIA**

##### **EXPOSURE (INTERVIEWS)**

In order to determine whether there is improvement in the functioning of the schools after media exposure, the following questions were asked to the educators of the schools which were affected: (i) Is there improvement at your institution(s) after media exposure? Briefly explain, (ii) Do receive any support from the Department of Education? Briefly explain and (iii) Is the community involved in the school after media exposure? Briefly explain. Only 14 educators who participated in Section A and B were selected for the interview because the researcher did not have the time to interview all the respondents in this study. Those interviewed had free periods and were in a position to participate in the research study, unlike other respondents who were not available.

##### **4.6.1. Improvement after media exposure**

In order to establish whether there was an improvement in the schools where there was media exposure, the researcher asked the respondents to briefly explain such improvements. The majority of the respondents agreed that there was improvement in their schools after media exposure. The Grade 12 results improved tremendously, there was good communication among all the schools' stakeholders and there is always consultation amongst the stakeholders before decisions were taken. Some, however, indicated that although their results had improved, they still experienced instances where the principal is rigid and took decisions on his own.

The majority of the respondents also indicated that they did not have school policies such as code of conduct, safety and security, excursion and admission policy. After the media exposure, these policies were drafted in consultation with the parents and the SGBs and were implemented. They also indicated that different committees were formed in their schools to decentralize the duties. Some also mentioned that they implement the Integrated Quality Management System which helped to develop them not only in their subjects but also in extracurricular areas.

#### **4.6.2. Support from the Department of Education**

When asked whether the schools that were affected by media exposure got support from the Department of Education the majority of the respondents replied in the negative. They indicated that their schools had been offered Education Specialists who adopted the schools to allow them to continuously support and monitor the schools' functioning. They also indicated that they held staff meetings on a regular basis to solve problems and find ways to bring about more positive changes and transformation. Before the media exposed their schools such meetings were never held. They also explained that they followed the (NPRR) National Protocol on Recording and Reporting on a quarterly basis to ensure that they gave the learners adequate tasks as indicated in the Teaching Assessment Guidelines. They went on to further explain that their tasks were moderated before they were given to the learners and that the marking and mark sheets were also moderated by the heads of departments. New changes included extra classrooms built by the Department of Education with extra toilets and furniture. Other schools indicated that they were offered mobile classrooms on a temporary basis as they waited for permanent structures to be erected.

The majority of the respondents also indicated that some educators had been selected to further their studies through a bursary scheme offered by the Department of Education in order to align them with the National Curriculum Statement. This is a move which they indicated would further improve performance. Further, the principal, SMT

and SGB were workshopped on School Financial Management, motivational speakers were also sent to schools to address educators, learners and parents. This, they explained, motivated them and developed their self-worth, bringing about a great improvement in their schools.

#### **4.6.3. Community involvement after media exposure.**

When asked whether the community is involved in the school after the media exposure, the majority of the respondents agreed that the community became involved in the school affairs in the sense that some local businessmen adopted some schools. They explained these businessmen donated funds and resources. For example, one businessman donated a fully furnished laboratory centre. Parents became more involved in the education of their children than before, going to an extent of rendering free labour to the schools as needed. The continuous presence of parents in the schools also helps in the discipline of the learners. Only a small percentage of the respondents indicated that despite media exposure, they got limited support from the community.

#### **4.7. CONCLUSION**

In this chapter, an analysis of the research findings was done, and the data collected were interpreted. Data were collected from sixty nine (69) respondents: six circuit managers, seven principals, fourteen parents (SGB) and learners (grade 7 in the primary school and grade 10 – 12 in the secondary schools) from each of the seven schools that were affected by media exposure in Limpopo Province, Capricorn District.

Chapter five will draw a summary, conclusions and recommendations of the study.

## **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

### **5.1. Introduction**

In this chapter, a general overview of the investigation is given in order to show that the aims originally expressed in Chapter 1 have been addressed and achieved. This study has dealt with the contribution of the media exposure to the functioning of dysfunctional schools in Limpopo Province, Capricorn District, with a view to finding out whether the schools affected by the media industry improve their functions or not. The success of the school as an institution depends mainly on the type of management and the leadership provided by the principal and the school management team. Although the responsibility of turning around schools into successful institutions and to improving the academic standards of the school mainly depends on the SMT of the school, the role played by other stakeholders such as the educators, learners, parents, School Governing Body and the whole community are also equally important. Schools are public institutions and therefore, if they do not perform their functions effectively, the media as the watchdog of the public will expose such schools.

Fidler (1997:53) espouses that in any organisation, there has to be ways of controlling and coordinating the activities of the different individuals, and dealing with unusual events. Therefore, the principal and the SMTs of the schools have to keep effective systems in place for the proper management of the school. Principals of underperforming schools have to evaluate themselves and if required, put in place additional management systems for effective management. The media industry, on the other hand, plays an important role in exposing the schools that are not performing their functions.

Schools are organisations that exist in the society, as such they are more likely to be affected and influenced by the society which it serves. French & Bell (1995:89) maintain



that the system theory views organisations as open systems in active exchange with their surrounding environment. Open systems have purpose and goals, the reason for their existence. It is important to note that these purposes must align with the purposes or needs in the environment. For example, the school's purpose will be reflected in its outputs, and if the environment does not produce the outputs, the organisation will cease to exist. Therefore, a school as an organisation cannot isolate itself from its environment. There must be interaction with the community and the school must fulfil the aspirations of the society in which it exists. If the school is dysfunctional, then the community does not see the purpose for the institution's existence.

The role of the school in society is to coordinate the activities of individuals in the accomplishment of a larger purpose, which individuals cannot achieve alone. The central purpose of the management of the school, therefore, should be to develop the commitment needed to obtain coordinated action and to hire and develop people with skills needed to work cooperatively (Beer & Walton, 1994:562). Cheng (1996: 49) maintains that for schools, the ideal of running a school represents a group of shared expectations, beliefs and values of the school, guiding school members in educational activities. It is common that every school may have few individuals who are not cooperating fully with the management and may have different conflicting interests, and the progress of the school may be seriously affected in the process. On the whole the school needs a strong management team as well as the intervention of the media industry to function maximally. That calls for much work to be done not only by the school management, but by all the stakeholders.

## **5.2. Summary of the Research**

In this section, an overview of the study is presented in the light of the research problem set forth in 1.2. The researcher set out to investigate the following:

- To determine the impact of media reports on the functions of the dysfunctional schools in the Limpopo Province, Capricorn District;
- Analyse and evaluate the dysfunctional schools' improvement after media intervention;
- Determine the necessity of the government to intervene in these schools before media exposure, and
- Determine the impact of media reports on the learners, educators, principals, parents and the Department of Education.

A literature study provided a conceptual framework for the study (Chapter 2). Furthermore, the contribution of media exposure on the functionality of dysfunctional schools in Limpopo Province, Capricorn District was explored by means of an empirical investigation using circuit managers, principals, SGBs educators and learners as respondents in the five secondary schools and 1 primary school in Capricorn District. A questionnaire was used to gather data (Annexure C).

### **5.2.1. Literature Review**

The literature review investigated the effective management of the schools, where different measures of improving education in schools were perused. Thereafter, the dysfunctional schools in Capricorn District were looked into and, lastly, there was the discussion of the role of the mass media on school performance.

The literature review showed that in order to improve education in schools, the vision and mission of the school should be shared by all the school's stakeholders. It also showed that the schools must at all times adhere to the South African Schools Act 84 of 1996 (SASA), which provides a uniform system for the organisation, governance and funding of schools and includes the admission policy to public schools.

The literature review also revealed that in schools the emphasis is on teaching and learning and that the educators and principals should create a climate that is conducive to learning. There was also a discussion about participation by all the stakeholders in the developing a sound plan where strategic planning and management have to be developed and carried out to achieve the shared vision and mission of the school.

The literature review also revealed that the principal must exercise the leadership skills in leading the stakeholders to the shared vision and mission. He must empower the school's stakeholders for the development of the whole school. There was also the discussion of time management which must be utilized efficiently so that the syllabus must be covered before the learners write the examinations. The literature review showed that motivation is another important factor in managing education effectively (Chapter 2). When people are intrinsically motivated, they do not need incentives or punishments to make them work because the activity itself is motivating. Effective communication between the school's stakeholders is also important because through communication, all the stakeholders are able to develop the school to its maximum capacity.

The literature review showed that the SGBs are mandated to manage the funds of schools and be accountable for all the income and expenditure thereof as determined in the Prescripts for the financial management of school funds. There was also an indication that the learners should at all times be supervised by the principal and the educators. In other words, safety measures have to be in place in schools.

There was also the discussion on the efficiency of government departments in dealing with education, where it was shown that, the government must be active in supporting school structures. The literature review also looked into the National Policy on Whole

School Evaluation which is designed to ensure that school evaluation is carried out according to an agreed national model.

The role of the Principal and the educators in managing the schools was also discussed in the literature review. The principal has a special position of authority and, in addition, to juridical authority, also possesses expert and other types of authority. The principal must work in conjunction with other educational structures and must follow leadership rules as set by the Education Department. As for teachers, in this age of information technology, teachers are expected to make information available to learners in an interactive and creative way.

Lastly, for schools to function properly, many social structures need to be involved. To start with, parents must be actively involved in their children's education. The community must also be engaged in work that promotes education, as well as business and interested individuals. The media, on the other hand, is important in public awareness. It is this involvement that will ultimately produce citizens with a well rounded, effective education.

### **5.2.2. The empirical investigation**

The study used a questionnaire to obtain the required empirical data from the circuit managers, principals, educators, School Governing Bodies and learners of five secondary schools and one primary school in Mankweng, Sepitsi, Mogodumo, Seshego, Pietersburg and Kgakotlou circuits in Capricorn District of the schools have affected by media. There was also the structured interview which was only conducted to the same educators who participated in the questionnaire. The responses to the questionnaire were analysed. The questionnaire addressed issues related to the impact of media reports on dysfunctional schools, the need for government to intervene before

media exposure as well as the impact of media reports on the learners, the principals, the parents and the Department of Education.

#### **5.2.2.1. The Impact of media reports on dysfunctional schools in the Capricorn District**

The report shows that 88, 7% of the respondents agree that media reporting improves work ethics in dysfunctional schools. Merris, Lee & Friedlander (1994:124) maintain that news have the characteristics of time, conflict, consequence, human interest, prominence, proximity, speed and accuracy, objectivity, fairness and completeness. With regard to the question of media reporting often force the Department of Education to attend to neglected schools, 72, 3% of the respondents agree. Nkuna (2007:237) agrees that mass media is a mechanism of communicating information to large audiences within a short space of time. This enables leaders to effectively fulfil the principle of participation by ensuring that the public is informed about services delivered and may contribute to efficient and effective performance by expressing their view in the particular services received.

In terms of media reports often force the Department of Education to continuously support the dysfunctional schools, 75% of the respondents agree. Lemmer (2000:3) espouses that the department of education works together with other government departments in achieving its aim of education, where, amongst others, the Department of Health and Welfare visits schools in order to educate the learners about the importance of hygiene, tuberculosis, HIV/AIDS and other health matters. The Department of Safety and Security also visit schools where they educate the learners about the dangers of alcohol and drug abuse and the importance of blowing the whistle to secure their future and bring the perpetrators to justice.

#### **5.2.2.2. Improvement of dysfunctional schools after media intervention**

With regard to the question on the dysfunctional schools improving their functions after media exposure, 73, 9% of the respondents are positive. This shows that the media serves as the force multiplier as it could reach the community that the leaders may find difficult or impossible to content and is a suitable aid to democracy expose services that are ineffective and inefficient (Nkuna, 2007:239).

Most respondents (80%) agree that media intervention forces the dysfunctional schools to comply with the South African Schools Act 84 of 1996. The South African Schools Act 84 of 1996 applies to school education in the Republic of South Africa and aims to provide a uniform system for the organisation, governance and funding of schools and ensures the provision of quality education across the school system.

Whereas it is agreed from the analysis of data that media intervention leads to the improvement of the schools' functions, almost half of the respondents do not agree that after media intervention, the dysfunctional schools change haphazardly to become functional schools. This shows that although there is room for change, it does not happen immediately.

#### **5.2.2.3. The need for government to intervene before media exposure**

The results show that the majority of the respondents agree that the government must monitor all the schools regularly to identify their needs before the media can expose such schools. Lemmer (2000: 3) espouses that the department of education works together with other departments in achieving its aim of education – the preparation of children for their economic future, taking cognisance of a variety of aspects involved in such a future. The most important aim of transforming the apartheid education system

was to create a system of education that would open the doors of learning and culture to all and that would benefit the country as a whole and its entire people.

An overwhelming number of respondents agree that the government must decentralise the senior management to ensure continuous monitoring at the all schools before the media can expose such schools. The appointment of curriculum advisors (Education Specialists) and Circuit managers is an initiative of the Limpopo Provincial Department of Education to ensure that all the schools are monitored regularly for quality teaching and learning and to give support to principals and educators on the management of the National Curriculum Statement.

The results show that the majority of the respondents agree that the government must adopt all dysfunctional schools before the media can expose them to the public. Through the implementation of the Whole School Evaluation (WSE), the department of education will ensure that school evaluation is carried out according to an agreed national model. WSE is meant to be supportive and developmental rather than punitive and judgemental. The results after WSE will show that the school needs support and therefore be adopted before the media can expose the neglecting of such a school.

The majority of the respondents show that they agree that all school managers, the School Management Team and the School Governing Body must be workshopped on the School Financial Management to ensure efficient utilization of public funds.

#### **5.2.2.4. The impact of media reports on the Learners, the Principals and the Department of Education**

The results show that most respondents agree that media reports on the schools reduce self-esteem on the learners, the educators, the principals, the SGBs and the Department of Education. This means that the stakeholders of the schools that are affected by the media industry lose their self-worth, and therefore feel belittled by the negative media reports about their school. An article about the dysfunctional school has importance because it deals with the impediment of the lives of the learners. Fairness means that when a charge is made by a news source, the person who is attacked should be contacted for their side of the story. But in most cases, it is alleged that the schools are not contacted before, rather they are contacted after the story has been published (Merris, Lee and Friedlander).

The results show that the overwhelming majority of the respondents agree that media reports encourage the learners, the educators, the principals, the SGBs and the Departmental officials to fulfil their responsibilities after media exposure. This shows that the respondents are aware that they work for and within the community and therefore if they do not fulfil their responsibilities, they will be exposed.

The results show that almost half of the respondents agree that the learners, the educators, the principals, the School Governing Bodies and the Departmental officials only perform their responsibilities after media exposure received. This shows that another half disagree that media reports The learners, the educators, the Principals, the SGBs and the Departmental Officials only perform their responsibilities after media exposure. The suggestion of the response is that while half of the respondents agree that media intervention is a driving force towards their performance, another half feels that they perform their responsibilities without the fear of the media exposing them.



The results show that the average of respondents agree that media exposure causes frustrations on the learners, educators, principals, school governing bodies and the Department of Education. This shows that the media industry do have an impact on the dysfunctional schools. If it causes frustrations, it means that the stakeholders must adhere to change and begin to fulfil their functions. This response is related to the one on the reduction of self-esteem, where media exposure belittles the self-worth of the schools' stakeholders.

The results show that the majority of the respondents agree that after exposure by the media, the school improves its functions. This definitely shows that the media is an important source of information and therefore encourages people to improve their performance. The media sets the agenda on issues which leaders, in terms of their personality and power source prefer not to publicize (Nkuna, 2007:239).

### **5.3. RECOMMENDATIONS**

Certain recommendations for the improvement of the management of the schools are made based on the literature and the empirical investigation.

#### **5.3.1. School Financial Management**

School managers and the School Governing Bodies should have the skills in financial management of schools which should include more effective ways of obtaining school fees and donations from the community to assist educators in purchasing the physical resources needed. The National Protocol on Recording and Reporting advocates for accountability in using the school funds, therefore, the principals must be able to report back to the parents, the department of education, the learners and the educators how the school funds have been utilised. These include the allocative funds from the national quintiles by the government. It is therefore recommended that where members of the

SGB have no or little knowledge with regard to finances and related procedures, they should solicit the services of an expert with sound financial knowledge from the parent community. If such a person is not available, the finance committee may decide to co-opt someone with the necessary knowledge and expertise from outside the parent community (Du Preez & Grobber, 1998: 40). The school governing bodies must work closely with the schools as well as the other structures set up by the Department of Education. This pull of ideas and effort will see a great improvement in learning and teaching.

### **5.3.2. The role of the School Governing Body**

According to the South African Schools Act No. 84 1996 school governing bodies are mandated to manage the funds of the schools. Gann in Mestry (1998: 74) asserts that the governing bodies do have some specific functions such as: taking executive action, example, recommending the appointment of the principal, deputy principal and educators; considering disciplinary action; agreeing who should provide the school with a variety of resources and services; hearing appeals; responding to external issues; consulting with the local authority; meeting with OFSTED; funding agency or non-governmental organisations (NGOs); and communicating to relevant stakeholders such as conducting the annual parents meetings and budget meetings. This Act also provides the guidelines for the school governing body and the principal on their roles and responsibilities in managing the school finances. Therefore, all the stakeholders must be directly involved in the drafting and implementation of the school's financial policy. Ryan (1994:25) argues that a good policy identifies and articulates the values and the basic principles to be applied to the specific needs in an organisation.

It is thus necessary to formulate rules and regulations for handling the money and assets of the school in the financial policy. The policy should clearly state the procedures for handling school fees, donations, post-dated cheques, authorisation for cheque payments, signatories to the bank account, bank overdrafts, trust accounts,

documentation, recording transactions and every aspect related to the school's finances (Blandford in Mestry, 1997:42).

### **5.3.3. Effective Communication channels among all the stakeholders**

Communication channels between all the school stakeholders must be strengthened. Schools must communicate with parents regularly to allow them to feel that they are a necessary force in the education of their children. An amicable relationship between the school and parents will promote educational advancement in many areas and academic performance will register improvement.

Furthermore, open communication channels would allow all stakeholders to suggest and administer corrective measures should learner academic progress be lacking. Through open communication channels, a greater opportunity for learner academic progress would be created and strengthened.

### **5.3.4. Continuous supervision of learners**

The principal's key responsibility and that of the educators is the supervision and care of the learners at all times. It is accepted that the learners are exposed to various dangers in the school environment as well as during educational excursions and tours, which means that the principal and educators have to take extra care to ensure that the learners are provided with safe facilities and adequate supervision and, wherever possible, protected from danger. It is therefore recommended that the policy of the school should give provision for the care of learners both inside and outside the school environment (educational excursions and tours).

### **5.3.5. Support by the Department of Education**

It is recommended that the Department of Education must give support to the dysfunctional schools in order for them to improve their functions. This includes improving the existing poor school infrastructure, providing the Learner Support Materials, motivating the educators through continuous workshops on how to improve their responsibilities in the classrooms – which will boost their morale, continuous monitoring to evaluate whether the departmental policies are adhered to. It is also recommended that in-service training by the department should be given to the educators to improve their roles and responsibilities.

### **5.3.6. Emphasis on Learner academic achievement by all the education**

#### **stakeholders**

It is further recommended that all the school stakeholders, especially the principals, need to emphasise attainable learner academic goals. The goals and their attainment should create a sense of pride in the learners and give them a sense of academic direction. The learners need to be motivated by the school principals, educators and parents.

It is also recommended that the school governing bodies need to promote effective learner codes of conduct to enhance school atmospheres conducive to teaching and learning. To contribute to such an atmosphere, they too need to design and emphasise learner academic goals.

### **5.3.7. Improvement of the principals' leadership skills**

The principals need to exhibit positive and dynamic leadership skills, especially when implementing school policies and learner rules and regulations in order to facilitate

learner academic achievement. They need to acquire effective educational leadership that is focused on the school academic goals and that is characterised by continuous, open communication between all the school stakeholders. The Department of Education must organise regular seminars and workshops for principals to allow them to be exposed to new educational systems and leadership and management strategies. This will greatly improve school management which will lead to improvement in academic achievement.

## **5.6. CONCLUSION**

Lastly, the functionality of the dysfunctional schools not only in Capricorn District but throughout the country should not wait for media exposure, but on the roles and responsibilities that all the schools stakeholders play. The Department of Education must at all times support the schools before the media exposure. In other words, the running of schools must adopt a collective strategy which involves all the stakeholders. Skills from different quarters will strengthen the schools and that will build academically stronger children, and it is these children who will make the nation stronger in years to come. In today's world of competitive advantage a stronger nation is needed, and education can shape a nation to be strong and competitive.

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## ANNEXURE A

Email Address: [mercymachaka@yahoo.com](mailto:mercymachaka@yahoo.com)

Cell : 082 486 6288

P. O. Box 15

FLORAPARK

0699

19 May 2009

THE DISTRICT SENIOR MANAGER

CAPRICORN DISTRICT

Private Bag X 03

CHUENESPOORT

0745

Dear Sir

### **REQUEST TO CONDUCT RESEARCH AT THE SCHOOLS**

The above matter bears reference. I am in my final year of studying Masters of Public Administration at The University of Limpopo (Turfloop Graduate School of Leadership). I have successfully completed my coursework in the Degree and I am left with research project (mini-dissertation) and would like to start working on it now. My research topic is: *The Contribution of the Media towards the functionality of dysfunctional schools in Limpopo Province: A Case of Capricorn District.*

I am therefore writing to request that you allow me to conduct research in your district, being some of the schools which were affected by the media industry. I would like to assure you that this study will adhere to proper ethical principles and rules. My Supervisor is Dr. M. P. Sebola. His mobile cell number is 083 763 9486 should you need to contact him.

Attached please find a copy of a questionnaire which will be used in the study for your perusal. The results of this study will be forwarded to your office if required.

I would like to thank you in advance for your cooperation.

Yours Faithfully

R. M. Machaka

## ANNEXURE B

Email Address: [mercymachaka@yahoo.com](mailto:mercymachaka@yahoo.com)

Cell : 082 486 6288

P. O. Box 15

FLORAPARK

0699

19 May 2009

THE PRINCIPAL

Dear Sir

### **REQUEST TO CONDUCT RESEARCH AT THE SCHOOLS**

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Attached please find a copy of a questionnaire which will be used in the study for your perusal. The results of this study will be forwarded to your office if required.

I would like to thank you in advance for your cooperation.

Yours Faithfully

R. M. Machaka

## ANNEXURE C

### SECTION A

The purpose of this study is to determine the contribution of media exposure towards dysfunctional schools in Limpopo Province: Capricorn District. Your school/circuit was randomly selected for data collection as it was affected by media reports. Your voluntary participation is highly appreciated.

This questionnaire consists of two Sections, Section A and Section B. Please fill in the questionnaire as honestly and as spontaneously as possible. There is also no right or wrong answer. Some questions may be rather private, but be assured that your responses will be handled anonymously and confidentially.

#### 1. BIOGRAPHICAL INFORMATION

1.1. Gender

1  M

2  F

1.2. Circuit

1  Polokwane

2  Mogodumo

3  Mankweng

1.3. Position held at your institution:

1  Learner

2  Principal

3 **SGB**

4 **Departmental Official**

**1.4. Level of qualification**

**Grade 9 – 12**

**College training education**

**University training education**

## SECTION B

Tick the appropriate answer where SA = Strongly Agree, A = Agree, SD = Strongly Disagree and DA = Disagree.

### 2. THE IMPACT OF MEDIA REPORTS ON DYSFUNCTIONAL SCHOOLS IN THE CAPRICORN DISTRICT:

#### 2.1. Media reporting improves work ethics in dysfunctional schools.

1 -  SA    2 -  A    3 -  SD    4 -  DA

#### 2.2. Media reports often force the Department of Education to attend to neglected schools.

1 -  SA    2 -  A    3 -  SD    4 -  DA

#### 2.3. Media reports often force the Department of Education to continuously support dysfunctional schools.

1 -  SA    2 -  A    3 -  SD    4 -  DA



### **3. IMPROVEMENT OF DYSFUNCTIONAL SCHOOLS AFTER MEDIA INTERVENTION**

#### **3.1. After media intervention, dysfunctional schools improve their functions**

1 -  SA    2 -  A    3 -  SD    4 -  DA

#### **3.2. Media intervention forces the dysfunctional schools to comply with the South African Schools Act 84 of 1996**

1 -  SA    2 -  A    3 -  SD    4 -  DA

#### **3.3. After media intervention, the dysfunctional schools change haphazardly to become functional schools.**

1 -  SA    2 -  A    3 -  SD    4 -  DA

### **4. THE NEED FOR GOVERNMENT TO INTERVENE BEFORE MEDIA EXPOSURE**

#### **4.1. The government must monitor all the schools regularly to identify their needs before the media exposes such schools.**

1 -  SA    2 -  A    3 -  SD    4 -  DA

**4.2. The government must decentralise the senior management system to ensure continuous monitoring in all schools before the media exposure.**

1 - SA      2 - A      3 - SD      4 - DA

**4.3. The government must adopt all dysfunctional schools before the media exposes them to the public.**

1 - SA      2 - A      3 - SD      4 - DA

**4.4. The Principals, SMTs and SGBs must be workshopped on the School Financial Management to ensure efficient utilization of public funds**

1 - SA      2 - A      3 - SD      4 - DA

**5. THE IMPACT OF MEDIA REPORTS ON THE LEARNERS, THE PRINCIPALS AND THE DEPARTMENT OF EDUCATION.**

**5.1. Media reports on the schools reduce self-esteem on the learners, educators, principals, SGBs and the Department of Education.**

1 - SA      2 - A      3 - SD      4 - DA

**5.2. Media reports encourage the learners, educators, principals and**

**departmental officials to fulfil their responsibilities after media exposure.**

1 - SA    2 - A    3 - SD    4 - DA

**5.3. The learners, educators, parents, principals, SGBs and Departmental Officials only perform their responsibilities after media exposure**

1 - SA    2 - A    3 - SD    4 - DA

**5.4. Media exposure causes frustrations on the learners, educators, parents, principals, SGBs and the Department of Education.**

1 - SA    2 - A    3 - SD    4 - DA

**5.5. After exposure by the media, schools improve their functions.**

1 - SA    2 - A    3 - SD    4 - DA

**SECTION C**

**INTERVIEW QUESTIONNAIRE FOR EDUCATORS**

**6.1. Is there an improvement at your school after the exposure by the media? Briefly explain.**

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**6.2. After the media has exposed your school, do you get support from the Department of Education? Briefly explain.**

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**6.3. Does the community become involved in the school after the exposure by the media? Briefly explain.**

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**I am most grateful for your time and cooperation.**

