



**INVESTIGATING SCHOOL EFFECTIVENESS IN RURAL SETSOTO
MUNICIPALITY AREA: A STRATEGY FOR SCHOOL IMPROVEMENT**

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2016

DECLARATION

I hereby declare that:

INVESTIGATING SCHOOL EFFECTIVENESS IN RURAL SETSOTO MUNICIPALITY AREA: A STRATEGY FOR SCHOOL IMPROVEMENT

Is my own work and that all the sources used or quoted have been indicated and acknowledged by means of complete references. This dissertation was not previously submitted by me for a degree at any other university.



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SIGNATURE

P.A. MOTSOERE

2016

DEDICATION

This dissertation is dedicated to my family, my dearest wife, Ntombifikile Florence Motsoere, for her constant support, and my two children for always allowing me to work on this project without any complaining or disturbances.

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ABSTRACT

INVESTIGATING SCHOOL EFFECTIVENESS IN RURAL SETSOTO MUNICIPALITY AREA: A STRATEGY FOR SCHOOL IMPROVEMENT

The purpose of this study was to investigate how the schools in rural context in the Setsoto Municipality Area in the Free State Province can improve and maintain their effectiveness. Trends in rural education in developing and developed countries are looked at. Challenges of Principals and teachers most whom have or no training in managing multi-grade teaching in rural context are also explored. The main challenge is that Principals of rural schools have to manage rural schools offering multi-grade teaching and learning despite that few of them have not been trained to manage rural schools, even though rural schools has set of challenges. Despite efforts by Department of Education to improve rural schools effectiveness, rural schools have persistently presented a different set of challenges.

This study was aimed at answering the following overarching question: How can schools in rural context improve and maintain their effectiveness? The major findings of this study indicate that there is need for Principals to be trained on how to manage rural schools. After the literature study, empirical research was conducted to investigate good practices and challenges faced by Rural schools principals. Data was collected by means of open and close -ended questionnaire and interviews with five Principals managing rural schools in context. Collected data was analysed using the content analysis framework. However, it was evident through empirical research that some principals are able to manage and improve rural school in context through the consultation and networking with other performing rural schools principals.

This study proposes valuable information for rural schools principals ,departmental officials and policy makes and rural schools management: Furthermore, the study will also benefit rural schools teachers in the Setsoto Municipality Area and the whole Country, in terms of school improvement and effectiveness in relation to effective curriculum delivery, teaching and learning

Key words: effectiveness, improvement, principals, trained, challenges, maintained, multi-grade teaching, management, rural school, content analysis framework, rural education, consultation and networking.

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CHAPTER 1: INTRODUCTION AND ORIENTATION OF THE STUDY.

1.1 INTRODUCTION

School effectiveness and improvement in the rural context has not been widely researched in South Africa especially in the Setsoto Municipal Area. Rural areas are defined as remote places away from amenities that we take for granted like shops, tarred roads and street lights (CIE, 2015:4-5). In South Africa a rural school is situated far away from urban areas. Rural schools usually, but not always, practice multi-grade teaching and learning approach. In a South African context there are three categories of rural schools i.e. primary schools predominantly multi-grade teaching (one-teacher), intermediate and a combined or secondary schools (Free State school education Act, 2000:5-8). The School effectiveness in such schools has become a focal point for the Department of Education (DoE). Workshops have been conducted to improve rural school effectiveness.

School effectiveness is defined as the process by which, the school accomplishes its objectives (Makoelle, 2011:22). Therefore, schools with high effectiveness are referred to as effective schools. Lezotte (2013:1) defines an effective school as, a place where students can feel safe, physically and emotionally. It must be a supportive community where learners and the teachers of all backgrounds can focus on teaching and learning. Lezotte (2013: 2) further advocates the method of positivity in support of effectiveness of rural schools, *“teachers, parents and mentors need to encourage a learning environment in school age kids by treating schools as sacred places, where higher respect and positive attitude prevail.”* According to Bush in Titus (2004:11), the significance that attaches to the effectiveness and improvement of rural schools, is when the challenges of such schools are discussed in detail to attain improvement.

Moreover, Makoelle (2011:22) regards school effectiveness as a process that includes effective teaching and is viewed as a process that determines how well the school enhances achievements through effective teaching, leadership, management and governance.

There are different models of school effectiveness, for instance, Griffin (1997:552) identifies four basic models that provide diverse perspective on school effectiveness:

- **System Resource Approach** – an effective organization is one that can acquire the resources it needs.
- **Good Approach** – An effective organization is one that achieves its goals.
- **Internal Functioning Approach** – an effective organization is one that operates smoothly and efficiently without strain.
- **Strategic Constituencies' Approach** – An effective school is one that satisfies the demands and expectations of the group that has a strong interest in the school.

In response to the criteria discussed above, Lezotte (2013:2) regards schools as effective by referring to two concepts that are supposed to be addressed, namely, positive behaviour interventions and the school expecting learner to succeed. This implies that an effective school goes beyond basic functionality to social aspects of stakeholder interactions. Positive behaviour intervention should stress social skills and emotional learning, to teach learners conflict resolution and cultural understanding, while a school expecting learners to succeed is regarded as when effective teachers make a conscious effort to give equal opportunity for all learners to respond during class, provide thoughtful feedback to every learner and teachers are willing to re-teach concepts that learners have not mastered.

On the other hand, school improvement is described as the single most important business of a school. It is the process that schools use to ensure all learners are achieving at high levels, through meaningful teamwork, clear measurable goals, and the regular collection and analysis of performance data (Schmoker,2014:2). Conversely, Makoelle (2011:23) postulate that, school improvement is a process by which schools implement change towards an ideal state. It is also a process by which the long-term goal of moving towards an ideal type of a self-renewing school. Wiggins (2014:3) goes further to link school improvement to School Improvement Planning (SIP), which is a process led by a principal and a school improvement team committee which ultimately involves an entire staff. SIP provides guidance to the school

improvement team about creating a vision for the team, a data-driven process for analyzing data and making instructional decisions based on good data analysis.

Wright (2006:485) draws a distinction between School Productivity and School Improvement. School Productivity is when the total output is bigger than the total input (Wright 2006:486). The educational implications for these are that, the academic achievements, e.g. results of the pass rate, of the learners are outstanding as compared to a failure rate of the learners. However, there have been instances where school productivity may have also been confused with school efficiency. School efficiency is defined as, the goal of the school efficiency review program to ensure that non-instructional functions are running efficiently so that as much of this funding as possible goes directly into the classroom. The program identifies savings that can be gained in the school division through the best practices in divisional administration, human resources, finance, purchasing, educational services/ delivery costs, special education, facilities, transportation, technology, management and food services (Makoelle, 2011:10).

However, enhancing school improvement and maintaining school effectiveness in a rural context presents different challenges than in an urban context. Rural education has a unique set of challenges. According to Gordon (2012:1-5), Legotlo (2014:286), Rhodes et al (2009:515-536), the National Education Evaluation and Development Unit (NEEDU) (2013:27) and Wickens (UNESCO) (2011:57-71) rural schools usually experience challenges such as; poor teacher status; poor career advancement; outright neglect of teachers in rural schools; a lack of qualified teachers and problems of recruiting and retaining teachers. Teaching in rural schools could be challenging because of poor funding; poor quality of education; inadequate preparation and training of teachers; poor infrastructural facilities; problem to access ;poor monitoring of teachers; system failures and administrative bottlenecks; instability of academic calendars and the threat of HIV/AIDS in rural schools.

These sentiments were further echoed by Mvubu (2012:1) supported by Hlalele (2012:2) *posited, "urban schools had previously marginalised pupils from rural schools and have tended to structure their learning programmes in a manner that did not take into account the shortcomings of children who came from rural communities."* Gaza

(2012:14-20) also identified challenges of urban areas as follows: Children are coming out of school without the three basic skills of education that is the ability to read, write and arithmetic.

South African teachers do not have the basic pedagogic and content knowledge competencies needed to impart the skills needed by our learners; constant shift in South Africa's educational curriculum; teachers' late-coming, absenteeism and an inability to enact the basic functions of teaching are endemic in many South African schools. These challenges influence how well the schools may improve or maintain their effectiveness.

On the other hand, urban schools are usually resourced for example as: Resources in Mathematics (Maths laboratory), teaching aids, Maths programmes (ICT), Science resources (Science laboratory, Science programmes), books, sports facilities, computer centres and qualified teachers, etc. (Machin, 2007:2-7). These resources will enable rural schools to improve or have high levels of effectiveness. Despite efforts by the department of education to improve rural school effectiveness, rural schools have persistently presented a different set of challenges as alluded to earlier. Therefore, this study is aimed at answering the following overarching question:

How can schools in rural context improve or maintain their effectiveness?

1.2 SIGNIFICANCE OF THE STUDY

The study explored how the schools in the rural context in the Setsoto Municipality can improve and maintain their effectiveness. Therefore, this study yielded valuable information for rural school principals, Departmental Officials and policy makers on rural school management.

Furthermore, the study will also benefit rural school teachers in the Setsoto Municipality, in terms of school improvement and effectiveness in relation to effective curriculum delivery, teaching and learning.

1.3 PROBLEM STATEMENT

Because the researcher is a rural school principal, I have made several observations. Firstly, many principals in rural schools have not been trained to manage schools in a rural context. Schools in rural areas also do not have the type of resources (human resources) necessary for an effective school and as such this affects their level of effectiveness. The directorate of school rural education has just been introduced and is faced with a challenge to improve management systems in rural context.

Secondly, my experience as a school principal in rural context is that, rural schools present many challenges which cause less school effectiveness in some schools. Even though the DoE conducted various workshops on some of the topics such as: school transport; feeding schemes; hostels; HIV/AIDS; learner pregnancy; training of pre-grade R practitioners (ECD); Certificate in Primary English Language Technology (CIPELT); utilization of workbooks; teaching handwriting, reading and spelling (THRAS) and MGT workshops which were presented by the Cape Peninsula University of Technology (CPUT), (DoE, 2014:1& FSDoE, 2011:3).

One of the main challenges which cause less school effectiveness in rural schools includes the fact that the government violated the rights of parents and children by removing the children from their homes and housing them in boarding schools often without proper consultation with the parents. This violated the rights of parents to care for their children and created a pattern of patronage where parents had to be indebted to the state for educating and caring for their children (Dielteens, 2015:10).

These efforts have yielded minimum results as challenges still persist as far as management of rural schools is concerned. Therefore, there is a need to investigate how can school improvement and effectiveness in rural school context be improved and maintained. To achieve this ideal, the following aim of the study is stated.

1.4 THE AIM OF THE STUDY

The aim of the study was therefore, to identify factors that could enhance effectiveness and improvement in rural schools.

1.4.1 Research objectives

The following research objectives are therefore stated:

- To investigate literature about the nature of rural education and its challenges.
- To conceptualize what rural school effectiveness and improvement entailed in the African context
- To develop guidelines, framework and recommendations on how rural schools could be assisted to improve and become more effective.

1.4.2 Research questions

The study sought to answer the following research questions:

- What is the nature of rural education and its challenges?
- What does rural school effectiveness and improvement entail in the African context?
- How can rural schools be assisted to improve and become more effective?

1.5. RESEARCH METHODOLOGY

1.5.1 Research Paradigms

This study assumed a mixed interpretative and postmodernism (positivism) research paradigms. Interpretative research paradigm is the study in which the researcher's presence is acknowledged in the narrative and with his or her standpoint (Macmillan and Schumacher, 2001:593). According Babbie (2013:556) postmodernism is regarded as, a paradigm that questions the assumptions of positivism and theories describing an objective reality. Willem in Makoelle (2011:10) describes interpretivist research as primarily exploratory and descriptive in purpose designed to discover what can be learned about an area of interest. He further states that, the interpretivist research views the world as socio-psychological construct where there are multiple realities forming an interconnected whole. Lastly, according Titus (2004:11) the research is conducted in the interpretive paradigm in order to seek and to understand phenomena and to interpret meaning within the social and cultural contexts of the natural setting.

Interpretative understanding of educational transformation involves getting to know what is going on in the minds of the teachers and policy makers and then to find reasons for why and how they interact in transforming education in schools (Waghid, 2004:6). A positivist (quantitative researcher) expresses reality in numerals, while a post-positivist (qualitative researcher) is interested in the subjective meaning and express reality in the form of words (Niemann, 2004:8)

There are six interpretive approaches listed by Waghid (2004:10) and they are as follows: Phenomenology, Pragmatism, Functionalism, Rule-following, Narrativism and Hermeneutics and their descriptions are outlined below.

- **Phenomenology:** is when the educationists are rational.
- **Pragmatism:** when educationists have goals and purposes.
- **Functionalism:** is when educationists realize a school's "needs" ought to be addressed.
- **Rule-following:** is when teachers and learners understand their sociocultural context.
- **Narrativism:** is when teachers and learners tell meaningful stories.
- **Hermeneutics:** is when educationists construct meanings in relation to other meanings (Waghid, 2004:10).

However, the following interpretative approaches were going to be utilized in the study, namely: **Functionalism** and **Rule following**.

1.5.2 Research approaches

The study used a mixed qualitative and quantitative approach whereby a qualitative approach is referring to the study of the immediate and local meanings of persons' social actions and the cultural context of the natural setting. Quantitative research is regarded as a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe or population to generalize the

findings to the universe that is being studied (Maree 2015:145; MacMillan & Schumacher, 2001:599). Neuman (2006:11) also agrees and regards this approach as the one which is conducted in a natural setting.

A qualitative approach has the following characteristics: A post-positivistic approach, methods of data-gathering are open, flexible and not strictly regimented, findings are presented in natural language, hypothesis developed from the data; questions are open-ended and unstructured, methods such as interviews are used to obtain data, strives to understand behaviour through empathy and the researcher and the participants have a close relationship, (Makoelle, 2004:94).

According to Makoelle (2004:95), the development of qualitative research is underpinned by the assumption that:

- reality can never be fully apprehended;
- it is impossible to eliminate the effects of the researcher;
- a qualitative researcher takes advantage of personal insight, feelings and perspectives as a human being to understand that which has being studied. and
- the researcher does not hide behind objective methods, but makes values explicit in the report.

Characteristics and advantages of the quantitative approach are outlined and described as follows: A quantitative research is a process that is systematic and objective in its ways of using numerical data from a selected subgroup of a population (Cohen, 2011:378). The characteristics of the quantitative approach are as follows: a positivist approach; methods of data gathering are rigid, strict, and regimented; strives to interpret behaviour; findings are presented in terms of numbers; tests hypothesis; questions require a choice between particular answers; instruments such as standardized tests and questionnaires are used to obtain data and the researcher and the respondent have no relationship –answers are mostly given anonymously (Makoelle 2004:94).

The advantages of the quantitative approach are identified as follows:

- The researcher seeks to establish relationships and explains causes of changes is measured in social facts and

- This type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena (Cohen 2011:379).

Makoelle(2011:20) further stated that, the qualitative approach allows the study to be conducted in a natural setting, where the perceptions and experiences of the researcher and the researched could be taken into consideration for the purpose of understanding and describing data while the quantitative approach is positivist whereby the numerical representation and manipulation of observations, for the purpose of describing and explaining the phenomena, that those observations reflect (Babbie, 2013:414).

1.6 DATA COLLECTION AND INSTRUMENTATION

1.6.1 Literature study

According to James (2001:140) a literature study is regarded as, the process of reviewing the literature, and the literature reviews in quantitative research, qualitative studies, and meta-analysis. Fouche and Delport in Sikosana (2014:7) refer to a literature study as, a scrutiny of all relevant sources of information. According to Bell in Sikosana (2014:7), a literature study provides the reader with the picture of the state of knowledge and of major questions in the subject. Fraenkel and Wallen in Sikosana (2014:7) assert that, literature study aims to find a link between one's study and the accumulated knowledge in one's field of interest. According to Maree (2011:10), a researcher needs to go one step further to identify the gap between what has been written on the topic and what has not been written, as well as the flaws in the literature. Welman and Kruger (2002:35); however, warn that, a literature study is not a compilation of separate, isolated summaries of the individual studies of previous researchers, but that it shows how these studies relate to one another and how the proposed study fits in with them.

A literature study based on books, journals, investigations such as scripts: dissertations and theses, newspapers, other media and official documents was done to provide the theoretical background with regards to the focus of the research. Welman, Kruger and Mitchell (2002) furthermore categorized literature into three sources, namely: Primary literature sources, Secondary literature sources and Tertiary literature sources. These literature sources are outlined as follows:

Primary literature sources are the first occurrence of a piece of work. They include published sources such as reports, white papers, planning documents, unpublished manuscripts (such as letters, memos) and committee minutes.

Secondary literature sources are aimed at a wider audience and are easier to locate than primary literature as they are covered more thoroughly by the tertiary literature. Examples include Journals which constitute the subsequent publications of primary literature and books.

Tertiary literature sources are designed either to help locate primary and secondary literature or to introduce a topic. They, therefore, include indexes and abstracts as well as encyclopedia and bibliographies.

Creswell, Bless and Henning in Sikosana (2014:8), mentioned the following purposes of a literature study: It shares with the reader, the results of other studies that are closely related to the one being studied, It also provides a framework for establishing the importance of the study as well as a bench-mark for comparing the results with other findings ,It sharpens and deepens the theoretical framework of the problem under study and it is used in the contextualization of one's study to argue a case and identify a niche to be occupied by one's research.

1.6.2 Questionnaire and Interviews

A self-constructed questionnaire with open and closed-ended questions was distributed to five rural school principals of the 15 schools in the Setsoto Municipality. That is a total of: (2) Primary schools, (2) intermediate schools and (1) Secondary

school. These principals were also interviewed to supplement the validity of the data and for follow up purposes .A self-constructed questionnaire is a written set of questions or statements that assesses attitudes, opinion, beliefs, and biographical information (McMillan and Schumacher, 2001:258). However, a questionnaire has the following advantages: it is relatively economical; has the same questions for all the subjects and can ensure anonymity (McMillan and Schumacher, 2001:258).Data was collected by means of questionnaires and interviews. The results from the questionnaire and interview results were analyzed and interpreted.

1.6.3 Population

Population is referred to as a complete set of units or group a researcher was interested in and from which a sample is usually drawn (Leedy and Ormrod, 2014: 221; Sikosana, 2014:11). Makoelle (2011:134) agrees and regards a population as, the abstract idea of a large group of cases from which a researcher draws a sample from which results are generalized. The population in this study therefore is 15 rural school principals that fall within the Setsoto Municipal Area, i.e. Clocolan, Marquard, Senekal and Ficksburg towns.

1.6.4 Sampling

Sample is defined as a small set of cases a researcher selects from a larger pool and generalized to the population (Leedy and Ormrod, 2014: 221; Makoelle, 2011:134). Sikosana (2014:11) regards it as, a selection of individuals drawn from the target population which is intended to reflect this population's characteristics in all significant respects. The sample therefore, must be a true and reliable representative of the population.

The sample from this study comprised five principals from rural schools in the Setsoto Municipality i.e. (2) primary school principals, (2) intermediate school principals and (1) secondary or combined school principal in the Setsoto Municipality. These principals were selected because they are more experienced- with 5 years or more experience- than the rest of the principals in schools not selected and they will provide rich data. Elaboration on the sample will be provided in chapter 3.

Five principals of primary, intermediate and secondary /combined rural schools in the Setsoto Municipality were given questionnaires to fill out. These principals were also interviewed to address issues of validity of data and follow ups.

1.7 DATA ANALYSIS AND PRESENTATION

Data were analyzed using content analysis framework. A content analysis framework is defined as, the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variable or themes. Content analysis frame work is sometimes referred to as the latent analysis. This analytic method is a way of reducing data and making sense of it - deriving meaning. It is a commonly used method of analyzing a wide range of textual data, including interview transcripts, recorded observations, narratives, response to open-ended questionnaire items, speeches, posting to listeners, and media such as drawings, photographs, and video (Julien, 2008:1).

Content analysis framework is also regarded as an inductive and iterative process where we look for similarities and differences in text that would collaborate or disconfirm theory. A typical example of content analysis would be to examine the content of children's textbooks so as to see whether they cover the necessary material for learning a particular subject, presented in a way that is appropriate to their reading level and fits the context in which they live and study (Maree, 2011:101). Krippendorff (1989:3) agrees and regards content analysis framework as, the method for summarizing any form of content by counting various aspects of the content than comparing content based on the impressions of a listener. This enabled a more objective evaluation.

Data were classified and presented into emerging categories and themes, based on the pillars of effectiveness of rural schools, as they are the critical structural areas of the organisation of a rural school. These categories include: basic functionality, staff development, community involvement and development, holistic development of the learners- e.g. academics, leadership, sports and caring for the learners- and infrastructure development.

1.8. TRUSTWORTHINESS

Trustworthiness, in qualitative and quantitative researches, is central to four concepts, namely credibility, transferability, dependability and conformability. Krefting in White (2005:206) refers to credibility (truth value), which is how confident the researcher is about the research findings based on context, informants and research design. To assess trustworthiness in this research, the researcher will determine credibility by representing the experiences of the participants as accurately as possible, through intense observation and using member checking.

Firstly, member checks were carried out by engaging in open dialogue with participants on the nature of the data. Secondly, to evaluate transferability, the researcher will provide a dense description of the research process by giving the finer details of all aspects observed. Thirdly, to assess dependability, the researcher will conduct a dependability audit, checking if all processes have been handled properly, by giving a dense description of each process together with the participants by way of open conversation (Lincoln and Gubba, 1985:11).

1.9. ETHICAL CONSIDERATIONS

Ethics generally are considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. Prior to conducting research, written consent was sought from the Free State Department of Education (FSDoE). Approval for conducting the research will be obtained from the department before data is collected. Confidentiality will be ensured by making certain that the data cannot be linked to individual subject names. Participants identified will be further protected by including and obtaining a letter of consent, obtaining permission to be interviewed and undertaking to destroy audio recordings (Maree, 2011:42). Principals were made aware that participating in the project is voluntarily. The names of all schools involved were remain confidential. The questionnaires and interviews were conducted outside the normal tuition so that no disruption was incurred by schools.

1.10. DELIMITATIONS OF THE STUDY

The research was limited to schools in the Setsoto Municipal Area and may not be applicable to other areas. Because the researcher is a principal of one of the rural schools in the indicated area, this may result in a subjective bias.

1.11 DEFINITION OF CONCEPTS

1.11.1 Rural

According to the Centre for the Study of Rural America (2004:3), the concept rural is defined in terms of methods of classifying territory aloud on an urban- rural continuum making reference to population size and density levels of urbanized areas in terms of economy activity and community pattern.

1.11.2 Multi-grade teaching

The Cape Peninsula University of Technology (CPUT) MGT Manual (2011:9) defines multi-grade teaching as, when one teacher teaches more than one grade at the same time in one class.

1.11.3 Setsoto Municipality

An area that comprising of four towns which are: Senekal, Marquard, Clocolan and Ficksburg. They are under one local government administration.

1.11.6 School Effectiveness

The process by which, the school accomplishes its objectives (Makoelle, 2011:22).

1.12 PLAN OF STUDY

The study will be organized as follows:

- **Chapter One:** focuses on providing an introductory orientation of the research.
- **Chapter Two:** provides a theoretical background or literature study. The concepts effective and improvement of rural schools and will be outlined and the nature, types and characteristics of effective and challenges of rural schools were discussed.
- **Chapter Three:** discusses the research methodology employed in the study.
- **Chapter Four:** reports on the results of the study by presenting empirical data and the analyzing of results.
- **Chapter Five:** contains conclusions, guidelines and recommendations, recommendations for further study, limitations of the study and contributions of the study. Recommendations were given on how to maintain and improve effectiveness of rural schools in the Setsoto Municipality Area and in South Africa as a whole.

1.13. CONCLUSION

Chapter one focused on providing an introductory orientation to the research. The research problem was stated, spelling out the need to investigate how can school improvement and effectiveness in a rural school context be improved and maintained. An explanation was given of the research method that is a literature study and empirical research by means of open and closed constructed questionnaires and interviews scheduled. The research questions were stated and major research concepts defined.

Chapter two provided a theoretical background or literature study based on the nature and function of rural schools. The concepts effective and improvement of rural schools were outlined as they are the focus of this study. The types and characteristics of effective rural schools and challenges of rural schools were discussed in details.

The nature of rural schools were also emphasized and outlined as follows: types of rural schools, characteristics of rural schools and characteristics of effective rural

schools, challenges facing rural schools, caring school, rural schools as factors contributing effective and improvement of rural schools will be discussed in detail. The concept of rural school was contextualized in detail in chapter two.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter provides a theoretical background and literature study based on the nature and functions of rural schools. The concepts effective and improvement of rural schools will be outlined as they are the focus of this study. The types and characteristics of effective rural schools and challenges of rural schools will be discussed in detail.

The nature of rural schools will also be emphasized and outlined as follows: types of rural schools, characteristics of rural schools, characteristics of effective rural schools, challenges facing rural schools, caring school and rural schools as factors contributing to effective and improvement of rural schools will also be discussed in detail.

2.2 DEFINING THE CONCEPT 'RURAL'

According to Dieeltees (2015:10), rural is defined as a remote place away from amenities that we take for granted like shops, tarred roads and street lights. Although there may be a common understanding of what a rural area is, a universally acceptable definition does not exist. Different countries have different perceptions of what rural means, thus making comparisons problematic. The most common approach is not to explicitly define the term rural at all. Nevertheless, rural areas, according to the UN Food and Agricultural Organization (FAO), cited in Atchoarena and Sedel (2003:56) must meet two criteria: one relates to place of residence and land settlement patterns, and the other to the type of work that residents engage in.

Firstly, rural areas are generally open areas, with low settled population densities; and a high proportion of the unsettled land area used for primary production (agriculture, livestock, forestry, fisheries). Secondly, the residents of rural areas are largely dependent, directly or indirectly, on these primary production activities as their principal, if not their only source of livelihood. This merely defines rural in occupational terms, applying it to less technologically developed communities where the economy is simple, non-industrial and labour intensive. Another approach is to consider a rural area in terms of the demographic composition, economic situation, the social structure

and cultural background. In this context, rural area is simply defined on the basis of its characteristics (Wicken, 2011:18)

2.2.1 The Concepts” Rurality” and ‘Rural School’

In many developing countries, one or more of the following factors often characterize rural schools: dispersed population, displaced populations (following conflict), situations of ongoing conflict, nomadic populations, limited basic infrastructure, endemic malnutrition among children, the HIV/AIDS pandemic and high levels of child labour in agriculture. The consequences of these factors for learner’ learning are that schooling is an interrupted process. The demand for labour from school age children, their poor health, difficulties associated with getting to school and the limited benefits accrued from being at school all work against the demand for and increase the obstacles to schooling. The result is that, children often attend school irregularly (Gomes, 2013:7)

The conditions of schooling and the nature of learners’ lives in rural areas, in many developing countries, act to reduce learners’ readiness to learn. Long journeys on foot to school, learners’ poor nutrition, poor or non-existent sanitation at schools, opportunity cost of sending children to school, uncomfortable and even harmful conditions within classrooms, all act to reduce learners’ enrolment and willingness to go to school.

Wicken (2011:20), Gomes (2013:10) and Little (2005:4) agree and regard rural education as education in:

- impoverished rural communities;
- areas where there are not enough learners to justify the opening of mono-grade classrooms to teach only one grade level per classroom;
- areas where the learner and teacher numbers are declining and where there was previously mono-grade teaching;
- areas where parents send the learners to more popular schools within reasonable travelling distance, leading to a decline in the potential population of learners and teachers in the less popular schools;
- mobile schools in which one or more teachers move with nomadic and pastoralist learners, spanning a wide range of ages as grades and

- schools, in which learners are organized, for pedagogic reasons, in multi-grades rather than mono-grade groups, and often as part of a more general curriculum and pedagogic reform of the education system.

According to Wicken (2011:19-21) characteristics of rural schools are outlines in terms of the following aspects: Demographic, Economic, Social structure and Culture. Table 2.1 offers a detailed description of these aspects.

Table 2.1: Aspects that Characterize Rurality and Rural Schools

Characteristics	Dimensions
Demographic	<ul style="list-style-type: none"> • Defining the term rural in demographic terms depicts it as an objective, numerical, physical attribute of a place or a population, referring only to where people live – not who they are or what they do. • It means sparse populations, either in the small total number of people who live there or in their low density (i.e., ratio of people to available space). • Geographically isolated, physically removed from other population areas and from major urban centres, located outside the political boundaries of an urban area. • The issue is not the population size or density, but the location relative to official urban boundary designations. • An area may have a few people yet not be considered rural, because it is within urban or metropolitan boundaries.
Economic	<ul style="list-style-type: none"> • The economic meaning implies to how the people in the area make a living. • There is a single common industry within the community in which most residents are engaged, resulting in a simple division of labour and a low degree of economic specialization.

	<ul style="list-style-type: none"> • Rural as an economic classification also may be defined by the functional simplicity of an area. It implies a lack of variety in the ways people make a living and a low degree of functional differentiation in the community's social structure. • It does not really mean a place where people tend to "live off the land" (i.e. are close to nature) and depend directly on the exploitation of natural resources.
<p>Social structure</p>	<ul style="list-style-type: none"> • Another common meaning of rural is derived from its social structure. The consideration reflects the distinctive character of social life and social order in rural communities. • It looks at the attributes of rural life in terms of intimacy, informality, and homogeneity. • By virtue of the smaller numbers of people in rural settings, social connections are more immediate (face-to-face), more intense or primary (often based on kinship ties) and more complete (based on knowledge of personal biographies rather than formal role positions). • Because of the greater familiarity, rural social order is maintained through informal mechanisms of social control (based on kinship and personal acquaintance) rather than through formal mechanisms and legal institutions.
<p>Culture</p>	<ul style="list-style-type: none"> • This component of the common meaning of rural refers to distinctive sets of attitudes, beliefs, values, knowledge systems and behaviours that characterize the lives of people in rural areas. • This also pictures rural as traditional, slow changing, provincial and fatalistic. • Rural culture has also been characterized as relatively intolerant of diversity and unaccepting of outsiders.

	<ul style="list-style-type: none">• In short, rural is a worldview, a way of thinking that is different from that common factor among urban dwellers.• Viewing rural as a cultural phenomenon that goes beyond geographic or democratic conditions has much intuitive appeal. This is expressed in the common wisdom that, “You can take the boy out of the country but you can’t take the country out of the boy.”
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Teaching in rural schools is often of poor quality and is poorly supported. An isolated condition in rural areas fails to attract high quality teachers. This situation is made worse by the fact that poor infrastructure obstructs support from advisory agencies. Not only are teachers served less by support services, they often have fewer print and other teaching resources (Little, 2005:9).

Formal schooling often fails to connect with the needs of rural communities: The curriculum often has little relevance to rural life, community involvement is mixed, and levels of literacy in the community- combined with traditional attitudes and practices- provide little support for the learning that learners receive in school. Furthermore, formal schooling is sometimes at odds with prevailing religious or cultural practices in many rural areas (Azam, 2001:25).

In many developing countries, rural areas are the most populous and are the most neglected regions in the provision of basic amenities such as good roads, primary and affordable health care, electricity supply, portable water, well-equipped schools and other essential infrastructural facilities. According to FAO/UNESCO (2002:10), more than half of the world’s population and more than 70% of the world’s poor are in rural areas where hunger, illiteracy and low school achievement are commonplace. Education for a large number of people in rural areas is crucial to achieve sustainable development. Poverty reduction strategies are now placing emphasis on rural development that encompasses all those who live in rural areas. Such strategies need to address the provision of education for many target groups such as, children, the youth and adults, while giving priority to gender imbalances. These complex and urgent challenges should be addressed systematically, through an intricate set of

policy measures, at all levels of the education system, with emphasis on rural communities (Wicken, 2011:21).

2.2.2 Rural Education Pedagogy Practicing in England and Finland.

This section deals with how rural education pedagogy is practiced in International countries like England and Finland.

Rural school teachers practicing multi-grade pedagogy are not supported and developed fully in International countries.. International literature regards teacher development and support as a process of support and preparing teachers and schools as they gradually learn, come to understand, become skilled and competent in the use of new ways, ensuring growth, improvement and support in a multi-grade context. A reason for this, according to Little, Pridmore, Bajracharya and Vithanapathirana (2005:1) is that, in most countries teacher education for multigrade education either does not exist at all, is not embedded in their teacher education curricula or is offered as part of in-service training. Many of the in-service programmes in multi-grade education adopt a cascade model of dissemination and therefore are subjects of many of the effectiveness issues that face cascade training programmes in general (Little, 2005:17).

Only a few examples of pre-service teacher training courses, that address multi-grade education, actually exist (Little, 2005:1). In Finland, multi-grade education is embedded in the teacher education curricula, while in England, multi-grade teachers express the desire for in-service training and curricula support for the multi-grade class, but generally have to rely on their training in the principles of diversity and differentiation in coping with the demands of the multi-grade class, (Little, 2005:17).

Vinjevold and Schindler (1997:145) report that, a study by Veenman and Raemaekers (1995:12) was the only detailed study found in the international literature relating to the long-term effects of a Staff Development Programme for teachers in multi-grade classes. Research was done by Veenman and Raemaekers (1995) in the late 1980's in schools in the Netherlands with multi-grade or mixed-age classes ascertaining if teachers, who followed the Staff-Development Programme, still used the target behaviours after two and five years and if the training had a lasting effect on the time-on-track of the learners.

Veenman and Raemaekers (1995:17) found that, the support structures achieved positive changes in the Staff Development Programme and improved teaching effectiveness through gaining instructional skills. They improved the way in which teachers organized instructions adapted to the learners' needs and refined Classroom Management Skills (e.g. use of material/space and dealing with disturbances). Time-on-task levels for the learners were also more positive, and target teaching behaviours were demonstrated. However, the teachers used the skills for only a period of time and their teaching effectiveness and instructional skills quickly diminished to the level of the pre-training baseline (Veenman & Raemaekers, 1995:24-25).

Despite the fact that multi-grade education is not a new phenomenon in South Africa, and scholarly literature on education in South Africa during the past few decades has yielded significant evidence that the virtues of multi-grade education have not been forgotten by educationists, it has not been possible for the Human Sciences Research Council to compile a history of multi-grade classroom practices in schools for historically disadvantaged sectors of the South African population, (Ural, 1999:18). According to Vinjevold and Schindler (1997:132), the reason is that, in their own communication with South African provincial education departments, until 1997, they could find no evidence of local projects or programmes dealing specifically with multi-grade education.

A further reason for this absence of history and evidence of local projects or programmes, according to the Report of the Ministerial Committee on Rural Education (South Africa Ministerial Committee of Rural Education, 2005), is the struggle the South African education system is faced with in order to deal with a segregated and authoritarian system brought about by apartheid and with national large-scale top-down curriculum reform, which is low.

2.2.3 Conceptualizing Rural School Effectiveness and Improvement in England and Finland

The concepts effectiveness and improvement cannot be explained in isolation as they are linked within a particular school context and climate. It is vital to define the concept "effective rural schools" as follows: according to Stringfield and Teddlie (1991:26), the

Lovisiano school effectiveness study (rural schools) rural data demonstrates that, rural schools can remain “effective” for at least five to seven years, that efforts to improve rural schools can produce dramatic long term changes and that the sources of various effectiveness lead no more mysterious or esoteric in rural contexts than in urban contexts and Lovisiano School Effectiveness Study (LSEs) data also confirms that the schooling process is associated with higher learner achievements and essentially identical urban, suburban and rural contexts.

In order for the rural schools to be effective and improve academically, Wicken (2011:16) associates effective rural schools with effective teachers and therefore highlights academic aspects as follows:

- A high quality teacher is one who understands and demonstrates an ability to address the content, character, challenges and complications of being a teacher.
- Every child deserves a caring, competent and qualified teacher.

Research evidence has shown that, the quality of teaching in our classrooms is the most important school-related factor in ensuring students’ achievement. This is the reason policy makers at all levels are focusing on teacher quality, with emphasis on the issues of teacher recruitment, preparations, licensing and certification standards as well as professional development.

The concept rural school effectiveness is defined in terms of features of good schooling. For instance, according to Project Report 1 (2000:5) the notions of what constitutes a good rural school are bound in culture and content and change over time – stakeholders hold differing views about what a good school is, but there are some fundamental features across a range of contexts. To take one example, when learners in rural contexts, as diverse as the UK- Uzbekistan, Thailand and South Africa- were asked their views of what makes a good rural school, they all agreed on four key elements:

- Good teacher – pupil relationship;
- Support for learning difficulties, caring for learners and holistic development of the child;
- Good communication with parents and

- Infrastructure development.

The above indicators of rural school effectiveness occur under the cloak of many frameworks which among many design frameworks remain central (Ontario, 2013:12).

2.2.4 Design of the effectiveness rural schools framework

Ontario (2013:4) developed a rural school effective framework further and advocated effective rural schools in the form of a framework as graphic outlined interdependent relationships that need to be considered if improvement for learners is to happen in and through schools. According to Ontario (2013:15) the framework brings coherence – consistency of practice and common understanding to the work of all educators.

By using the SEF K-12 as a tool to support reflective practice and improvement, planning enables school teams to integrate ministry initiatives and policies, enhance teaching and learning and impact growth in student achievement, engagement and well-being.

Learners are the central focus of the framework. High expectations for their learning and achievements are paramount. This framework identifies practices to support educators in reaching every learner and removing discriminatory biases and systematic barriers.

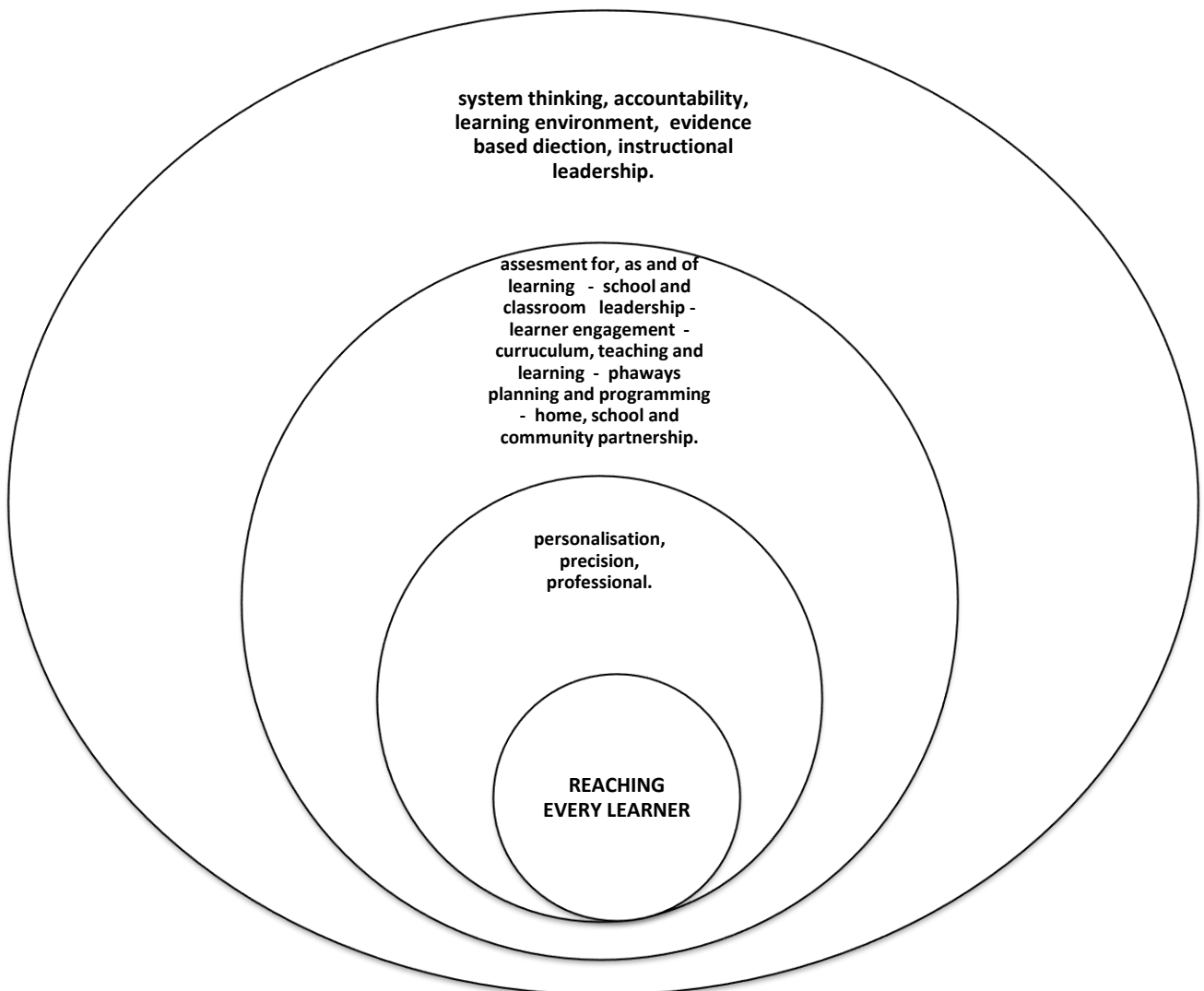


Fig 2.1: The Rural School Effectiveness Design Adapted :(Ontario 2013:15)

The first of the concentric circles of the School Effectiveness Design (SED) graphic reflects what occurs at a school. Personalization puts the learners in a rural school, providing assessment and instructions that are tailored to learners' particular learning needs. Precision links assessment for and as learning to evidence-based instruction in order to respond to the learning needs of each student. Focused, on-going job-embedded professional learning for educators supports the seamless weaving together of instructions and assessment. **Fig 2.1** depicts the diagrammatical representation of the design framework

The next circle identifies the six components of the SED that inform instructional practice, programming and professional learning and lead to focused instructions and assessment for each learner. A number of effective practice indicators and samples of evidence are included in the document.

The outer circle of the SEF K-12 diagram provides the bigger picture view of the rural schools that must be attended to by all staff as they sustain a culture of learning and collaboration. The interrelationships among the elements in the outer circle and the manner in which the elements function together contribute directly to the quality of learner- teaching and learning.

To sustain a culture where learner teaching and learning, well-being and achievement are realized and for all staff members. Engaging in systems thinking which allows them to look within and to the larger system for connections that will help them maximize organizational effectiveness. Accept accountability for learners learning and achievement and engage in continuous improvement. Share responsibility for instructional leadership. Reflection and adapt the school's evidence-based directions based on student learning needs. Contribute to a safe, accepting and inclusive learning environment (Ontario, 2013:3–5).

The design of the rural school effectiveness is also influenced by improvement plans and school teacher competency. Teachers and teaching are important to the development of any effective educational system. Any socio-economic strategy, aimed at improving schools and human development, must be of necessity, emphasized the advancement and working conditions of teachers. Many studies in the past 20 years based on rural school effectiveness, addressed the working conditions of teachers and teaching, have concentrated on identifying the main characteristics of effective teaching with respect to pupils' learning outcomes. However, the status of teachers as well as the environment in which they operate has been deteriorating over the years. Many countries are facing crisis in the teaching profession. It is, thus, important that if our schools must work well, there is a need to provide workable strategies that will improve the conditions for teachers and teaching in schools. This chapter's main strategy can be implemented to improve the working conditions of teacher as well as teaching in rural areas (Wicken, 2011:73). The notion of rural schools is

conceptualized differently across the globe and South Africa has its unique character of schools.

2.2.5 Characteristics of effective rural schools

Effectiveness is the subjective evaluation of a school's productive capacity to change and the desire to change. The school delivers a variety of products and services in terms of teaching, learning and extracurricular activities. The relative quality, quantity and effectiveness of these results come from one facet of the components of total efficacy. Another facet is the organisational structure, which forms the framework of all educational activities. The organisational structure may be regarded as the most independent variable which determines the effectiveness of a school. The form a structure can never be isolated totally from the total organisational set up and is a strategic factor in the effectiveness of an organisation. Effective rural schools are also those that design lessons, utilize appropriate teaching strategies and implement management techniques to optimize learning for all learners (Mwamwenda 1995:497).

Young's ten-year longitudinal study of effective schools in Louisiana cumulated in significant findings. There were six types of differential schools. The research found that, learners in more effective schools had higher future educational expectations than those from less effective schools. For these learners, they felt less academic futility and perceived greater teacher push than did those that did those students from less effective schools. There was a more positive educational climate for students from more effective schools (Young, 1998:4). Effective rural schools are known for quality teaching and learning and providing opportunities for their learners; there is commodity/ similarity in how the characteristics of effective rural schools are defined.

Characteristics of effective rural schools are outlined and described in terms of the following pillars of effectiveness: holistic development of a child, staff development, community development and infrastructure development.

2.2.5.1 Teacher recruitment, preparation process.

The procedure of recruiting, preparing and managing teachers in rural schools is also an important factor in improving the teaching conditions of the schools. Teacher preparation should be taken into consideration. The three are: initial training, induction and in- service. The teaching conditions in rural areas are linked to the availability of teachers in the schools. Since many teachers are reluctant to teach in rural areas, rural teachers should be recruited from areas close to where they are to teach. Various “grow your own” strategies offer incentives to local residents with a potential to become teachers, such as assisting them in obtaining the needed education and training(Young, 1998:11).

One strategy that can be pursued is targeted recruitment of teachers, specifically for rural schools. The attempt to retain teachers who will be willing to teach in rural areas must start from the time they are being admitted into training programmes. Colleges of Education must critically consider admitting learners who demonstrate the characteristics of successful rural teaching. All teachers should receive professional training and be able to demonstrate an ability to teach students from diverse backgrounds. Institutions of higher learning should play an important role by offering a cost effective distance learning course to keep rural teachers up to date. Government should ensure the retention of teachers by awarding scholarships or grants to attend distance learning programmes (Makoelle, 2004:61).

In order to recruit teachers that will teach in rural schools, efforts should be made to target candidates with rural backgrounds or with personal characteristics or educational experience that makes them better suitable to cope with the challenges of living in rural areas. This of course means that such teachers should have adequate knowledge and disposition for rural work. The challenges new teachers face, when they enter the profession and find themselves in the most difficult terrain, suggest that they need better exposure to the realities in the world of teaching while they are still studying to be teachers. Examples can be drawn from other professions like medicine, in which time is dedicated to rural training. This provides potential teachers with opportunities to develop interest in teaching under different conditions and cultures. The emphasis on background and adequate early exposure, for prospective teachers,

to the environment in which they will teach is crucial for teaching in rural schools (Wicken, 2011:45).

Teachers in rural areas should also receive specific training designed to teach pupils who live in those areas more effectively. For instance, they need to understand the place of culture in community service, including the language or dialect spoken and appropriate behaviours to be exhibited in rural communities. Notably, many countries, including Nigeria, are already exporting the aforementioned situation where a teacher is only employed if he can work in his local area of origin. In countries with high unemployment, it is not difficult to agree to this arrangement, but adequate inspection and function for which they have been employed (Young, 1998:25).

2.2.5.2 The use of ICT in the teaching- learning process

Teachers should be able to utilize the Information Communications Technology [ICT] as a teaching and learning tool. ICT and open and distance education programmes can be used to expand and enhance learning opportunities for learners by allowing them access courses not available in their schools and interact with students attending schools in other communities. However, this is still not feasible in many of the rural communities in Africa where basic amenities such as electricity and solar and petrol powered generators can be explored. Therefore, to achieve the EFA goal, governments must urgently address the issues relating to the provision of adequate infrastructural facilities and teacher capacity building. It is imperative that an appreciable number of new teaching positions – many of which will be in rural areas – need to be filled and equipped with modern facilities that will make rural teachers facilitate with ease (Wicken, 2011:63).

2.2.5.3 Rewarding teachers' performance

Another strategy of improving teaching in rural schools is through performance based remuneration, usually called merit pay. Experiences from many countries have, however, shown that if a learners' performance bonus is paid to different teachers, it reduces overall performance in the schools. It is therefore proposed that such a performance bonus be given to schools that significantly improve the performance of their graduating learners. It should be an across-the-board payment to all the teachers

in that school. This will serve as an impetus for different schools to find better ways of improving the teaching and learning activities in their schools (Hayward, 2004:19).

2.2.5.4 Class size and teaching techniques

The size of a class determines the workload of the teachers. This varies across rural areas in many developing countries. In some rural areas, class size is very low and in order to make the school cost efficient, government has encouraged teachers to undertake the multi- grade teaching method. However, not many teachers are trained in this type of teaching technique, thereby affecting the performance of pupils. There is, thus, the need to organize short courses for teachers to be able to apply adequate teaching methods, as the case applies. In some rural areas, class size is seasonal. The classes are full during certain periods, but during the planting and harvesting seasons as well as market days, many children go to farms instead of school. Government must, thus, put in place policies that will encourage flexibility in rural schools' time- table, such that school programmes will be aligned with the labour requirement of the rural parents so as to allow their children to attend school and also render assistance for them during the planting and harvesting seasons. In addition, conditional subsidy that emphasizes school attendance- especially for the rural poor- can be implemented in the rural areas. This will assist the teachers in teaching and also improve the performance of the learners, whose attendance rate will increase tremendously (Makoelle, 2004:68).

2.2.6. Teachers in rural schools

Makoelle & Malindi (2014:1259) indicate that, the teachers in rural schools are able to: identify themes and topics within the curriculum that can be developed to teach more than one grade, design and develop resource material that can be used independently by different grade groups, design a timetable for a multi-grade classroom, effectively teach differentiated groups, organize learners and classroom space effectively in a multi-grade context, monitor the learning achievements of all learners, direct peer tutoring and self-directed learning and engage with ICT tools to enhance communication and facilitate access to curriculum information. They further assert that rural school teachers use marketing strategies and processes to create partnerships with businesses, the community and institutions of higher learning, understand community relation models that are needed to create partnership with businesses. The

community and institutions of higher education identify and describe the services of community agencies that provide resources to the families of children in rural schools, resolve issues relating to budgeting skills to involve families and community stakeholders in the decision-making process at rural schools, use community resources to achieve school goals, use community resources to solve school problems and lastly use community resources to support learner achievements so that they can get quality education (Makoelle,2004:70).

The Quality in Rural Education model has five pillars and it is illustrated and represented below as follows to ensure effectiveness, so that learners can get quality education:

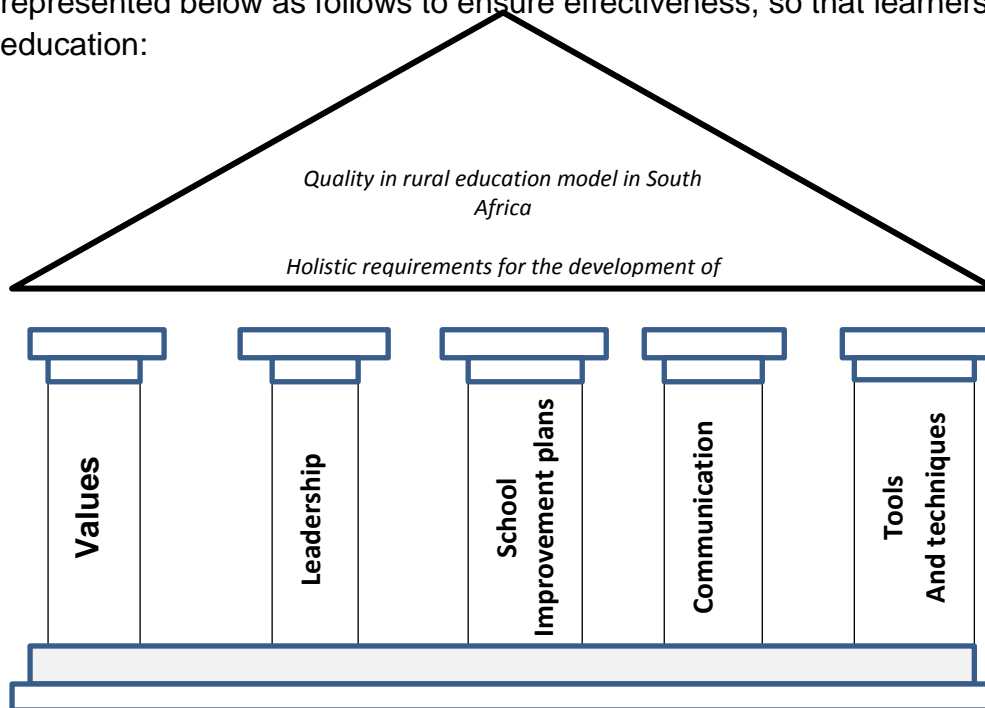


Figure 2.2: Quality in Rural Education Model: Adapted from (CIE2002:12)

According to CIE (2002:10-12) the rural education five pillars are outlined, defined and implemented as follows:

Values – the first pillar. Values are at the heart of a good rural school. They are the ‘rules of the game’ by which people interact with each other. When decisions are made around an issue, everyone is guided by core values. Values give focus and directions to an institution. The following values should be evident: helpfulness, integrity, openness, perseverance and respect. Who decides on the values? Everyone! School vision and mission statements reflect values. So does class and school rules. Rules

that are agreed on are the end result of discussion and consensus- most of the time- between learners and teachers.

Leadership – the second pillar. Leadership doesn't exist only in the principal's office. Different situations require different leaders. A rural school could, for example, have one teacher in charge of a Sports Day function and another chairing the end-of-year promotion meetings. The principal's role would often be that of observer and, if necessary, "light touch" intervening. Learners and parents have leadership roles. The Grade One learner can be given simple leadership duties such as, taking the weekly attendance register to the administrative office of the school. Learners take on leadership roles when they are selected as class and sport team captains. Parents can lead as fund-raisers. They can take on leadership roles by serving on Parent-Teacher Association and also as a School Governing Body (SGB) member.

The teacher is a classroom leader. Every staff member - administrative, maintenance and professional – needs to be encouraged to lead others in his or her field of expertise. The school nurtures the leadership potential of everyone.

Improvement plans – the third pillar. Have no goals and you will be goalless. The quality state a school is in is a state of never- ending improvement. Improvement plans identify goals and how to achieve them. Plans need to include every aspect of the school. Too often, plans focus too narrowly on one or two areas. For example, a school can unwittingly give priority to a capital works project such as, building more classrooms or a computer centre. What about projects such as, the professional development of every staff member and the prevention of stealing? Intangibles need as much planning as the very visible new classrooms.

The planning stage invites input from everyone. When people become involved, they have 'buy in'-plans move from being other people's ideas to our ideas- commitment levels go up. This includes the spirit of perseverance when hiccups occur on the road to achievement (CIE, 202:13-15).

Communication – the fourth pillar: The quality state a school strives for is to ensure excellent communication. Everyone who needs to know about something should get

the message accurately and on time. Communication is a two-way process. It's not only the giving out of information. It's also the receiving of valuable information and much more. In good communication, both parties not only speak, but they also listen to each other.

There are many ways to ensure good communication. Face-to-face meetings can convey a message. There are the usual meetings such as: staff, management, learning, area, Parent Association, PTA (Parent-Teacher Association) and SGB (School Governing Body) meetings. Quality rural schools also have other types of meetings. Examples are: circle time, Children's Council and meetings with often forgotten groups such as the maintenance staff. Meetings allow for the concerns and suggestions of others to be heard.

Written communication is the most important communicating tool in rural schools. There is the weekly newsletter, edited by the principal or a staff member. Other forms of communication tools are the minutes of meetings, prospectus, annual magazine, SMS messages, emails and websites. The tone of communication often reflects the overall school 'vibe'. By reading, for example, the principal's weekly newsletter, one can get a feel for the school. The tone could be warm, friendly and invitational. In contrast, the tone could be aloof, cold and distant. Even the management style comes through. Note the amount of times the word 'must' is used. The more that folk 'must do this' and 'must not do that', the less likely it is that there's a democratic leadership style.

Communication isn't all 'sweetness and light'. Conflict occurs in every school: A teacher clashes with a learner, a learner with another learner, a parent with a teacher and so on. Conflict resolution skills are needed by everyone concerned. With these skills, a person is able to resolve these daily school realities.

Tools and techniques – the fifth and last pillar: If one is not careful, the word 'Quality' can be reduced to something fuzzy and meaningless. Quality doesn't simply happen. Hard work precedes the achievement of quality. Tools and techniques are used to help improve quality. Certain tools need statistical skills. Yet most of them can be used (and have been) by rural primary school learners.

2.2.7 Infrastructure development and vision of the rural schools

Rural schools should be able to develop a vision that will help ensure the success of all learners; possess the skills to lead a school community to the development of a clear vision; the ability to use strategic processes to develop the vision of the school; ability to establish two-way communication with stakeholders (staff, parents, learners and community) in order to obtain the commitment necessary to implement the vision for rural schools (Nagle, 1992:25). All of this should be done in order to:

- find information to address problems with facilities, in accordance with legal principles;
- provide safe facilities (buildings, playground) according to legal principle;
- find appropriate personnel to resolve facility related problems;
- know legal principles that promote educational equity and
- Lastly, identify additional resources to assist all of the individuals in rural schools.

Rural school teachers should regard colour as a decorative element for their work. Colour is much more than a decoration. Colour evokes a specific emotional response. Researcher Nagle (1992:28) found that, the best colours for classrooms are:

- Light blue - gives learners a feeling of freshness and aggression raising IQ's.
- Yellow - highly stimulating.
- Yellow green - highly stimulating.
- Orange - for blind and near sighted children.

By using these colours teachers, could raise learner' IQs by as much as 12 points.

The multi-grade classroom must have the following aspects to address the academic challenges of learners:

- Water: 2 cups per day per child (minimum) – brain 97% in education presence.
- Colour of paint on the walls (soft colours preferred as they enhance/stimulate Learner's attention. The colour red is to be avoided as it stimulates aggression)
- General cleanliness is important.
- Corners/centres. The number of these is to be determined by contextual factors: reading corner, set clear rules for each corner.
- Cushions for each learner for relaxation purposes while reading in a classroom setting.

- Arrangement of furniture: cooperative group learning.
- Display of charts on the walls: relevance. Excellent pieces of work.
- Classroom to be a centre of learning and teaching (CPUT manual, 2011:34).

Each rural school that implements the multi-grade teaching approach develops a school community map. The rationale for developing this map is, amongst others:

1. Create a platform for both parents and community members to be actively involved in school matters thereby support learners, school activities, take ownership of school property, etc. (in short bridge the gap between home and school).
2. Assist educators to understand the learners environment as well as background and therefore take challenges associated with their environment into consideration in addressing different topics within classroom (you can only claim to know a person if you thoroughly know his/her background).
3. Provide rural learners with a local map which will help them understand their own area better and help them to feel proud about their roots as this map must also be used when teaching different concepts in geography and promotion of a sense of belonging).
4. Develop learners' skills in terms of map orientation and improve their understanding of direction and bearing using familiar places.
5. A community map may be used by the educator to ask for donations of items such as bicycles from business people (Pietersen 2015:44).

The learners in rural schools must be fully developed in the following ways and high and consistent expectations of all learners are maintained: Effective rural schools focus significantly on quality teaching. Responsibility of learning is shared by the learners themselves. Learners participate in rural school activities and are provided with rewards and incentives and prize-giving functions are used to encourage learners to work hard. Effective rural schools create a positive learning environment for learners with well-planned learning and instructional programmes. Effective rural schools emphasize purposeful teaching. The rural school should provide purposeful teaching for learners to experience new knowledge and be able to apply it contextually. Effective rural schools take into consideration the learner's cultural life as an important

aspect of classroom learning and, as a result, the possibility for academic success is enhanced. Effective rural schools encourage teachers to work collaboratively with each other and with the administration to teach learners effectively. Over-age learners are referred to ABET centres and lastly Learners with barriers to learn are referred to special schools to address the issue of inclusivity (Young 1995:34).

2.2.8 Learner Governance in a Rural School (LGB)

The rationales behind the establishment of LGB are as follows:

Rationale: improve self-esteem, develop leadership skills, instill a sense belonging, responsibility, accountable, communication skills, decision making skills, promote tolerance, participatory management, reinforce values, etc.(CPUT manual, 2011:39).

The procedure for the LGB elections takes place as follows: Learners volunteer or are nominated in order to take part in the election process in order to address the issue of democracy. Nominees or volunteers develop their Manifestos to market or advertise themselves. Actual elections are managed by an independent body from another rural school. The results are tallied and announced by the independent body. The inauguration of the LGB takes place during the school's prize-giving ceremony. The portfolios of LGB are as follows. President, Vice- chairperson, Secretary, plus three LGB members. Identification cards or nametags are utilized to identify the voted members. The TLO and committee members themselves develop a user-friendly plan of action as well as a vibrant policy: The sub-committee establishments are as follows: E.g. garden cleanliness, sports, entertainment and cultural committee. In small rural schools every learner must belong to a committee. In bigger schools, reps from grades may be utilized.

The Bill of Rights in the South African Constitution guarantees everyone and rural school learners as follows: the right to a name, identity, life, equality (not to be discriminated against), healthy environment and social assistance (Constitution of RSA, 1993:10).Section 28 of the Constitution also sets out special rights for all children, including learners in rural schools as follows: they have the right to food, clean water, shelter, health care and basic education (schooling).

The rights and responsibilities of learners from rural schools are addressed by means of caring them as follows (CIE 2002:48): Give learners a sense of responsibility and boost their confidence by giving them a chance to lead the morning assembly on Fridays. Visit families, irrespective of their children being project beneficiaries or not. Ask for financial assistance, if learners are orphaned, from companies where their parents were working. Start a uniform bank by asking learners that leave the school to donate their uniform. Selling vegetables from a school garden at very affordable prices. Refer learners with special needs to special schools and psychologists. Forming partnerships with other schools – twinning. Improve children's health by helping them to get to clinics and to take their medication. Identify learners with learning problems and try to refer them to educational psychologists – this is still in process. Inviting parents to school. Interview, check the backgrounds and support learners who are bullies because of the emotional load that they carry. Encourage parents to volunteer their services free of charge at school. Collect animal skins and bones, clothes and other needs from teachers and friends so as to distribute among needy learners. Counseling learners that need help and also provide career guidance to learners.

Taking learners along with their teachers to town and ask them to fit clothes and uniform so as to increase ownership and pride and so as to avoid buying wrong sizes. Educating learners about the Orphans and vulnerable children (OVC) funding – thus encouraging them to effectively benefit from the programme. Be transparent about the programme and how money is spent. Involving all stakeholders. And network with other government departments, Non-government Organizations(NGO's) and local businesses or service providers – asking local business people to supply some of the learners with uniform free of charge and continuing with the health screening as a result of a having sound relationship with the Department of Health. Encourage community members/parents to give freely. Ensuring that the principal is involved and supports the Pastoral Care Committee and Pre-school learners.

Rural school learners governing body encourage others to participate in the following academic, cultural and sporting competitions:

World Knowledge, Spelling Bee, Harmony Mathematic Olympiad, Conquesta, Astronomy, AMESA, EMSTA, Mental Mathematics, Reading Clubs, Values in

Education, SAASTA, National Science Olympiad, Quiz Competitions, Career Day Celebration, Technology Olympiad, Expo Career Guidance Technology Mini Quizz, IT Programming, sports (Danone and McDonald Under 14, Metropolitan Under 19), Choral Music, Traditional Dance, Modern Dance, Debate and reading aloud competitions.

Effective rural schools are learner-centred. They make an effort to serve all learners and involve learners in school affairs and to respect and celebrate the ethnic and linguistic differences among learners and provide instructions that promote learning. Academically rich programmes are relevant to the needs of all learners and have a positive climate which encourages learners to work hard.

Values are crucial for the success of any activities and organizations. According to Makoelle (2004:33) values of an organisation are defined as, the principles in which the organisation operates and seeks to achieve its vision and mission. They express the beliefs and aspects of the institutional values that drive organisations (Constitution of RSA, 1993:14).

The Constitution of RSA outlines the following core values possessed by learners, from rural schools, as South African citizens: democracy, social justice, equity, human dignity (Ubuntu), open society, accountability, rule of law, reconciliation, non-racism and non-sexism.

Rural schools are value-driven schools and they underwrite the following values: respect, friending, tolerance, friendship, unity, honesty, humanity, integrity, trust, compassion, freedom, cooperation, appreciation, courage and love (CIE, 2002:15). Learners without values are dead and these values sometimes are regarded as hidden curriculum.

2.3 RURAL SCHOOL EFFECTIVENESS AND IMPROVEMENT IN THE SOUTH AFRICAN CONTEXT

According to the Department of Basic Education– Rural Education Directorate (2010:12), Makoelle & Malindi (2014:9) and Seddoh (2008:16), rural schools can be effective and fully developed by:

- improving the quality of teaching and learning in rural and farm schools (multi-grade teaching is key component) and by fully implementing teaching and assessing strategies;
- attracting and retaining learners at rural and farm schools;
- improving infrastructure at rural and farm schools;
- building effective school governance and the management of rural and farm schools;
- promoting advocacy and sustainable partnerships to implement programmes
- directed at broader rural development and community participation in rural and farm schools;
- encouraging teachers to integrate communication among learners as it is beneficial and fosters classroom community learning;
- teachers allowing collaboration because this would widen participation for all learners in the classroom setting;
- teachers integrating content in their teaching to encourage intergraded learning because this will have appositive scaffolding consequences for all learners;
- learners socializing towards communal resource utilization to accommodate those who experience challenges;
- teachers encouraging learner involvement in the decision making process, i.e. to be taught and how to learn;
- utilizing inclusive education policies that respond to the diverse needs and circumstances in a situation where children have lost a parent do to HIV/ AIDS related illnesses. These needs and circumstances in this situation should be consulted and implemented fully;
- offering learning opportunities and emotional support to children that are affected by or emerging conflict;
- implementing regular, reliable and timely assessments as this is key to improving learning achievement. The goals are to give learners feedback and to improve learning and teaching practices;

- offering adequate resources, training of teachers in assessment techniques and small class size thereby offering the best conditions;
- doing away with Teacher Dominated Pedagogy as placing learners in a passive role is undesirable. Teaching programmes encourage Child-centred Active Pedagogy. Cooperative learning and the development of critical thinking, geographical isolated areas may require special strategies such as mobile classrooms and multi-grade teaching. Teachers should be trained to develop these pedagogies, including group studies;
- stating instructions, in the learners first language improves learning outcomes cost effectively, reducing grade repetition and dropout rates and this has been shown by evidence. In the most successful models, after the first few years of schooling, a grand transition to the second language takes place;
- rural school teachers fully implementing a Teach and assess strategy;
- taking into consideration Curriculum Differentiation so as to cater for learners with barriers to learning. Aspects of a curriculum to be differentiated are; lesson plans, content, teaching methods, learning environment and assessment;
- implementing fully functional Staff development programmes;
- changing rural schools to become centres of excellence;
- establishing functional Professional Learning Communication(PLCS);
- encouraging staff members to attend workshops and seminars and capacity building and also encourage staff members to be computer literate;
- encouraging staff members to ‘twin’ with well performing rural schools;
- embracing good practices at school;
- starting a food bank so as to supplement the grant of OVC;
- fundraising so as to supplement the OVC grant;
- creating a good learning environment by providing basic needs, school uniform, casual clothes and warm clothes in winter, stationery and toiletry and sanitary pads;
- helping with study material and other learning material like calculators;
- feeding learners – supplementing the National School Nutrition Programme and provide food parcels whenever possible;
- helping learners with birth certificates and Identity Documents applications through inviting the Department of Home Affairs to the school;

- interviewing learners and conducting home visits to meet parents/caregivers and assessing the situation at home;
- providing learners with money for transport;
- using a holistic approach and observing minor things like how children move- e.g. intervening and doing something about a learner that moved awkwardly
- which led to the realization that they were being raped;
- tracking learners who have been promoted to secondary schools;
- asking for donations for clothes and blankets from willing friends and local businesses;
- monitoring the progress of learners as effective rural schools. Effective rural schools have adequate monitoring systems of the work of both learners and teachers so as to ensure quality results and finally emphasizing outcomes in the effective rural schools.

By doing all the above mentioned things, our rural schools can be effective and improved and can become schools of educational excellence.

2.3.1 The Disciplinary Procedures/ Actions Added to Establish a Disciplined Atmosphere at Rural Schools

The Alternative Manual to Corporal Punishment (2001:12) highlights the following as alternative ways to Corporal Punishment in order to assist rural school learners not to be ill-disciplined, that is: Teachers prepare for their lessons and exercise self-discipline while ensuring that learners are provided with extra work. Rural school teachers also ensure that learners are stimulated. Teachers should establish class rules with the learners, while making space for time out or establish a conflict resolution corner, affirming learners and should provide a rationale for all classroom activities and build a positive relationship with learners.

Teachers' classroom management in rural schools further indicates that rural schools can be improved- for example by use of Information and Communication Technology (ICT) which could ensure the following: ICT enhances and facilitates communication and collegiality (networking) between teachers and other multi-grade schools. By using ICT, it improves the quality of teaching. Removing administrative burdens by using computers(SA-SAMS).ICT includes accessing the internet. Having access to the

internet will mean teachers will be able to enroll for online learning courses. Effective teaching and learning are regarded as major components of rural school effectiveness as they could assist in establishing functional user-friendly learning centres and corners, flexibility of record keeping, independence and co-operative group work and lastly, innovative approaches to assessing learner progress (Department of Basic Education, 2010:12).

If Provincial and District officials are to monitor and support multi-grade teachers, it is vital that they receive some form of multi-grade teaching and learning training (Department of Basic Education, 2010:12).

According to the Free State Department of Basic Education (2013:3), the Free State Province tried to improve rural schools by: Providing a social protection network to vulnerable learners from rural areas, by employing hostel staff from the surrounding community, thus, adding to job creation, providing specialized learning and teaching programs to address barriers to learning, increasing access and proximity to health services so as to improve the academic performance of learners living on farms and creating opportunity for further development since the inception of the project in 2002 and lastly, 87 learners living on farms have successfully completed Grade 12.

The Minister for Basic Education published measures in 2008 for the payment to academically qualified educators who qualify for incentives by meeting the prescribed criteria. The FSDOE signed an agreement with rural educators, in November and December of 2011, for incentives and roll out of laptops. District meetings were organized with rural principals to inform them about all the incentives for them such as cottages for accommodation of rural educators by human settlement, etc. The overall aim was to improve education in rural and farm schools (Department of Education– Rural Development Free State & Free State Department of Education- Rural Directorate, 2013:3–4)

According to the Christian Institute of Education (2002:6–7), rural schools are regarded as caring schools characterized by: Being able to address issues of rural school improvement and development i.e. ensuring that follow ups are made after identifying and supporting needy learners and this is done with the help of the Pastoral

Care Committee including tracking progress of learners. Teachers conduct home visits whenever possible. Learners that lose their loved ones or family members are offered emotional support. Schools that have project beneficiaries who perform well in matric approach CIE and other organizations for bursaries. Teachers use grants from Caritas and Christian Institute of Education (CIE) to purchase food parcels that can be taken home by the learners. Learners start the vegetable gardens at school and encouraging their families to start them in their homes. Learners from well-to-do families donate uniform to needy ones. Local companies or businesses donate uniform to the school for learners who come from poverty stricken families. Parents volunteer to render their services to the school in the form of Cleanliness campaign. Late coming is reduced by means of learner transport provided by Department of Education. Learner participation in extra-mural activities (such as, sport, cultural and academic) is increased in rural schools. And lastly by being a caring and considerate school community that is willing to share and to plough back to the community.

2.3.2 Rural schools in the Free State Province Context

According to the Free State Schools Education Act (2000:15), rural schools are regarded as Farm or Public Schools on Private Property (PSPP). Rural schools practicing the multi-grade teaching and learning approach outlined and defined as follows and the role of the Department of Education should be played towards the rural schools and characteristics of rural schools are outlined and discussed as follows:

- Rural schools may be maintained in terms of an agreement between the responsible members and the owner of the private property.
- The agreement must provide:
 - the provision of education and the performance of the functions of a public school;
 - governance of the school, including the relationship between the governing body
 - of the school and the owner;
 - access by all interested parties to the property on which the school stands;
 - security of occupation and use of the property of the school;
 - maintenance and improvement of buildings and property on which the school

- stands and the supply of necessary services and
- protection of ownership in respect to the property occupied by the school.
- The deeds of agreement must be signed by the MEC and the owner of the Public School on Private Property (PSPP).

According to the Free State School Education Act (2000:5-8), the classification of rural schools is: Primary school, Intermediate school and Combined school.

Primary school as a rural school/PSPP: Primary school means a school which provides education to learners from grade “R” or grade 1 to a grade not higher than grade 7 (Free State School Education Act, 2000:6).

Intermediate school as a rural school/PSPP: Intermediate school means a school for primary and secondary education to a grade not higher than grade 9 (Free State School Education Act, 2000:6).

Combined school as a rural school/PSPP: Combined school means a school which provides education for learners from grade “R” to grade 12 (Free State School Education Act, 2000:8).

2.3.3 Management and Leadership in Free State Rural Schools

According to FSSEA (2006:10), the principals’ role (duties and functions) in rural schools are defined and outlined as follows: The professional leadership of effective rural schools is characterized by visionary principals with a sense of purpose and determination to succeed, to bring about change and positive team-building among the staff. Effective rural schools have sound instructional leadership. Teachers’ beliefs are in their own abilities to influence learner attitudes, communicate their expectations to them and adapt instructional programme’s needs. Effective schools offer practical shared leadership. Leaders’ of rural schools understand and use a leadership style appropriate to support and engage other professionals and they also solve problems through a collaborative decision making process. Delegation is also key in rural

schools practicing multi-grade pedagogy. Rural school principals promote and use their positions to recognize and record staff and learner accomplishments. Lastly, effective rural schools are unwilling to settle for mediocrity.

2.3.4 Professional Competence and Commitment Shown by Dedicated and Hard-Working Rural School Principals

Rural school principals demonstrate the following skills and competencies: Strong personal commitment to key priorities, day-to-day practices reflecting strategic priorities in action, initiate and manage change in line with vision, help others to embrace a strategic educational vision, provide an effective professional example, are a source of information and advice on educational practice, demonstrate a practical ability to translate aims into reality, promote a climate of evaluation and enquiry and lastly, recognize learners' learning and attainment as the school's key focus (Lewin, 2002:67).

2.3.5 Relationships with People and Development of Teamwork.

Teamwork, according to Clarke (2007:147), is implemented as follows by rural schools: Rural Intermediate and Secondary school staff members work as a team by: Maintaining positive relationships with the Governing Body, moreover, maintaining positive relationships with learners and parents. By using every opportunity to allow others to exercise leadership. Recognizing the various strengths of others and building effective teams. Involving others in developing school policies and school plans and also encouraging and supporting people to become fully involved in school matters. Seeking out and developing productive partnerships and lastly, delegating effectively and productively to manage change.

2.3.6 Teaching and Learning in Rural Free State Schools

Most Free State schools practice multi-graded teaching. Multi-grade teaching or multi-level teaching refers to the teaching of learners of different grades in the same classroom setting (Makoelle and Malindi, 2014:43). It is mostly prevalent in developing and developed countries and used mainly in rural areas in South Africa.

The claim that multi-grade classes are a disadvantage to learners' learning, because such classes are harder to teach, is based upon the view that, for teaching to be effective, children must be grouped and taught in single aged-grades, say ages 10-11, 11-12, 12-13- with each age-grade taught as if it were a single class (grade 4, 5 and 6)- then the claim that multi-grade classes are harder to teach is valid. However, teachers see those divisions as no more than one option among many for organizing their work, for that, the claim loses some of its force.

Critics of small schools also challenge the age imbalances which can occur in a multi-grade class- where one or other of the age groups in the class may be under-represented, e.g. only a handful of eight year olds. The critics would argue that, because the eight year olds are so few in number, their ability to work and compete with people of their own age is reduced and therefore, their social and intellectual development will suffer. This criticism ignores the opportunities for these developments which the multi-graded class and indeed the small school itself, can provide in the hands of imaginative teachers.

In small rural schools, with one teacher, the learners are grouped for different branches of the curriculum. The teacher makes full use of the individual effort on the part of the children by mining them from the very beginning to work for themselves and by allowing them to work at their own pace. They are allowed, irrespective of age, to proceed to more advanced work as soon as they can show competency (Centre of Multi-grade Education, 2011:7). According to Makoelle and Malindi (2014:7), the notion of multi-grade pedagogy is practised within the Epistemological Framework of Constructivism, learners participate in their learning and work collaboratively with one another.

The term 'multi-grade education' is not universal, but the practice is widespread. Given the range of contexts in which multigame education occurs, it is likely that multigame organisation and teaching practices will vary both within and among countries. Many terms are found in, literature, to describe multi-grade settings. Little (1995) also uses the term, therefore, the provision of education to rural schools is an issue of concern to countries that have such citizens. The idea of multi-grade education is an issue of concern to countries that have such citizens. The idea of multi-

grade education has emerged from such a need to cater for small settlement areas and mobile populations (Jordaan and Joubert, 2011:38).

Multi-grade education is a common phenomenon in primary school education in many countries and is seen as a solution to the problem of providing schooling for children in rural areas (Brunswic and Valèrien, 2004). According to Mulrayan-Kyne (2005:1), traditionally, the most favoured option in primary school systems throughout the world has been the single grade or mono-grade class structure where children are grouped into classes according to a narrow age band.

Generally, the bringing together of large groups of same-age children for instruction, by one teacher in one classroom, was held to be the most administratively and economically expedient way of providing education for a maximum number of children. However, the majority of small schools in developing countries is multi-grade because of circumstances rather than choice (Blum and Diwan, 2007:5). According to the D.E.T Management and Teacher development Project (1987:12) there are three types of groupings in the multi-grade pedagogy, namely: grouping according to ability, grouping according to needs and grouping according to friendship.

Various methods are used in a multi-graded class, for instance: Teacher direction; Investigative methods; Using questions and Participatory strategies. These lead to various organisational strategies such as:

- Multi-level learning centres/stations are strategies for arranging and organizing instructional resources and the physical environment of the classroom;
- Learning centres/stations are organized areas within a classroom that provide materials for a variety of tasks at different levels for learners to succeed;
- Effective classroom practice is when learners have a clear understanding of classroom structure, procedures and rules, they are more likely to follow them (Barie, 2010:14).

There must be true participative multi-grade classes where learners are doing something as well as thinking and learning at the same time (D.E.T. Management and Teacher development Project, 1987:3).

There are major areas of handling multi-grade classes, namely: the use of grouping, the use of group leaders, the use of resources, classroom layout and preparation and marking (D.E.T Management and Teacher Development Project, 1987:18). Managing a multi-grade classroom is difficult because there is more than one grade level in the classroom. The teacher must be skilled in managing instruction to reduce the amount of 'dead time' during which children are not productively engaged on a task. This means that teacher must be aware of different ways of grouping children, the importance of independent study areas [centres] where learners can go when they have finished their work and approaches to record keeping which are more flexible than those prevalent in the mono-grade classroom. Learners may need to be taught the value of independence and cooperation (self-directed and supportive learning golden threats for MGT) by involving them in classroom decision making.

Instructional strategies are seen as key to improving the quality of teaching and learning in the multi grade classroom context. The promotion of approaches that increase the level of learner independence and cooperative group work tend to be suggested. These involve a change in the role of the teacher from 'giver of information' to 'facilitator'. This is to ensure that, time spent away from the teacher is spent productively. Three important strategies are per instruction, in which learners act as teachers for each other.

Multi-grade education is a scheme in which, according to Gomes (2013:111):

- one teacher handles learners in the same class, at the same time (usually at primary level), in various grades (two to three)for an entire school year,
- grades retain their separate existence and
- Each learner is expected to transact only the curriculum fixed for his/her grade while sharing teaching time and a classroom with learners of other grades.

The centre for multi-grade education (2009:20) refers to multi-grade classroom as, a place in a rural area, with limited facilities- mostly on farms- where one teacher, often of a different culture, teaches simultaneously all the learning areas or some of the learning areas at the same time, to learners often of different cultures and different grades and in a combination of different phases.

According to the Curriculum Reform Implementation Project (2011:6), supporting the implementation of the Primary Reform Curriculum in Papua New Guinea, multi-grade education is not a pedagogy where one teacher moves between two classrooms to teach two separate grades with separate programmes, or where two classes work in isolation in the same room, seated at each end of the classroom, they are taught separate programmes by one teacher. In multi-grade education:

- There are not two or three separate programmes.
- The curriculum for the combined grades is intergraded, that is, common elements from the different year programmes are combined into one programme for the class.
- The needs of the learners determine the teaching and learning and therefore the learning is learner- centred, not grade level centred. This gives learners, through the different levels of activities provided by the teacher, the opportunity to work at their level of ability (Curriculum Reform Implementation Project, 2011:6).

2.3.7 Curriculum Transformation in Rural Schools

According to the Centre for Study Rural Education(2004:16-17), there are four Multi-Grade Education (MGE) models of forming groups in rural schools which enable rural teachers and principals to take this approach into cognizance while offering multi-grade pedagogy which are described and outlined as follows:

2.3.7.1 Mono Grade Approach

Learners are placed in separate groups according to their grades, for instance, if the typical one teacher school has five grades then five grade groups are established and the educator facilitates different groups according to their grade's requirements. This

model works well if there are a few learners, e.g. 7 learners, and the classroom is spacious. Learners can assist one another within a specific grade.

2.3.7.2 Cross Integrated Approach

This approach involves a choice of one topic/ theme across grades. The educator addresses one topic but differentiation comes into the picture when assessment tasks are given. Peer tutoring can be applied in this model. This approach works better in classrooms which are relatively big as it reduces the work load for planning by the educator.

2.3.7.3 Phase Approach

Content of a particular phase, in a Learning Area, is divided into three years (three year curriculum) so as to ensure that learners are exposed to the SKVs according to the necessary content. Peer tutoring can occur across grades.

2.3.7.4 Child- Centred Approach

Each learner is given all the necessary resources so as to allow them work on their own other than in groups. The learner takes full responsibility for his/her own learning. This model works better if there are enough resources such as prepared worksheets, etc.

All four models can be applied together in the classroom as long as the objectives/ aims are reached. However, model 1 & 4 are recommended for Mathematics and languages where learners are expected to reach specific milestones (an important step towards the improvement of learner performance). Progression levels of children have to be considered when choosing models to be applied in the classroom. Learning styles of learners play a vital role when learners are grouped to assist with the attainment of set objective.

2.4 TEACHERS AND TEACHING IN RURAL SCHOOLS IN AFRICAN COUNTRIES

According to Wicken (2011:44-55), while literature has sufficiently emphasized the importance of teachers' motivation and pedagogic practices, their classroom management remains a relevant and common indicator of learner achievement, especially in developing countries. Although research evidence has successfully

proven that the quantity and quality of teachers provide the opportunity to teach internationally; goals on education, it is, however, found that only effectiveness in actual management of teaching and learning process can deliver the EFA goals by 2015. Quality education produces good learning outcomes - and the initial training and preparation of teachers contributes to this. It is also important to assess the distribution of quality from an equity perspective to ensure that well-trained teachers are found across diverse schools and regions. Some countries will face a serious challenge is expanding the teaching force to meet the goal of UPE. Many factors could be attributed to this, which the following section will attempt to assess.

Teacher quality encompasses a range of skills, competencies and motivation. Specific training is required in order to expect quality services from a teacher or any other skilled professional. Data on training levels is one of the few indicators, systematically collected about teachers. For instance, Grade II of the National Certificate of Education (NCE) and the Bachelor Degree in Education, are required in Nigeria before anybody can be qualified to teach at primary, junior and senior secondary schools, respectively. This highlights the need for better measures of teacher quality that can be used to compare countries. In short, many countries face choices in order to expand educational opportunity and improve the quality of educational provision. Thus, the pursuit of quality education in rural areas places enormous stress on already burdened education systems in Africa.

Therefore, preparing, recruiting and supporting enough teachers- who will provide quality learning in rural schools as well as urban schools- can be particularly challenging. To meet this challenge, there is a need to develop, promote and expand innovative methods for training teachers and administrators to improve the quality of teaching and learning for millions of African children, particularly in rural communities. Consequently, there must be opportunities for teachers in rural schools to upgrade their skills through pre-service and in-service training programmes.

The purpose of teacher development and preparation should be to build student teachers' general education and personal culture; their ability to educate others; and awareness of the principles which underlie good human relations, within and across national boundaries; and a sense of responsibility to contribute, both by teaching and by example, for social, cultural and economic progress.

School administrators have difficulties finding qualified teachers who are appropriate for rural schools and communities and who will stay on the job. In recruiting teachers for rural schools, two things must be considered. First, is the education needs of rural schools and second, is teachers who are trained to meet these specific needs. While a number of African countries require junior and senior secondary school teachers, they should hold educational qualifications at various levels in their chosen subjects of instruction. These requirements are, at times, ignored in order to meet a demand at the school level (Ingersoll, 2001:76).

Moreover, in recruiting teachers for rural schools, it has been suggested that candidates should be recruited from within each region, in the hope that personal history and family connections will entice them to return to teach in their home area after graduating. The presumption is that, those individuals will have family roots in these rural areas and be willing to return and remain in these rural settings (Graig, Kraft and Plessis, 1998:99). One of the attractions of this approach is that, if teachers become established within their own communities, they may gain extra benefits from the proximity of relatives, which may assist in ensuring their long term stability. Working close to one's extended family may provide some level of financial support and subsidy (Black,1993:35). However, some countries, such as Malawi, report that teachers do not want to work in their villages, because there may be too many demands on them from their families. Some people from rural areas would prefer to be in their home district, but not actually in their home village.

It should be noted that, the assumption that teachers recruited from a rural area would want to return to their communities has been challenged by a number of researchers (Rust and Dalin, 1990:12; Azam, 2001:65). Educated members of a disadvantaged minority group may view their education as a means of social mobility, and may have no desire to remain in the community once they have completed their educational programmes (Azam, 2001:33). In Lesotho, for example, Azam (2001:33) reported, "it is hard to attract people to rural areas, as the conditions are difficult... young people, even those from rural areas, want to come down from the highlands as soon as they can. Even those who come on study leave try hard to stay in Maseru," (quoted in Mulkeen, 2005:16).

The recruitment strategy reported by Mulkeen (2005:16) is the most frequently used method to recruit teachers from specific geographical regions or ethnic-linguistic groups. However, this strategy often involves a trade-off between entry qualifications for rural roots (Lewin, 2002:85). If it is necessary to adjust the teacher recruitment system to favour teachers from a particular area, and if the system was a merit based system, then the adjustment entails recruiting teachers of lower quality. The deployment of teachers across African countries is neither efficient nor equitable. Qualified and more experienced teachers are concentrated in urban schools, which tend to be overstaffed. By contrast, schools in rural areas face major problems in attracting and retaining adequately qualified and experienced teachers. There are fairly widespread concerns about excessive political interference in the recruitment of primary and secondary school teachers in many African countries. It is also contended that, patron-client and other political considerations tend to influence, unduly, decision-making by local educational authority during the recruitment process.

The extent to which teachers are motivated is a significant factor in influencing the delivery of quality education. Herzberg, in his famous two-factor theory suggested that the factors, which contributed to job satisfaction (motivators) and those which contribute to job dissatisfaction (hygiene) must be applied separately for workers to enhance increased productivity (Hinton, 1968:18). The significant effect of the application of this theory, on boosting teachers' performance and increasing learning outcomes of students, cannot be overstated. A good working environment, according to this theory, will determine the quantity and quality of knowledge children receive; the level of skills to enhance the development of young minds; and the sense of security children feel. The subjects of motivation and working conditions of teachers, in many rural schools across the African continent, have continued to gain widespread criticism because of the obvious difficulties rural schools face in attracting and retaining qualified teachers. The persistent high poverty, poor environment, low salaries, limited opportunities for professional improvement, social and geographic isolation, inter alia, have made rural schools unattractive for highly qualified and experienced teachers. Markels (2004:31), looking at the condition of teachers in North America, presented a report from 39 surveys, which showed that working conditions have continually played a large role in teacher decisions to migrate or leave the

profession. Reasons for remaining in teaching or leaving are strongly associated with how teachers view administrative support, available education resources, teacher input regarding decision-making and school climate.

The situation of many areas in Africa is such that, there are inadequate teachers to handle available classes. As a result, “multi-grade teaching” is widespread. Multi-grade teaching normally involves one teacher teaching two or more grades at the same time. In some very remote areas, the viable model for provision of schooling may be the one-teacher school (the most extreme form of multi-grade). In Uganda, as observed by Mulkeen (2005:35), school attendance is very low in the Karamoja region, despite the construction of schools. In response, the government introduced a programme named Alternative Basic Education for Karamoja (ABEK) where children study under trees wherever they take animals to graze, supervised by a single teacher in each school. The nomadic education practiced in the northern part of Nigeria is similar to the ABEK education in Uganda.

Many countries now see the multi-grade teaching approaches as a key pedagogic tool that can assist teachers to cope with teaching in a very difficult situation. Multi-grade teaching has the potential to improve the quality of teaching, thus contributing to the global effort of achieving EFA goals and other educational priorities including MDGs. However, the successful operation of multi-grade methods is dependent on teachers who are skilled in handling multi-grade classes; availability of teaching materials; and the flexibility of the educational structure to allow for necessary adjustments by the operators of the schools.

The use of multi-grade teaching, without additional training and teaching materials, is likely to put additional strain on teachers, and reduce the quality of learning. According to Benveniste and McEwan (2000:42): multi-grade teaching may require more work than single-grade instruction. Demands on teacher resources, both cognitive and emotional, are greater. Curriculum design and organization require attentive preparation and greater coordination. This is particularly the case if teachers do not have access to specialized materials, such as self-instructional textbooks, to support their preparation. Motivating students and maintaining their concentration is harder.

Teachers are responsible for more subjects and cannot repeat lessons from year to year.

In examining the school effectiveness research, it has been argued that most of the variation between schools is due to classroom management rather than other school factors. Research findings into the correlates of effectiveness relate largely to the classroom. Of the eleven factors identified (Sammons, 1995:34), six emanate directly from the classroom (a learning environment, concentration on teaching and learning, purposeful teaching, high expectations, positive reinforcement, and monitoring progress). The remaining five (professional leadership, shared vision and goals, pupils' rights and responsibilities, home-school partnership and a learning organisation) shape the cultural milieu of the school and create the climate in which an effective classroom is more likely to thrive. Brown (1994:87) includes teacher discipline on this list and argues that therein lies the route to improvement.

Classroom management and discipline in remote areas present additional difficulties for school administrators and managers. One concern is that teacher absenteeism, which may be very high in rural areas, could perhaps create serious constraints on effective classroom management and discipline. Mulkeen (2005:37) also reports that, some teachers in small rural schools in Uganda commit fewer hours to classroom teaching in favour of their private work, possibly as a means of complementing their inadequate salaries.

The physical remoteness of many schools encourages absenteeism and moonlighting activities of some teachers and school managers. In some countries, the need to travel to collect pay is a major cause of teacher absence. This can lead to an absence of up to three days, where the school is deserted, with one teacher left behind to keep control. Similarly, in Uganda it is expected that teachers should be paid through their bank accounts, but where there are no banks, teachers should be paid in cash, and many have to travel long distances to collect their pay. All these may impose severe constraints in classroom management and discipline.

Medical problems of teachers in isolated areas may also weaken the control and discipline of teachers. A visit to a doctor that might have taken a day in an urban area, can involve an absence of three or four days for a rural teacher. Many rural teachers

are in locations away from their families or family doctors. Travelling from remote rural areas to see their doctors may be time consuming. If the school is in a remote location, trips often involve absence on Fridays or Mondays.

It would be unfair to see classroom management difficulties entirely in terms of policing teacher misbehaviour. There are also system failures, which undermine teachers' morale and damage the system. These include failure to pay teachers on time and delay in promotions and transfers. Teachers in rural schools often feel neglected by the authorities, and perceive that they are unfairly treated in terms of promotions, transfers and other benefits. Such perceptions may lower morale among rural teachers and deepen management and discipline problems.

Curriculum structuring and planning, according to Mulkeen (2005:45), may also experience some difficulties in rural areas for a number of reasons:

- First, school principals often travel to district offices to make administrative arrangements. In Uganda, for instance, the head teacher, in a public school, is responsible for arranging salary increments and adjustments for each teacher. The more remote the school is, the longer the head teacher is away from the school for these purposes, and the less time spent by the principal on supervising curriculum structuring and planning.
- Second, remote schools are less likely to be visited by external inspectors. In Malawi, it is noted that absenteeism is more frequent in remote schools where the atmosphere is more relaxed and visits by inspectors are less frequent.
- Third, the monitoring of teachers by the local community is often weaker in remote rural areas. The local community may place a lower value on education, simply because they are less educated themselves, and so feel less able to challenge the authority of teachers.

In Tanzania, a district school is required to be inspected at least every two years. In districts where the number of schools is small, all schools are inspected yearly. In districts where there are more than 80 schools, 50% of schools have to be inspected.

Schools in rural areas are less likely to be inspected because of lack of transport, geographical factors (isolation, floods and bad infrastructure) and financial constraints. Most inspection visits do not include an evaluation of the quality of education, and provide little information on quality of the school or the education ministry. In view of these weaknesses, and in particular the transport difficulty, it seems likely that remote public schools are unlikely to receive inspection visits with any regularity. The adverse implications of this on curriculum structuring and planning cannot be overemphasized.

2.4.1 Curriculum Delivery in Rural Schools

Curriculum may be defined as the full range of learning experiences encountered by students. The fundamental purpose of a school curriculum is to ensure that all students experience good quality education appropriate to their needs in a changing world. The curriculum that will impact positively on rural communities must incorporate elements of local content. The centrality of this is seeing it in terms of the development it brings to the school environment. The basic approach to curriculum planning is outlined below as follows (Wicken, 2011:94-95):- provision, planning and coordination, implementation (Teaching and learning processes), outcomes (learners progress and attainment).

Provision: Areas that will be covered in the curriculum are issues that must be considered during curriculum planning and these include: subjects, programmes, courses, levels, time allocations, provision for students with special needs, breadth and balance, relevance and differentiation and co-curricular activities.

Planning and Coordination: In order for curriculum planning to be effective, the school curriculum must address these schools' needs both at the local level and also as articulated in the educational policy. School curriculum planning works on developing an awareness of these needs, not only in terms of the wider needs of the learners as members of society. It is important for the school to look at its arrangements for planning and coordinating the curriculum. A review of this aspect of curriculum would explore the structures for planning, procedures for collaboration , programme coordination and Cross-curricular issues.

Schools may need to ask such questions such as: "What structures would help?" or "How can teachers work together?" A review of arrangements for curriculum planning

and coordination may enable the school to identify creative approaches within the new programmes that could fruitfully be applied in other areas.

Implementation (teaching and learning processes): The basic purpose of curriculum implementation is to ensure effective learning that is relevant to the full range of students' educational and local needs. In pursuing this purpose, the school may find it helpful to:

- i. Review its current situation by: grouping of learners for learning; (streaming/banding/mixed ability grouping), teaching methodologies, classroom environment and classroom practices;
- ii. Explore the impact of these aspects of school life on student learning; and
- iii. Consider whether classroom processes are serving the aims and objectives of the curriculum and promoting the development of students as effective and responsible learners.

Outcomes(Student progress and achievement): In reviewing a curriculum that will improve the outcomes of learners in rural schools, curriculum planners may usefully examine:

- i. Its current methods of assessing student progress and achievement;
- ii. How learners' levels of achievement compare with their standards of achievement on entry to the school, and with national standards of achievement;
- iii. What learners have actually learnt, in terms of both holistic development and academic achievement, on completing any given programme or course in the school.

Drawing these strands together, we offer the following suggestions to help schools in rural areas to adopt the subject department as a focus for curriculum review, this will enable the schools to: promote collaboration with urban schools, establish a common purpose, develop communication network between rural and urban schools, foster the sharing of good practices among rural schools, provide support for rural school teachers and rural teaching and encourage interdependence and mutual responsibility among rural teachers (NEEDU, 2013:39).

It would be important for the schools to provide a structured programme of staff development to support collaborative curriculum planning at whole-school level.

Such a programme might address whole-school curriculum issues such as the following: homework policy, thinking and learning, multiple intelligences, effective methodologies, special needs and learning support, team development, assessment and reporting (Basic Education Department-Rural Education Directorate, 2010:29).

One of the primary roles that teachers are expected to perform is that of designer and implementer of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. These plans vary widely in the style and degree of specificity. Some instructors prefer to construct elaborate and impeccably typed outlines; others rely on the briefest of notes handwritten on scratch pads or on the backs of discarded envelopes. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals. It should also be noted that, the more organized a teacher is, the more effective the teaching/learning will take place. Writing daily lesson plans is a large part of being organized.

Teachers need more than a vague or even a precise notion of educational goals and objectives to be able to sequence the educational objectives or to be proficient in the skills and knowledge of a particular discipline. The effective teacher also needs to develop a plan to provide direction towards the attainment of the stated objectives.

A lesson plan is a tedious part of instruction that many teachers dislike. It nevertheless provides a guide for managing the learning environment and it is essential if a substitute teacher is to be effective and efficient. Teachers, especially in rural schools, must be prepared to face the challenges of providing quality education to pupils, which a good lesson plan enhances. Three stages of lesson planning and strategy are discussed next (Mulken, 2005:74).

Stage 1: Pre- Lesson Preparation

The pre- lesson preparation encompasses the following aspects: setting goals, developing content, and determining learner's entry level.

Stage 2: Lesson Planning and Implementation

Lesson planning and implementation consists of the following aspects: writing unit titles, provide instructional goals, state course objectives, explain the rationale, discuss content, organize instructional procedures, evaluate procedures, and provide reference materials (Mulken, 2005:84).

Stage 3: Post- Lesson Activities

The teacher can evaluate whether a lesson was successful or not, and treat revision as a fully-fledged lesson plan.

Teaching strategies involve much more than making arbitrary decisions about “what a teacher is going to teach in a day.” Many activities precede the process of designing and implementing a teaching/ lesson plan. Similarly, the job of teachers in systematic lesson planning is not complete until the learners’ attainment of the anticipated outcomes and effectiveness of the lesson, in leading learners to these outcomes, has been assessed.

2.4.1.1 Self- Directed Learning (SDL)

Self-directed learning is the most forward-thinking and independent of teaching choices available under Student-Directed Teaching, which is a progressive teaching technology. This is a teaching style which can be adopted by teachers in rural schools for students who demonstrate a high level of independence, enjoy working on their own, and have the ability to initiate plans for their own learning. This teaching style promotes creative problem-solving and a deeper engagement with the content to be learned.

Through the application of this method, the teacher can:

- Provide a plan consisting of objectives for several days, written in a language the learners can understand,
- Visit each learner at least once each period,
- Determine the appropriateness of the style,
- Use good questioning techniques and negotiation to help steer the learners to becoming more independent,
- Provide perception checks and final tests as indicated in the unit plan, and
- Provide a second evaluative activity if required by an individual learner.

- The learners will:
- Study each objective and decided how learning will take place,
- Listen to the instruction the teacher is providing,
- Consider what he or she knows and what he or she does not know when selecting the amount and type of practice,
- Declare the mark expected on each perception check, and
- Prepare a plan which outlines how the student will use their time.

Self- Directed Learning (SDL) allows individuals to take the initiative and the responsibility for what occurs in the learning process. Individuals select, manage, and assess their own learning activities, which can be pursued at any time, any place, through any means and at any age. In schools, teachers can work toward SDL one stage at a time. Teaching emphasizes SDL skills, processes, and systems rather than content coverage and tests. For the individual, SDL involves initiating personal challenging activities and developing the personal qualities to accomplish them successfully (Brown, 2003:23).

2.4.1.2 Peer tutoring

A peer tutor is anyone who is of a similar status as the person being tutored. In an undergraduate institution, this would usually be another undergraduate student, as distinct from the graduate students who may be teaching the lower grade. However, according to Mwamwenda (1995:138), cognitive development of rural peer tutor learners can be accelerated by means of training, which is regarded as a simple creation of a rural environment conducive to cognitive development, and peer tutors subjected to training have shown positive results, not only in terms of the concepts in question, but also in terms of spillover effects to other Piagetian concepts.

Peer tutoring is an instructional strategy that consists of pairing students together to learn or practice an academic task. The pairs of students can be of the same or differing ability and/or age range. Peer tutoring encompasses a variety of instructional approaches including: Cross-Age tutoring, Peer-Assisted Learning Strategies (PALS),

and Reciprocal Peer Tutoring (RPT). These methods can be used to improve learning experiences of pupils in rural schools. The underlying theory is consistent, whether in the rural or urban areas. Peer interaction can have a powerful influence on academic motivation and consequently on achievement. The research evidence also suggests that socialization experiences that occur during peer tutoring can benefit both the tutor and tutee by motivating students to learn and increase their social standing among peers. When students understand the benefits of peer tutoring and have the tools to become effective tutors and tutees, they make greater progress than those who are not given any instruction on how to work together.

Additionally, peer tutoring allows teachers to accommodate a classroom of diverse learners, including students with learning disabilities. This instructional strategy increases response opportunities for students, provides additional time for positive feedback, and increases the amount of time a student is on-task. Regardless of the achievement level, content area, or classroom arrangement, peer tutoring demonstrates effectiveness in facilitating progress in the general education curriculum.

According to the D.E.T. Management and Teacher Development Project (1987:14), peer tutors sometimes are regarded as the group leaders helping teachers, during the day, in organizing each lesson and group leaders help the teachers to develop classroom and group rules.

2.5 CHALLENGES OF RURAL EDUCATION

No specific training has been provided for teachers that teach multi-grade classes, and there is a lack of policy guidance for their teaching. Issues such as managing different content at different levels and classroom management are particularly problematic for teachers and this compromise effectiveness of rural schools (Basic Education department – Rural Education Directorate, 2010:7).

According to the National Education Evaluation and Development Unit (NEEDU)(2013:30), rural school challenges are summarized as follows: lack of qualified teachers in rural schools, teachers often live far from the school and this has

implications given the lack of adequate transport and poor road infrastructure, many of these teachers are involved in multi-grade teaching and poor quality education in certain instances, and lastly 38 percentage of the schools' toilets are unsanitary and this compromised again effectiveness of rural schools. Other areas compromised effectiveness in rural schools are outlined and defined as follows:

2.5.1 Poor Teacher Status

Teaching in many African countries, is one of the most undervalued professions. Governments' attention and reaction to teachers' demands are very rigid. Teachers are not particularly well paid, and it has become a job that you only do if you could not get another job. The poor salaries of teachers, when compared with their counterparts who are engaged in other professions with comparable level of education and experience, is one of the challenges teachers have to contend with across many African countries. For instance, low teacher remuneration, and the way in which it is paid, has been found to be the most contentious issue among teachers in many African schools for years. In Nigeria, it has led to local, state and national strikes in the past and at present, because teachers' salaries are simply not sufficient for a good standard of living. The common axiom among teachers is that, 'teachers' take home pay cannot take them home'.

Salaries of teachers are seriously inadequate and are not always paid when due. The average monthly gross salary of a primary school teacher, in Nigeria as well as in many countries across the continent of Africa, is about \$100 per month. The top gross salary of many head teachers, with around 30 years of experience, is about \$300 per month. In a survey of teachers' salaries in one of the northern state of Nigeria (VSO,2002:26), respondents estimated that the minimum survival income for teacher with a spouse and two children in the state is about \$400 to \$600 per month in contrast to the \$100 and \$300 monthly salaries of teachers and head teachers respectively.

Consequently, many teachers are forced to find additional income to augment their poor earnings, which invariably will have a serious negative impact on their overall performance. Opportunities for teachers to earn additional income from private coaching of students, which is common in many urban areas, appear to be quite limited, mainly because of widespread poverty in rural areas.

2.5.2 Lack of Qualified Teachers in Rural Schools

The definition of qualified teachers varies from country to country, depending on the certification procedure in the respective African countries. In Nigeria, for example, the minimum teaching qualification used to be a Grade II Teaching Certificate for primary schools and National Certificate of Education [NCE] for junior secondary schools. The 2004 National Policy on Education [NPE], however, fixed the minimum certification for teachers to be the NCE.

There is no doubt that many countries face challenge of teachers' qualification and supply. At the same time, however, there are equally serious challenges of their deployment. In many countries, urban areas have qualified teachers who are unemployed or underemployed while rural areas have unfilled posts. This pattern of simultaneous surplus and shortage, as reported by Mulkeen (2005:45) is strong evidence that the problem of teachers in rural schools will not be solved simply by producing more teachers. Generally, the lack of qualified teachers in many rural schools is simply because many teachers do not want to stay in rural areas due to social; professional opportunities, and cultural isolation. Castle (1995:61), reflecting on teachers' reluctance to work or stay in rural areas, argues that low salaries, lack of access to professional opportunities, and the responsibility to take on multiple duties are the major challenges confronting teachers and affect their decision to work or stay in rural areas. Owing to the small size of rural schools and communities, there is a smaller pool of applicants and teachers in rural areas, and rural schools have a high teacher turnover rate (Young, 1991:23). Most teachers and administrators in rural schools across African countries are typically younger, less educated, and get lower pay and benefits than non- rural employees.

Comparing schooling characteristics in six African countries, the summary of rural urban indicators, as shown in **Table 2.2**, reveals that there are significant differences in teachers' qualifications, pupil- teacher ratios and students' achievements and gender disparity among these countries. Therefore, country specific policies are needed to ensure that teachers who will stay and teach in rural schools are given special training and are adequately prepared for challenges for rural setting before they are posted to these communities. The table below presents the summary of rural-

urban schooling characteristics in six countries, in order to elucidate the challenges facing teachers in African countries.

Table 2.2 Summary of Rural Schooling Characteristics in Six African Countries.

INDICATOR	COUNTRIES					
	LESOTHO	MALAWI	MOZAMBIQUE	NIGERIA	TANZANIA	UGANDA
Teacher qualifications	In the lowlands, 24% are unqualified. In the mountains, 51% are unqualified	Data shows no rural-urban differences. (However, more detailed categorization might change these differences)	Significant differences between and within provinces. In Maputo, 8% of teachers are untrained & in Manica Province, 58% are untrained	Death of qualified teaching staff. Significant differences between rural and urban schools. Low societal estimation of teachers.	Better qualified teachers are in urban areas Where 68% of grade A teachers are in Dar Es Salaam. And 39% are in Lindi	Some, mainly rural and insecure areas, have many vacancies and use untrained teachers
Pupil-teacher ratio and pupil-qualified teacher ratio (PQTR)	There is little variation in PTR, but great variation in teacher qualifications 24% of teachers are not qualified in the lowlands; 51% are not qualified in the mountain areas.	Average PTR is 44 in urban areas and 77 in rural areas. Differences are even greater in some remote zones, such as Kalulu	PTR is 54 in Maputo and 67 In Manica. PQTR is 59 in Maputo and 162 in Manica.	The mean PTR in 2005 was 38:1. In reality the pupil-class ratio was 109:1	Average PTR is 58. PTR is 53 in Dar Es Salaam and 74 in Kigoma	Average PTR is 56
Teacher gender	Almost 80% of teachers are female.	82% of urban teachers are female, compared with	About 80% of teachers are female. Female teachers are	More female NCE teachers at the primary	Female teachers are concentrated in urban schools and	It is difficult to attract and retain females at

	Even in the mountain areas, 70% of teachers are female.	31% of rural teachers.	reluctant to accept positions at rural schools.	and more male graduate teachers at secondary schools.	scarce in rural schools.	remote rural schools.
Student achievement	Repetition rates are higher and SACMEQ test results are lower in rural schools.	SACMEQ results for reading and math are lower in rural schools.	School test results do not show differences, but SACMEQ reading and Math results are lower in rural schools.	Generally poor performance in the area of literacy where the mean score was 18:2 percent	SACMEQ results for reading and Maths are lower in rural schools.	SACMEQ results for reading and Maths are lower in rural schools.

Adapted from: Mulkeen (2005)

Reports on the characteristics of teachers, in the six countries, as indicated in **Table 2.2**, reveals that teachers have greater challenges to overcome in rural areas than their urban counterparts. One of the major problems facing rural schools is attracting and keeping highly qualified teachers. The problem in rural schools may be compounded by a number of reasons.

First, rural schools are more likely to have problems in filling teaching positions, and so tend to have a higher overall pupil teacher ratio, and more unqualified teachers.

Second, experienced teachers may use their influence to seek deployment to smaller classes, leaving the largest classes to the least experienced and least qualified teachers. To counter this, in Lesotho, ministry guidelines suggest that the most experienced teachers be assigned to larger classes, but this is not always followed in practice.

Third, the dropout rate, in rural schools, especially at the lower grades, is often higher than their counterparts in the urban areas.

Fourth, the internal deployment of teachers within schools is complicated by teacher' specializations. In many countries, primary school teachers are trained either for a specific grade (as in Malawi), or for specific subjects (as in Mozambique).

Table 2.2 also illustrates the difficulties of efficient teacher deployment and management, which often results into low student achievement. There is, therefore, a need to put in place a strategy that will ensure the recruitment of teachers who demonstrate the characteristics of successful rural teachers. For instance, the United States of America's Department of Education (1998:99) suggests that, the recruitment procedure should begin with aggressively exposing students in middle and high school to peer tutoring, camp counseling, role modeling, and classes in education theory. Few colleges of education and universities in Africa have pre-service programs for rural teachers. However, successful programs in some developed countries, such as Australia and Canada, offer a rural focus in course work and provide ample opportunity for rural experiences (Stone, 1990:34; Boylan and Bandy, 1994:31).

2.5.3 Problems Associated with Recruiting and Retaining Teachers

Problems associated with rural teachers can be broken down to recruiting and retaining teachers. Brown (2003:13) opines that, the "ideal" rural teacher, at a basic level, must be prepared to teach multiple grades or subjects, organize extra- curricular activities and adjust well to the environment and the community. Notably, it is extremely difficult to find teachers who fit into the rural community setting, and do not stay for a long period of time because of this. Usually the teachers who end up staying are either from a rural background or have previous experience with rural communities.

In many countries, teachers express a strong preference for urban posting and this matter attributes to a number of reasons, some of which had already been highlighted. The major factor could be that, the quality of life in the rural areas may not be as good as in urban areas. Teachers have expressed concerns about quality the of accommodation (Akyeampong and Stephens, 2002:15), classrooms ... school resources, and access to leisure activities (Towse, 2002:3). A second major concern is related to health. Teachers may perceive that living in a rural area involves a greater

risk of (contracting) diseases (Akyeampong and Stephens, 2002:45) and areas offering fewer opportunities for professional advancement.

Urban areas offer easier access to further education (Hedges, 2000:12). In addition, teachers in rural areas are likely to have opportunities to engage in other professional development activities. Teachers in rural areas may even find it more difficult to secure their entitlements from regional educational administrations, sometimes to the extent of having to put up with obstacles or corrupt officials. The problem is further exacerbated in countries where the majority of new teachers come from a different background than the students. In Ghana, teachers tend to come from a peculiar socio-economic background higher than the national average (Akyeampong and Stephens, 2002:46) and disproportionately come from an urban area. Hedges (2002:15) describes the reluctance of such teachers to accept a rural position thus:

“There is a profound fear among newly trained teachers with a modern individualistic outlook that if you spend too much time in an isolated village without access to further education, you become “a village man,” a term which strongly conveys the perceived ignorance of rural dwellers in the eyes of some urban educated Ghanaians,” (Hedges, 2002: 364).

This type of fear is not only peculiar to teachers in Ghana but also similar to that expressed by young teachers in many other African countries where little concern is given to their condition by authorities. There is a need for school administration to have adequate knowledge of rural background before posting teachers who can fit into the school and community, and who will stay on the job. The “ideal” rural teacher, according to Brown (2003:11), quoting from Lemke (1994:65) and Stone (1990:99), is certified to teach more than one subject or grade level, can teach students with a wide range of abilities in the same classroom, is prepared to supervise extra-curricular activities, and can adjust to the community. Moreover, teachers can also decide to stay because of their relationship with their principal, spouse employment in the community and satisfaction with the rural lifestyle. On the other hand, given the obvious importance of teachers, problems in supporting newly qualified teachers and a lack of career development opportunities in rural settings, often combine to make the teachers’ effectiveness difficult in comparison with their urban counterparts.

To meet these challenges, innovative methods for training teachers and administrators, to improve the quality of teaching and learning in African schools, must be well-accentuated. This must focus on constant upgrades of skills through in-service training and provision of incentive packages for teachers in rural area.

In addition, teacher participation in community activities can influence their decision to stay in rural schools. The degree to which a rural teacher becomes involved in community educational programs influences his or her decision to stay on the job. Therefore, retention requires a coordinated school-community effort. A school-community orientation can help new rural teachers overcome feelings of isolation, acquire a sense of community security, and develop professional competence. Principals should select a new teacher's initial assignments carefully, set clear goals, welcome feedback, establish an encouraging and non-threatening environment, and provide opportunities to interact with experienced colleagues and parents. Collegial mentoring, which is not a part of a teacher's evaluation, can be crucial. The school can also make things easier for new teachers by streamlining paperwork, providing a well-planned in-service programme and arranging release time for visiting other teachers' classrooms. The community should recognize new teachers' accomplishments and invite them to participate in various activities. Colleges of education and universities can play an important role by offering cost-effective distance-learning courses to keep rural teachers up-to-date (Mulkeen,2005:18).

A second major incentive for teachers to stay and work in rural areas is the provision of housing. Where teachers cannot live near the school, they are likely to spend a lot of time travelling, often to the detriment of their school work. Housing is particularly important for female teachers. In Malawi, the EMIS data reveals a strong association between the availability of housing in an area and the presence of female teachers in the school. In a study conducted on primary school teachers' attrition in Uganda, provision of housing is considered to be a key factor in ensuring teacher retention, especially in rural areas (Mulkeen, 2005:19). Currently 15% of the School Facilities Grants (SFG) is allocated to the building of teacher housing.

In Mozambique, the Ministry of Education does not normally provide housing, although the practice has been to put the director's house at some school. In addition, some NGO's and even local communities have built houses for teachers in an attempt to make rural locations more attractive. In Lesotho, teacher housing is not normally provided, and some NGO's and community groups have provided accommodation.

2.5.4 Challenges of Teaching in Rural Areas

There is plenty of evidence that good quality teaching makes a difference in students' learning outcomes. Rural children may experience quality of teaching that may be poorer than that provided for children in urban areas for a number of reasons. Firstly, parents and teachers may have lower expectations of what rural children can achieve. Secondly, more of the teachers in rural areas are untrained, and so may be unfamiliar with the desired teaching methods. A study of teacher confidence in Botswana found that, unqualified teachers were significantly less confident than qualified teachers, although, the report affirmed that years of experience were not associated with increased confidence (Nleya, 1999:33). Thirdly, rural teachers may be less likely to receive in-service training, or have the support of inspection or an education support service.

A recurring pattern, in a case study of countries is that, the rural-urban disparities are not adequately monitored and analyzed. Very substantial disparities also appear between teacher's gender and district schools. As noted, some countries use provinces or districts as the units of analysis, thus merging very isolated schools with small town schools. The essence of this is to allow for better categorization of schools and a more systematic monitoring of the relative situation of rural schools. While the rural-urban disparity is not a new phenomenon, rural school districts may face special challenges in ensuring a highly qualified teacher who can teach effectively for the reasons discussed below.

2.5.5 Poor Funding in Rural Schools

The poverty of many African countries basically is entrenched in poor education and prevalence of high illiteracy rate in the continent, and if not corrected, the poor education system, especially in the rural areas, may impede the goal of Education for All (EFA) by 2015. Therefore, concerted efforts should be made to promote better

education as the key to solving all lingering social, economic and political problems facing African countries, and to lift millions of rural populations out of poverty. Rural education serves as the foundation, the driving force and an important factor that influences the overall building of an affluent society. Only through well-developed education and an efficient labour force can the nations of Africa help more than 800 million farmers modernize the agriculture sector.

One of the greatest challenges being faced by rural education in Africa is the low proportion of funds that are allocated to the education sectors. In fact, the state of funds allocation to the rural education system is worrying as it has been suffering from a bigger financial shortfall over the past few years. Shrinking spending on rural schooling has caused widespread problems in both learner enrolment and teacher commitment to teaching. Besides, quality of outcome, maintenance of facilities, as well as the payment of salaries for rural teachers have also suffered considerably because of poor allocation of funds and other educational resources to rural schools (Morgan, 2006:49).

2.5.6 Poor Quality of Education in Rural Schools

The education that will contribute and make a significant impact on the rural economy must be of high quality. According to EFA's declaration, "the focus of basic education must be on actual learning acquisition and outcome". The National Policy on Education (NPE, 1977:59) in Nigeria also placed emphasis on providing unhindered access to qualitative basic education to all Nigerians, irrespective of their gender, social class, ethnicity, occupation and religion but this, as shown by a report of the Monitoring of Learning Achievement (MLA) project in Nigeria (Ayara 2003:76), is yet to bring any appreciable improvement in the quality of education provided in the country. The MLA provides a good insight into the quality and effectiveness of basic education in Nigeria. The MLA has a special and deliberate focus on minimum basic learning competences in the domains of literacy, numeracy and life skills. The national mean scores on literacy, numeracy and life skills tests were 25.1 percent, 32.2 percent and 32.6 percent, respectively. The performance was poor in virtually all states. While there was no difference in the performance on the basis of gender, pupils in private schools performed better than those in public schools, and those in urban areas did better than their rural counterparts. The report further reveals that, performance was generally

poor in the area of writing skills (under literacy) where the mean score was 18.2 percent. In the domains of numeracy and life skills, the poorest performance was in geometry/shapes (28 %) and health and hygiene (31.8 %) respectively (CBN 2000 cited in Ayara, 2003:34).

Table: 2.3 Performance of Nigerian Primary School Pupils in Literacy, Numeracy and Life Skills.

MLA domain	Mean score (%)						
	National	Sex		Type of Residence		Ownership Structure	
		Male	Female	Urban	Rural	Private	Public
Literacy (Total)	25.1	24.8	25.8	28.9	22.6	40.8	22.2
Numeracy (Total)	32.2	32.4	31.9	35	32.3	43.1	30.1
Life Skills (Total)	32.6	32.6	32.8	35	31	43.1	30.6

Source: Central Bank of Nigeria (CBN) in Ayara (2003:10).

Table 2.3 further reveals that, there were insignificant differences between the performance of male and female students in the MLA test in numeracy, literacy and life skills. Moreover, when the performances of urban and rural students were compared, the differences were not too significant.

Considering the effects of the ownership structure of schools on students' performance, the difference, as indicated in **Table 2.3**, was very significant. The problem of poor quality of education in many African countries has very little to do with the curriculum, which is widely believed to be of high quality. But the delivery system (quality of teachers and conditions of teaching) is the cause of the deplorable state of education, for example, in Nigeria.

2.5.7 Inadequate Preparation and Training of Teachers

A high number of countries in Africa have a guiding principle for training and preparing teachers for the educational system. In Nigeria, for example, the colleges of education (CoEs) are given the responsibility of providing a three year programme to prepare students who eventually qualify for the National Certificate in Education (NCE), which is the minimum teaching qualification required to teach at the primary school level. However, due to the high entrance requirement and the unattractive working

conditions for teachers, CoEs found it hard to entice academically sound candidates to enroll in their programmes. Therefore, the National Council of Colleges of Education (NCCE) introduced the Pre-NCE course in 2002 (VSO, 2002:34). This one-year programme prepares students with two credits for the actual NCE programme, and brings those who have successfully completed the Pre-NCE programme at par with other candidates who will be admitted on the basis of five-credits into the NCE programme. Consequently, lecture halls in most CoEs in Nigeria are often filled to the brim, with thousands of students attending classes in halls that are designed to accommodate less than the actual number of students in class. Usually there are more students outside than inside as the lecture halls cannot contain more than 300 learners at full capacity. This situation has become unacceptable because of the negative effects that large class sizes have on the quality of output. Apart from this, the faculties of education in almost every university run the Bachelor Degree programmes in Education (B Ed) for teachers of junior and senior secondary school levels. In most cases, students admitted into the faculties of education are those who have failed to gain admission to their preferred courses. These types of candidates merely see teaching as stopgap and so lack the necessary zeal for the teaching profession and will do anything to escape from it altogether anytime there is the opportunity to get a preferred job. The poor remuneration of teachers is also not helping matters because teachers of comparable qualification earn less than their counterparts in civil service. Therefore, teachers do very little teaching and have to do too many odd jobs to augment their meager income, which consequently reduces teachers' capacity.

Apart from this, there has been a growing concern about the quality of graduates, from the teacher training colleges and universities, who are joining the teaching profession. Complaints about the competence of newly appointed teachers are also commonplace. Many public schools are now seriously under resourced. The patterns of teachers' composition also have implications for gender equity. Across Sub-Saharan Africa, enrolment and retention in schools are lower to girls than boys. The under representation of girls tends to be greatest in rural areas and among the most disadvantaged communities. While a number of measures have been shown to impact positively on the retention of girls in schools, one of the important factors is the

presence of female teachers in schools to serve as role models to female students (Bernard, 2002:65).

Female teachers, because of the peculiar motherly role they play in schools, can help to make the school environment safer for girls. Many girls in Africa are forced to drop out of school because administrators of schools are insensitive to gender issues, including sexual abuse and intimidation (PANA, 2003:12). In addition, the presence of females in positions of responsibility and leadership in schools is an important factor in creating positive gender role models. However, female teachers may be even less willing to accept a rural posting than their male counterparts, and rural areas may have fewer female teachers than urban areas (Göttelmann-Durret and Hogan, 1998:15). In some cases, casting single women to unfamiliar areas may cause cultural difficulties and insecurity (Rustand and Dalin, 1990; VSO, 2002:43). For an unmarried woman, posting an isolated rural area may also be seen to limit her marriage prospects (Hedges, 2000:11). In some countries, such as Ghana, single women are not posted to rural areas as a matter of policy (Hedges, 2002:12). For a married woman, rural posting may mean separation from her family, as the husband may not move for cultural or economic reasons (Gaynor, 1998:32). Where women have been posted to rural areas, they “may come to see themselves as having been treated unfairly by the system and thus seek early transfers” (Hedges, 2002:67).

2.5.8 Poor Infrastructural Facilities in Rural Schools

An objective assessment of facilities in rural schools reveals a gross and unacceptable state of infrastructural decay. This is especially true of primary schools. Many of the buildings were erected in the late 1950s and early 1960s with mud blocks. Today, they are not only a health hazard but also potential death traps. In fact, in many areas, classes are being held in the open during the dry season and when the rainy season comes, children are crowded into the few available ramshackle buildings. Many schools lack the essential infrastructure to enable them to function as safe, efficient schools. The vast majority, whether urban or rural, have no water, sanitation and electricity and these services need to be addressed as a matter of urgency. The physical state of classrooms is very poor, with floors full of holes, roofs and ceilings broken and pertinent facilities in a poor state of repair. Windows may have shutters, but these and doors are often not lockable, so schools lack security. Few schools have

a perimeter fence or enclosure, making them open to intruders and vandalism. In some circumstances, furniture is stolen and classrooms are used as toilets. At times, it may be difficult to imagine that classes could still be taking place in some of the classrooms in rural schools across African countries. This is one of the major reasons for the prevailing crisis in the education system in many Africa countries (Basic Education Department-Rural Education Directorate, 2010:9).

2.5.9 Problems of Access in Rural Schools

In general, access to basic schools has expanded more rapidly in urban than in rural areas, and as countries approach universal enrolment, the children who never attended school are often those in the least developed rural areas of African countries. Many factors contribute to lower educational participation in rural than in urban areas. Some of these factors are on the demand side of education while others are on the supply side. On the demand side, rural children may be less interested in attending school. First, the opportunity costs of attending school are often higher in rural areas (Lockheed and Verspoor, 1991:101). Many rural households depend on their children for help at busy times of the agricultural year such as during the harvest. Schools are usually designed to follow a rigid schedule in terms of both time of the day and term dates and often expect children to be in school during busy periods in the agricultural calendar (Taylor and Mulhall, 2001:13). Second, parents in rural areas often have a lower level of education attainment and may attach a lower value to schooling. Third, even parents place a value on schooling, they may be less able to help their children to learn. Parents in rural areas are less likely to be educated themselves and thus have less ability to provide educational support to their children. Some parents are embarrassed to discuss school topics with their children because of their lack of knowledge. Further, homes in rural areas are often ill-equipped to meet the educational needs of children and often lack facilities like electricity (Taylor and Mulhall, 2001:25). In fact, children in rural areas may be more difficult to educate, they're likely to have less parental encouragement to go to school and more opportunity cost for their time spent in the school. When they attend school, they may find the curriculum less relevant and attractive to their lives, and they may receive less support for their learning from the home environment.

2.5.10 Challenges of Teaching in Rural Areas

Little (2007:7-8) acknowledges the value of multi-grade education, that promotes quality in her argument that, for learners to learn effectively in multi-grade environments, teachers need to be well-trained, well-resourced and hold positive attitudes to multi-grade education. However, many teachers in multi-grade environments are either untrained or trained in mono-grade pedagogy, have few- if any teaching/learning resources- and regard the multi-grade classroom as the poor cousin of the better-resourced mono-grade classroom found in large urban schools and staffed by trained teachers.

Furthermore, the concept of multi-grade pedagogy is quite challenging for untrained multi-grade teachers or multi-grade teachers trained in a mono-grade pedagogy; also, multi-grade teachers find multi-grade education difficult (Khan& Khan, 2008:1).

Therefore, multi-grade teachers find the implementation of an educational innovation difficult because they must change the core of educational practice – pedagogy the multi-grade teachers do not receive any training or support (Benveniste and McEwan, 2000:34-35). This has a severe impact on the potential of multi-grade schools to play an important role as educational units in undeserved rural areas.

Multi-grade schooling challenges multi-grade teachers to re-think the way the curriculum is delivered and to consider different pedagogies. Unfortunately, because of the lack of pre-service and in-service training programmes, to provide adequate guidance and support for multi-grade teachers on how to attain academic knowledge on the theory and practice of most multi-grade education, multi grade teachers feel that they do not have the necessary skills to handle several grade levels at the same time (Little, 2005:16).

It is evident that the problem is more than just the fact that teaching in a multi-grade classroom requires a pedagogy that is different from mono-grade pedagogy. The teachers in multi-grade schools must be provided with adequate knowledge of and training on how to handle several grade levels at the same time. Therefore, training and in-service teacher education programmes need to prepare, guide and support multi-grade teachers to build a knowledge base that enables them to have a thorough understanding within the complexity of the classroom situation and to help them with a variety of teaching strategies in a multi-grade context (Lingam, 2007:187). According

to Seddoh (2008:15), rural schools lack well-qualified teachers, working conditions are poor and moreover teachers are inadequately prepared for their professional role. Many of them have to take extra jobs in order to be able to support themselves and their families. The teachers are overloaded with subjects and do not meet the learning needs of school children. According to the International Labour Organization (ILO), around 186 million children between the ages of 5 and 15 years have to work often up to 16 hours a day. Many girls are not allowed to attend schools some distance away because parents are concerned about their daughters' safety. The other challenge is that, the development of cognitive, creative and social skills is important. But there is a concern for values for rural school learners (Seddoh, 2008:16).

2.5.11 Poor Monitoring of Teachers in Rural Schools

The monitoring of teachers in remote areas presents additional difficulties to educational managers. Monitoring is crucial in order to address teacher absenteeism. It has been found that, getting teachers to come to work is a major barrier to improving education outcomes in many developing countries. Many governments in Africa often spend 70 to 90 percent of their recurrent education budgets on teachers' salaries, without tangible returns to show for this huge investment. In addition, inspection and support services provided by the system, in order to ensure and develop the quality of teaching, are often weak in rural areas. In effect, the weakest teacher receives the least support. Besides, many rural teachers are posted to locations far away from their families and their homes (Basic Education Department Rural Education, Directorate, 2010 :11).

2.5.12 System Failures and Administrative Bottlenecks

System failures also undermine teacher morale and damage the teaching and learning process. Teachers in rural schools often feel neglected by authorities and perceive that they are unfairly treated regarding access to promotion, transfers and other benefits.

One of the particularly unwelcomed consequences of poor monitoring and disciplinary procedures is that, rural schools may be more open to child abuse than urban schools. The literature suggests that, child abuse is associated with power and authority (Nhundu and Shumba, 2001:56). In rural areas, students' poverty and respect for

teachers' places teachers in a particularly strong position of power over children. In rural areas, many cases of child abuse may not reach the official record, especially when rural teachers are influential members of the local community and are well known by the local police. Nhundu and Shumba (2001:90) speaking on sexual abuse by teachers, opine that, incidences of sexual abuse are highest among teachers with the least teaching experience. Teachers' discipline is often limited by cumbersome systems for dealing with difficulties. In Uganda, teachers who misbehave are given a warning from the inspector of schools; if the behavior persists, the case is referred to the district service commission. Poor communication with rural schools can slow down these processes, diminishing its impact.

Relatively, few teachers are actually dismissed for disciplinary offenses. In the context of relatively weak disciplinary structure, the practice of transferring undisciplined teachers to remote rural areas may have the effect of placing them in locations where they are prone to further misbehavior (owing to less frequent supervision and monitoring) but with consequences less obvious to management.

2.5.13 Instability in Academically Calendars

Apart from the problem posed by a lack of systematic monitoring and supervision of rural schools, the industrial crisis of teachers and other actors in the education sector in many African countries has become an issue of grave concern. Many schools have remained closed due to the unrelenting teacher strikes lasting several months because of government insensitivity to teachers' demands for improved conditions of service, especially in rural and remote places. Government often accuses teachers of not showing enough understanding, and is of the opinion that most of the teachers' demands are unrealistic given the fact that other fiscal responsibilities often complicate any attempt to accede to their demands. At times, teachers refuse to go to work unless their salaries are increased because of the ever-increasing inflation rates, which erode the value of their income. Strikes, to state the least, have become the bane in the realization of many education goals and objectives in Africa. It is becoming less and less likely that many African countries will be able to meet the MDG of achieving universal access to primary education by 2015. For instance, in Nigeria, the academic calendar is irregular. It is most charitable to say that the most consistent feature of the education system in the country is the inconsistent and incessant disruption of

academic programmes caused by teaching and non-teaching staff strike actions (Little, 2007:15).

2.5.14 Threat of HIV/AIDs in Rural Schools

Although HIV/AIDS is a threat in all areas, it is becoming a greater threat in rural areas than in cities. “More than two-thirds of the population of the 25 most affected African countries lives in rural areas. Rural areas are less likely to know how to protect themselves from HIV and, if they fall ill, they are less likely to get care,” (FAO, 2005:32). The prevalence of HIV in rural areas and the lack of medical facilities have made rural postings even less attractive to teachers (Smith and McDonagh, 2003:98). The scourge of the HIV pandemic for teachers should not be underestimated. Across Africa, an estimated 260,000 teachers, 9.4 percent of the total employed in 1999, could die of AIDS-related illnesses over the next decade (Bennel, Hyde and Swainson, 2002:65). In South Africa, HIV testing of more than 17,000 teachers revealed that 12.7 percent were HIV positive, and the prevalence rate was higher among rural teachers and among younger but less experienced teachers. This was simply because HIV information and health services are less available in rural areas than in cities. In some cases, teachers who are ill are posted to urban centers, where they can obtain access to medical services. Although, these teachers do little to enhance their teaching in urban areas, their absence from rural areas exacerbates the rural-urban divide (Kelly, 2000:17). In Ghana, poor health is the most common reason given for early transfer of teachers (Hedges, 2002:45). In Uganda, the policy is that, teachers with health problems should be posted to schools near medical facilities. In response to these challenges, this study provides some suggestions on how to improve the working conditions of rural teachers and teaching in the next chapter.

2.6 FACTORS CONTRIBUTING TO EFFECTIVENESS AND IMPROVEMENT OF RURAL SCHOOLS

2.6.1 Rural Education strategic plan (2015)

According to Damane (DCES) (2015:23), a Rural Education Specialist in the Thabo Mofutsanyane Education District, rural schools are supposed to be supported following

a strategic plan of action as follows for the attainment of good academic results of learners:

Full day meetings for all clusters

TERM 1

- NCS results;
- ANA results (performing schools to share their strategies, while schools at risk/failing ones present their strategies);
- 2014 ANA diagnostic report;
- Error analysis/SAPIP;
- Incorporating MGT annual plans into daily teaching&
- Teach and assess strategy.

TERM 2

- Review performance in quarterly tests/interventions strategies;
- Closing the gaps – content support (Mathematics& English);
- ANA guidelines for 2015;
- Quarterly common tests;
- PLCs presentations according to competence&
- Teach and assess strategy.

TERM 3

- Content support (final closing of gaps);
- ANA model papers&
- Motivation session.

SITE VISITS

- Team visits to all failing schools and schools at risk (60% of all visits).
- Round table discussions for big rural schools according to the district master plan for FET Grade 12 schools.
- Individual site visits (40%).
- Regular afternoon meeting/ workshops according to clusters.

According to Wicken (2011:75-76), working conditions of teachers in rural areas can be improved through the: provision of financial incentives, provision of non-financial incentives, career development of rural teachers and teacher's professionalism. According to Pincas (2007:17) and Charles (2005:204), successful multi-grade classes, in order to foster pedagogy that "enhances learning in another", must be characterized by effective peer instruction, self-directed learning, the development of learning to learn skills, exposing learners to work at other levels, learners doing constructive work while waiting for the teacher's attention, and, adequate resources to cope with the needs of different groups and the full implementation of three C's of cooperative discipline essential in helping learners feel a sense of belong namely: capable, connected and contributing.

The fact that little or no evidence dealing specifically with multi-grade education could be found, does not mean that the South African education system is not making provision for state support and interventions in rural schooling (Report of the Ministerial Committee on rural Education South Africa). The Ministerial Committee on Rural Education (2005:179) cites considerable state support and interventions in rural schooling as follows; various recommendations, which include integrated cross-sectorial approaches, of rural education where discussed in details in that report. Local provision and practices are rooted in the community and are supported departmentally and politically. Project-type support should be local, relevant, appropriate and with different permutations of constituent partners and role players. Since research-based evidence indicates that rural education is the single most neglected educational project in South Africa, an appropriate regulatory policy framework should be implemented, which will focus on rural education and farm schools in particular, as these are regarded as special cases warranting special attention.

The literature survey on teaching trends in multi-grade classes highlighted the following aspects concerning multi-grade pedagogy (De Wet, 2013:61-62): Multi-grade classrooms can be very successful if teachers are correctly trained. Teachers need special preparation to cope with multi-grade classes in isolated rural areas. Attitudes towards multi-grade education are of paramount importance for success. Research indicates that multi-grade classes, as learning environments, can be just as effective

as mono-grade classes. Training for multi-grade classes has been largely absent in the syllabus of teacher training in South Africa (Ural, 1999:15-16) and prescriptive.

This centralised effort towards curriculum change, and the fact that the discrepancies between schools in terms of capacities, leadership, culture and relationships with the environment are so great, means that finding a blueprint for school improvement has resulted in overloaded and fragmented programmes- when learners are using the following categorize of the learning act, as manifested by the learners in the education situation: perception, play, conversation, imitation, fantasy, activity and repetition. Multi-grade teaching is a pedagogic approach that offers real opportunities to improve teaching and learning and provide access to education. Multi-grade teaching requires more planning, more flexibility, more collaboration and more professional development than the conventional mode of mono-grade teaching. Consequently, intensive and well-coordinated training and support programme is therefore important.

2.6.2 Strategies to Improve Results in Rural Areas

Regular control and monitoring are essential in order to improve overall learner performance. When controlling and monitoring, SMT members should ensure that there is compliance to curriculum policies and guidelines. Timetable is compliant to prescribed time allocation/notional time per subject. Curriculum documents are available and implemented accordingly. Learning programs, work schedules, pacesetters are adhered to (catch plans to be developed in case of deviations and/or non-compliance). Subject committees are functional (e.g. regular meetings are held per subject). There is evidence of teaching and learning. Assessment (both informal and formal) is done according to subject policy. Records about all classroom activities (especially learner performance) are well kept. Records of all department activities are available in terms of progress. Challenges and intervention strategies with specific time frames aimed at improving learner performance. Effective utilization of resources enhances teaching and learning. Educators receive all the necessary professional development. Ensuring that different learning styles of learners are accommodated in classroom activities. Equipping educators on methodologies which can be utilized for improved performance in different subjects. Promoting differentiated learning and remedial work. Encourage team teaching and, promoting cooperative group learning

especially in multi grade context and lastly, peer tutoring is also encouraged to be fully utilised at rural schools (Basic Education Rural Education Directorate, 2010:29).

2.6.3 Other Possible Strategies to Improve Learner Performance in Rural Schools are outlined as follows:

- Organize motivational tasks.
- Revision of problematic topics.
- Drilling of some basic concepts.
- Extra classes.
- Breaking down of difficult topics into smaller simpler components.
- Increase the number of daily activities.
- Team teaching ('twinning').
- Use of simulations.
- Use of Digital Versatile Disc(DVDs) (learning channels).
- Invite specialists especially Subject-Advisors.
- Ensure that learners experiencing barriers to learning are well supported.
- Ensure that learners participate in extracurricular activities.

2.6.4. Provision of Financial Incentives

The main source of improving the working conditions of teachers lies in enhanced salaries and wages. Many governments are quick to point at the size of teachers' salaries in their total expenditure. Yet, they remain underpaid when compared to other professions, even within the same environment. As a result, many teachers indulge in moonlighting, which affects their commitment and quality of teaching (Wicken, 2011:44).

The strategy to pursue is not only to increase teachers' salaries, but to examine the way salaries are organized, how the teachers are being paid, and their promotion structure that will determine the increase in salaries overtime. The idea is to review the general salary system, remuneration patterns and appreciation of teachers' roles. This should necessarily include the design of a special salary scale for teachers which will take into consideration their qualifications and experiences. Presently, teachers' salaries, in most countries, are linked to the uniform scale implemented by the civil

service; hence, all teachers are treated equally in regards to salary payments. This system favours urban teachers to the detriment of rural teachers, who work in difficult and hard-to-reach areas in many cases. As a result, many rural teachers feel undervalued, and sometimes persecuted by government authorities. Adequate salary is what will ensure retention of many of the teachers in the rural areas. One strategy will be to have a specialized salary scale for teachers that will take into consideration not just their qualifications but also experience. This is at the broad level. Since rural teachers work in difficult conditions, it will be imperative to design special allowances for them. The provision of financial incentives is not uncommon in many countries. For example, in Mozambique, financial bonuses, according to Mulkeen (2005:12), are awarded to teachers who are willing to teach in rural areas. This is depicted on **Table 2.4**.

Lessons from experiences of those that have implemented the policy of incentives indicate that, for the strategy to succeed, the incentives need to be substantial to outweigh the social economic costs of living in an isolated area. Second, incentives require a fair system of classifying schools. General classifications may provide bonuses to teachers working in small towns, while doing relatively little to increase the supply of teachers in the most isolated schools.

Targeting is important for financial incentives to rural teachers if it is to be successful. This is because, rural areas are not homogenous- there are those that can be regarded as semi urban as well as those that are rural. Given the topography of many African countries, there are areas that are not just rural, but also remote. This means that the incentive structure must take into consideration the geography of the rural location. Mulkeen (2005:25) identifies that, in some countries, schools are classified into different categories of location, ranging from urban to the most isolated schools. The success of the incentives strategy will depend not just on adequate targeting, but also on the relative amount of the incentives and the opportunity costs of remaining in the rural area. In targeting, four classifications can be used. These may be teachers in urban, semi-urban, rural and remote areas. This will be used to determine the type and amount of inconvenience/hardship allowances. It might also be wise to explore salary differentials (urban-rural pay differential) for these groups of teachers.

TABLE 2.4: Incentives to Encourage Teachers to Move to Rural Areas.

SOUTH AFRICA	LESOTHO	MALAWI	MOZAMBIQUE	NIGERIA	TANZANIA	UGANDA
Rural allowance incentive (Increases annually by 10%)	Flat bonus of 275 Maloti per month is given to be located in a mountainous area.	No incentives are given for locating in a rural area but they are being considered. Education data shows a strong correlation between housing and the presence of female teachers.	Bonuses can be up to 100 percent of salary, but they are paid only to highly qualified teachers. Most primary school teachers get no additional pay to move to rural areas.	Bonuses are not paid. Incentives signified government concern for their teachers and the withdrawal of these grants has indicated a diminished interest in the needs of teachers in Nigeria.	None. Incentives available in the 1980s were abolished in the 1990s. In the Primary Education Development Plan, priority is given to housing for rural teachers, but this is not implemented in practice.	Hardship allowance of 20 percent of salary for “hard to reach” areas was introduced in 2001 for qualified teachers only. Difficulties arise in determining which schools are hard to reach?

Adapted from Mulkeen with modifications.

2.6.5 Provision of Non-Financial Incentives

In other areas, the incentives may be non-monetary, including special study leave or better training opportunities (Craig, Kraft, and Du Plessis, 1998:5; Gaynor, 1998:19). A major incentive for teachers, to be located in rural areas, is the provision of housing. Where teachers cannot live near the school, they are likely to spend a lot of time travelling, often to the detriment of their school work. Housing is particularly important for female teachers. In Malawi, official education data revealed a strong association between the availability of housing in an area and the presence of female teachers in the school. Similarly, in Uganda, a recent study on teacher attrition considers the provision of housing to be a key factor in ensuring teacher retention, especially in rural areas. In 2005, 15 percent of the school facilities grant was allocated to the construction of housing for teachers in Uganda (Mulkeen, 2005:14).

Since many rural areas are remote and not easily accessible, special transportation allowance to the remote areas should be given to rural teachers.

2.6.6 Career Development of Rural Teachers

Given the obvious importance of the problems in supporting newly qualified teachers and the lack of career development opportunities in rural settings- which often combine to make teachers' effectiveness difficult in rural areas when compared to their urban counterparts- there is need for career development incentive packages for rural teachers.

These should include scholarships for certified teachers seeking advanced training while working in a rural area. Apart from advanced training, rural teachers should also have access to distance learning, seminars and workshops. In addition, special training opportunities, especially on multi-grade and rural specific teaching methods and technique, must be organized from time to time for rural teachers. Teachers working in rural areas should be specifically singled out on-the-job training, pertinent seminars and workshops.

2.6.7 Teacher Professionalism and Working Conditions

There is the need to encourage teacher professionalism in order to improve the working conditions of teachers. Although virtually all countries have teachers' unions, they have failed to organize teaching as a profession. Hence, outside factors and others who are not necessarily teachers have taken over control and regulate the profession. Unlike other professions- such as medicine, finance, banking, accountancy, engineering and law that have professional bodies that control and regulate the actions of their members- the teaching profession does not appear to have such a cohesive professional body to control and regulate the conduct of teachers in most countries in Africa, but in South Africa we do have the South African Council of Educators that regulates the conduct of teachers.

It is thus proposed that, teachers should take responsibility for their own professional development, through a professional body, to regulate and control their profession. The body should also clearly define the unique professional services that teachers offer and get more involved in the decision making processes of the profession. The

Teachers Registration Council of Nigeria (TRCN) provides an excellent example of a body designed to provide such regulatory framework for teaching professionals.

It should be noted that, there should be a distinction between the teachers' union and the body in charge of professionalism of the teaching profession. The body should draw more attention to the professional works and activities of teachers and ensure that not just anybody is made to perform the functions of a teacher, especially if the person is not professionally qualified.

The teaching environment is a major factor that determines not only the learning process but also the performance of the learners. The effectiveness of rural schools, in producing quality graduates, therefore lies in a good teaching environment. Hence, any country that hopes to develop its education must provide a conducive teaching and learning environment. This is a missing gap that African governments must fill in order to enable their schools to face the challenges of this present ICT era (Mulkee, 2005:76).

2.6.8 Political Commitment to Rural Education

Beyond rhetoric and statements on the education of their countries, governments must be seen to be actively involved in the development of schools. Although there are statements by governments in Sub-Sahara African (SSA) countries that they recognize the importance of teachers in the development of their educational systems, the reality on the ground is that teachers are continuously treated as second class workers and their status has continued to be at risk despite the fact that no school can rise above the quality of its teachers. In addition, there has been overconcentration of development activities in the urban areas of these countries. This is occasioned by the fact that urban people are more visible. The commitment to education can be revealed through adequate provision of human and financial resources to rural schools. It is, thus, proposed that governments should show more commitment in providing a minimum of 26 percent of a country's budget to education. This should be within the broad framework of rural development as the motivation for teachers to work in rural areas will be determined in part by the level and adequacy of infrastructure in rural areas.

Since many countries have not put rural teachers at the centre of their education policies, there should be explicit policies that make them more inclusive in the teaching, supervision and examination of learners, as this will make the education system more effective. In addition, conditions such as bad maintenance or lack of physical facilities, arbitrary transfers of the teachers, non-provision of textbooks and teaching materials, delay in salary payments are issues that a responsive government must address if adequate teaching must take place in the schools in general and rural schools in particular. In some countries, the conditions are so bad that it might warrant the setting up of a taskforce to initiate the maintenance and repairs of existing school facilities while designing adequate ones for the future (Wicken, 2011:60).

2.6.9 Support, Inspection and Supervision Services

Monitoring and evaluation are important aspects that can ensure getting results in any institution. Over the years, the roles of school inspectors and supervisors have not been taken seriously. This is one of the best ways of improving the educational system of the country. The supervision and inspectorate divisions of many countries are short staffed and have enormous capacity gaps. They also do not have vehicles and other resources that will facilitate inspections. This becomes more difficult for rural areas where many villages are remote and difficult to reach. The inspectorate division of the education system must be revamped through the provision of adequate resources that will make them work effectively and efficiently. They should also be empowered to be able to focus specially on the rural areas. These activities should not be limited to inspection and supervision of the teachers, but should cover the facilities and resources in the rural schools. It should be noted that, many governments actually slow down on these aspects, because most schools are owned by government and rather than seeing the results of school supervision as self-assessment, they fail to recognize it as government indictment in the education sector (Guenther and Weible, 1983:54).

2.6.10 Community Involvement and Development in Rural Schools.

Clarke (2009:30) points out that, parental involvement is characterized as follows in effective Intermediate and secondary rural schools: involvement and participation of parents in school matters, schools' open communication with parents on a regular basis, school attitudes of hospitality to parents, support for the school by parents

through the governing body, enmity atmosphere characterized by cleanliness, orderliness, cultural and sporting activities.

Makoelle (2004:90) supports the idea by indicating the School Governing Body roles as follows: Parents play a role in the rural school governing body by :-Assisting teachers regarding discipline of learners, management of school funds, maintenance of school building and facilities, recommendations on educator recruitment and development of the school policy and the code of conduct for learners.

It is, therefore, imperative that rural schools foster parental involvement. Makoelle (2004:90) identifies the following as important strategies that are applied to improve parental involvement:

- To elect parents as members of governing bodies and school committees.
- To invite parents to rural school meetings.
- To invite parents to visit schools and meet teachers to discuss the progress of learners.
- To organize parent-teacher associations and request parents to subscribe.
- To send newsletters to parents informing them about changes and developments at school.
- To supply parents with an annual report on the school's achievements, problems and aspirations.
- To compile an annual magazine that parents may buy providing them with general information

2.6.11 Community Participation in Rural Schools and Recognizing the Role of Teachers

Effective rural schools have a sound relationship with parents. Parents take full responsibility for the education of their children and provide adequate support to the school.

2.6.11.1. Rural School Community can assist the school as follows:

To solicit community resources to resolve school issues and using marketing strategies and processes to create partnership with businesses, community and institutions of higher learning. Understand community relation models that are needed

to create partnership with businesses, community and institutions of higher education. To identify and describe the services of community agencies that provide resources to the families of children in rural schools and to resolve issues relating to budgeting, skills to involve families and community stakeholders in the decision-making process at rural schools. To use community resources to achieve school goals, to solve school problems and to use community resources also to support learner sporting, cultural and academic achievements. Lastly, parents to be the members of a functional School Governing Body.

The rural society, in many developing countries, is knitted together in such a way that any policy or programme can only be successful through the collaboration and involvement of the community. In this regard, government should involve the community in the necessary aspects of teaching and school improvement where they can be involved. The starting point may be appointment of community members as school board members. As members of the school's board, they will be able to monitor and supervise the school and teachers. In addition, they can also serve as an 'early warning system' if the facilities of the school are deteriorating. By being members of the school's board, they can give adequate recognition to teachers' accomplishments and invite them to participate in various activities (Mulkeen, 2005:611).

This is really important for rural schools as the degree to which a rural teacher becomes involved in community educational and cultural programmes will influence his or her decision to stay in a rural area. Therefore, retention requires a coordinated school community effort. A school community orientation can help new rural teachers overcome feelings of isolation, acquire a sense of community security and develop professional competence for rural service. Community support for rural schools, in terms of provision of school buildings and other infrastructural facilities, can also help to create an environment that will assist in promoting goodwill in rural schools.

However, there should be an enabling environment to encourage the community to participate effectively in the schools' activities, such as supervision, monitoring and evaluation. This might require including community people in various school management boards so that they can be effective in doing this.

Raising the quality of education could be achieved by considering a set of appropriate characteristics and indicators for good teaching with emphasis on rural background. Specific quantitative and qualitative data that should be used as “indicators” for quality assessment should be clear. Common understanding of the role of indicators should answer the question whether the indicators will describe the present situation or qualify the objectives which have been set. The education that will promote quality in rural schools will be influenced by different measurable and non-measurable factors (Mulkeen, 2005:718).

2.7 CONCLUSION

Theoretical background or literature study based on the nature and functions of rural schools were discussed in details.

The concepts effectiveness and improvement of rural schools were outlined and discussed in details.

The types and characteristics of effective rural and challenges of rural schools, caring schools and factors contributing to effectiveness and improvement were discussed in details. Chapter three will be discussing the research methodology employed in this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter endeavours to give a fully-fledged background attempting and discussing the research methodology employed in the study. Attention is given to the following relevant aspects include: interpretative, positivist research, quantitative and qualitative research approach, population, sampling methods, definitions and discussion of the choice of data – collection technologies, data analyses method validity, reliability, authenticity, and trustworthiness in mixed qualitative and quantitative research.

3.2 RESEARCH METHODOLOGY

Sikosana (2014:148) and Leedy and Ormrod (2014: 143) describe research methodology as, the general approach the researcher takes in carrying out the research project to some extent, the approach dictates the particular tools the researcher selects, methodology is therefore a coherent group of methods that complement one another to deliver the data and findings that will reflect on the research questions and suit the research purpose.

Titus (2004:50) agrees and regards the concept of research methodology seen as the guiding principle for the researcher to find out something “new and original”.

Sikosana (2014:148) asserts that, the research methodology of a study can be described as, the philosophy framework which guides the research activity also as the tradition or paradigm in which the research problem is framed. In this study, the researcher made use of the qualitative enquiry in which questionnaires, to collect data, were used. The qualitative and quantitative enquiries to be studied were investigating practices determining rural school effectiveness and improvement of rural schools in the Setsoto Municipality in the Free State. When a researcher has chosen a preferred method to use when collecting data, he /she must also plan how he/she will collect data from the participants. This plan is regarded as research design.

3.2.1 Research Approaches

The research approaches utilized in this study are qualitative and quantitative research approaches.

3.2.2 Qualitative and Quantitative Mixed Research Approaches

Qualitative paradigm stems from an anti-positivism and interpretation approach which then makes it essentially holistic while Quantitative paradigm elements are positivist, objective, individualistic, numerical data and generalisability (Maree, 2015:145). The main aim of the qualitative research is to collect data and to study the relationship between one set of data and another while quantitative research deals with techniques used with experimental, descriptive, and correlational designs as a way to summarize a large number of observations and to indicate numerically the amount of errors in collecting and reporting data. During the process, data is measured using scientific techniques that are likely to produce generalizable conclusions (Delpont in De Vos, 2002:77).

Shongase (2013:42) has argued that, qualitative methodology is “warm”, since it concerns itself with human beings, interpersonal relations, personal values, meaningful beliefs, thoughts and feelings.

Qualitative research, according to Sikosana (2014:149) and (McMillan and Schumacher, 2014: 381), is a type of scientific research and (like quantitative research) consists of an investigation that: seeks answers to a question, systematically uses a pre-defined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance and produces findings that are applicable beyond the immediate boundaries of the study. Babbie (2007:305) states that, qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves and is effective in obtaining culturally specific information about values, opinions, behaviours and social contexts of particular populations.

Qualitative research is concerned with understanding the process and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the “why” questions of research. Qualitative research typically studies people or systems by interacting with and observing the participants in their natural environment and focusing on their meanings and interpretations (Sikosana, 2014:150). Gray (2004:320) asserts that, qualitative research is highly contextual, being collected in a natural ‘real life’ setting. It goes beyond giving a mere snapshot of events and can show how and why things happen, also incorporating peoples’ own

motivation, emotions, prejudice and incidents of interpersonal cooperation and conflict. Snape and Pencer (2003:3) further explain that, qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense or to interpret phenomena in terms of the meanings people bring them.

Qualitative research as stated by McMillan and Schumacher, 2014: 381 & Sikosana 2014:150, is a collection, analysis and interpretation of a comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. Qualitative research is often described as research that attempts to collect rich descriptive data in respect of a particular phenomenon with the intention of developing an understanding of what is being observed or studied. It focuses on how individuals and groups view and understand the world and constructs meaning out of their experiences (Sikosana, 2014:150). Five of the features of qualitative research make it a particularly appropriate approach for this study.

Qualitative research was developed by anthropologists and sociologists in relation to a positivistic method (Niemann, 2004:8). A positivist (Quantitative researcher) formulates reality in numbers while a post-positivist (Qualitative researcher) is interested in how people interpret their experiences, how they construct their world and what meaning they attribute to their experience (Mziwonke, 2014:60).

According to Makoelle (2004:129), the development of qualitative research is underpinned by the assumption:

- To generate new theories and hypothesis,
- If there is a need for deeper understanding of the phenomenon &
- When the researcher is willing to trade details for generalization of research results.

I decided to choose the qualitative and quantitative approaches, because qualitative involves interactions with participants and observation of events as they occur while quantitative approach deals with a collection of data in the form of numbers. This

implies that, data will be collected by means of questionnaires (quantitative) and interviews (qualitative) on this study.

3.2.3 Research Design

Educational design research is the systematic study of designing, developing and evaluating the educational interventions which aims at advancing our knowledge about the characteristics of these interventions and the processes of designing and developing them (Leedy and Ormrod, 2014: 143; Gomes, 2013:90).

A research design is also regarded as a basic plan of study. The term research design, therefore, refers to how the study is to be carried out. The research design is for the described as a “plan” or blueprint of how one intends to do the research study (Phuroe,2011:12).

According to McMillan and Schumacher (2010:20), the main aim of research design is to specify a plan for generating empirical evidence that will be utilized to answer the research question. The intent is to use a design that will result in having the most valued inedible conclusions from the answers to the research question.

The research design used in this study is generic quantitative and qualitative through the use of questionnaires with open and close ended questions and interviews.

3.3 POPULATION

Sikosana (2014:158) asserts that, all research is concerned with identifying the research population which will provide all the information necessary for answering the original research question(s). According to Leedy and Ormrod (2014: 221) and Sikosana (2014:158), a research population can be defined as, the total number of possible units or elements that are included in a study. McMillan and Schumacher (2010:129) comment that, a population is a group of elements or cases, whether individuals, objects or events, that conforms to specific criteria. According to Ritchie, Lewis and Elam (2003:87), defining the study population involves two stages: firstly, to specify the characteristics of the ‘collective’ units required and secondly, to specify those characteristics of the individual(s) within them.

The population for this study is fifteen rural school principals that fall within the Setsoto Municipality (Clocolan, Marquard, Senekal and Ficksburg) towns.

3.4 SAMPLING

Sikosana (2014:159) refers to sampling as, the process used to select a portion of the population of study. According to Strydom and Delport (2006:333– 334), sampling procedures have two major groups. The first is probability sampling that is based on randomization, while the second is non-probability sampling that is done without randomization. According to Sikosana (2014:159), qualitative research uses non-probability samples in which units are deliberately selected to reflect particular features of groups within the sampled population. Qualitative research is generally based on non-probability and purposive sampling rather than probability or random sampling approaches.

Mhlolo (2011:125) agrees and regards sampling as another type of non-probability sampling where the characteristics of the participants are used as the basis for selection and the number of participants is less important than the criteria used to select them. Sampling is characterized by the use of judgment and a deliberate effort to obtain representative samples by including typical areas or groups in the sample.

The sampling for this study consists of five principals from rural schools in the Setsoto Municipality i.e. two primary rural principals, two rural intermediate principals, and one rural secondary or combined principal in the Setsoto Municipality rural schools. These rural school principals were chosen or selected because they are more experienced(five years) than the rest. They will be able to provide rich data.

3.5 DATA ANALYSIS AND PRESENTATION

Content analysis framework is defined itself within the framework as an approach of methodological controlled analysis of texts within: content of communication, content analytical rules and step by step models without various quantifications (Mayring, 2000:1 -2). Content analysis is a method that is interdependent of theoretical perspective or framework(e.g. .grounded theory, phenomenological)but has its beginning as a quantitative method. Where quantitative content analysis is helpful in answering “what” questions, qualitative content analysis can be helpful in answering

“why” questions and analyzing perceptions. It is commonly associated with mass communications research.

Researchers regard content analysis as a flexible method for analyzing text data. Content analysis describes a family of analytic approaches ranging from impressionistic, intuitive, interpretive analyses to systematic; strict textual by a researcher varies with the theoretical and substantive interests of the research and the problem being studied. Although this flexibility has made content analysis useful for a variety of researchers, the lack of a firm definition and procedures has potentially limited the application of content analysis. The differentiation of content analysis is usually limited to classifying it as primary a qualitative versus quantitative research method. A more thorough analysis of the ways in which qualitative content analysis can be used would potentially illuminate key issues for researchers to consider in the design of studies purporting to use content analysis and the analytic procedures employed in such studies, thus avoiding a muddling of methods (Mochesela, 2007:73).

The purpose in this study is to present the breadth of approaches categorized as qualitative content analysis. They are three distinct approaches: conventional, directed and summative. All three approaches are used to interpret text data from a predominately naturalist paradigm. I begin with a brief review of the history and definitions of the concept. I then illustrate the three different approaches to qualitative content analysis with hypothetical studies to explicate the issues of study design and analytical procedures for each approach (Shannon, 1990:1277-1278).

Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three approaches: conventional, directed, or summative which were used in this study. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm, the major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data. With a directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. A summative content analysis involves counting and comparisons, usually of key words or content, followed by the interpretation of the

underlying context. The authors delineate annalistic procedures specific to each approach and techniques addressing trustworthiness with hypothetical examples drawn from the area of end-of-life care(Hsieh, 1990:1277-1278)

Researcher used content analysis as either a qualitative or quantitative method in their studies (Berelson, 1991:54). Later, content analysis was used primarily as a quantitative research method, with text data coded into explicit categories and then described using statistics as it was employed in this study. This approach is sometimes referred to as quantitative analysis of qualitative data. More recently, the potential of content analysis, as a method of qualitative analysis for researchers, has been recognized, leading to its increased application and popularity.

Qualitative content analysis is one of numerous research methods used to analyse text data. Other methods include ethnography, grounded theory, phenomenology, and historical research. Research using qualitative content analysis focuses on the characteristics of language as communication with attention to the content of contextual meaning of the text (Berelson, 1991:1279). This content analysis can be differentiated in details below:

Table 3.1: Major Differences Among Three Approaches or Content Analysis.

Types of Content Analysis	Study Starts With	Timing Of Defining Codes or Keywords	Sources of Codes or Keywords
Conventional Content Analysis	Observation	Codes are defined during data analysis	Codes are derived from keywords
Direct Content Analysis	Theory	Codes are defined before and during data analysis	Codes are derived from theory or relevant research findings
Summative Content Analysis	Keywords	Keywords are identified before and during data analysis	Keywords are derived from interest of re-searchers or review of literature

Source: *Bareus (2012: 1280)*

Descriptive statistics as were used were used to present data based on the following pillars of effectiveness of rural schools, as they are the critical structural areas for the organization of rural school: basic functionality, staff development, community involvement/development, holistic development of the learners and infrastructure development. A four point Likert-type scale ranging from strongly agree, agree, partly agree and disagree was used.

3.6 PROCEDURE FOR COLLECTION OF DATA

Self-constructed questionnaires (quantitative method) with open and closed - ended questions were distributed to five principals of 15 rural schools in the Setsoto Municipal Area to fill out. These principals were also interviewed (qualitative method) to supplement validity of data and doing some follow ups.

3.7 RELIABILITY

Reliability is referred to, by Makoelle (2004:97) as, a process through which the information provided by indicators (for example questionnaires and interviews) does not vary as the results do not change if the process of measurement is repeated several times.

Reliability can take different forms and Shannon (1990:1288) identifies types of reliability, namely: Internal reliability refers to reliability during the research achieved. Member checks, which are regarded as the method by which contradictions in findings is reached through open and close ended questionnaires between the research participants. Auditing is the representation of all information regarding the research as well as dates, surveys and notes so that the findings can be verified by independent persons.

“External reliability” refers to the verification of the findings of the research when an independent researcher, under the same circumstances and using the same participants, conducts the same research (Niemann, 2000:286).

According to Hsieh (1990:1209) three types of reliability occur as follows: Stability reliability, which addresses the consistency of research results when conducted at different time periods. Representative reliability which addresses reliability across

subpopulations and groups of people and Lastly Equivalence reliability which addresses reliability when different (multiple) indicators are used in an operationalization of a construct.

Reliability can be increased or improved. Sikosana (2014:99) indicates that, external reliability should be improved by, making a “think” verbal description of what is observed. This refers to the status and role of the research subjects and the phenomena under investigation. An exposition of the theoretical starting points and arguments underlying the various choices made in the research.

Makoelle (2004:99) indicates that reliability is improved through, namely: Clear conceptualization of all constructs developing clear, unambiguous theoretical definitions and Increase the level of measurement. Indicators at higher of more precise levels of measures because the latter pick up less detailed information, namely; use of multiple indicators of variable and use of protests pilot studies and replication. The reliability of the questionnaires from respondents depends on a number of factors, such as the presence of the researcher during the interview session. This is further determined by the honest response of respondents in questionnaire and conducted interviews by the research.

The ability of the study is measured in terms of what is to be analyzed from the respondents, bearing in mind that the sample represents the larger population of the rural school Principals in the Setsoto Municipality Area. Reliability of the study is dependent on anonymity and the responses provided during data collection.

3.8 VALIDITY

Validity in qualitative research is defined and referred to as, the degree of congruence between the explanations of the phenomena, rural education, and the realities of the world (McMillan and Schumacher, 2010:330; Sikosana (2014:103). According to Babbie, (2009:146) and Allen and Fraenkel (2010:148), validity depends on the amount and type of evidence there is to support the interpretations researchers wish to make concerning data they have collected. In this research study, the researcher interviewed participants until a saturation point was reached (where, according to the researcher, participants were providing no new data). To increase validity in this study, the researcher made use of the following measures: peer debriefing, guarding against

personal biases and prejudices and ethical consideration. Babbie,(2009:30) feels that qualitative research seem to provide more valid measures than survey and experimental measurements, which are often criticized as superficial and not really valid. Therefore, a certain degree of validity can be measured in this study because the researcher is directly affected by interviewing educators.

3.9 VALIDITY AND RELIABILITY

In order to obtain valued and reliable data, measuring instruments should be checked for validity and reliability (Mochesela, 2007:55).

Makoelle (2004:99) regards validity as, the extent to which an instrument measures what it is supposed to measure. Validity refers to accuracy. Various types of validity are found. Babbie (2009:99) provides the following table to illustrate a summary of measurement reliability and validity types:

Table: 3.2 Summary of Measurement Reliability and Validity Types.

RELIABILITY It is a dependable measure.	VALIDITY It is a true measure.
<p>Stability: over time</p> <p>Representative: across subgroups</p> <p>Equivalence: across indicators</p>	<p>Face: in the judgment of others</p> <p>Content: captures the entire meaning</p> <p>Criterion: agrees with the external source</p> <p>Concurrent: agrees with the pre-existing measure</p> <p>Predictive: agrees with future behaviour</p> <p>Construct: multiple indicators are consistent</p> <p>Convergent: alike ones are similar</p> <p>Discriminant: different ones differ.</p>

Source: *Makoelle (2004:99)*

3.10 TRUSTWORTHINESS

According to Lincoln and Guba (2011:160), trustworthiness, in qualitative and quantitative research, means how persuasive, systematic and vigorous the process of inquiry has been and whether the research findings are convincing and believable.

There is a list of criteria by Lincoln and Guba (2011:115) determining the trustworthiness of the process of inquiry and is outlined and described as follows:

- **Truth value:** the truthfulness of the research findings;
- **Applicability:** how far the findings could be applied to other context;
- **Consistency:** how far the process could be repeated and yield similar results;
- **Neutrality:** how far bias was controlled in the process of inquiry (How far the study controls bias)&
- **Trustworthiness** is achieved by ensuring the credibility of the process of inquiry.

According to Makoelle (2004:150), enhancing credibility requires that the following procedures are included in the inquiry process:

- Prolonged engagement with the participants, giving sufficient time for involvement with the site and building good relationships with participants.
- The researcher should avoid bias and be alert to misinformation.
- Persistent observation, by providing an in-depth understanding of the phenomenon under study, sorting out irrelevant information and avoiding deception.

The qualitative approach method has enabled the researcher to record what principals say (with words, gesture and tone), observing specific behavior during interview process. Furthermore the trustworthiness of the research method and techniques in the project was that of the researcher mingling with the real world of interviewing principals in classroom or outside the classroom (Neuman, 2006:28).

3.11 ETHICAL CONSIDERATION

Educational researchers have a responsibility to ensure that, in whatever research paradigm they work on, their research should be conducted within an “ethic of respect” to those who participate. Good research practice should therefore involve a partnership and whenever possible should be guided by the needs of the participants, who should be an important concern to the researcher. So an ethical relationship in

research is one that regards the other (participant) as an end and not as a means to an end (Mhlolo, 2011:128).

Denscombe in Makoelle (2011:151) agrees and indicates that, social research should be ethical in that, it respects the rights and dignity of the participants, avoids harm to the participants, and operated with honesty and integrity. The research process, which involves people, may sometimes cause ethical dilemmas. Bareus,(2012:151), mentions three challenges that could constitute a dilemma in the research process i.e. confidentiality of information, transparency of results and third-party involvement. It is important that participants remain anonymous during and in the research as the information generated by the study could harm the integrity of the participants if not treated with confidentiality. The extent to which the research will keep this anonymous constitutes a major challenge for researchers (Mochesela, 2007:152). The transparency of the research process, as opposed to the confidentiality of information, constitutes a challenge to researchers as consent forms might have been signed to protect the participants. There is usually the interest of a third party involved in the research, for example funders, or the Department of Education if the research is done at schools. To uphold the promise made during the signing of consent forms and conveying results, no matter how unpleasant, to the third party, could constitute a serious dilemma (Makoelle, 2011:152).

3.12 DEALING WITH DILEMMAS

According to Makoelle (2011:154) Dilemmas in research is regarded as an argument presenting two or more equally conclusive alternatives against an opponent.

Campbell and Groundwater-Smith (2011:152-153) suggest the following in dealing with dilemmas:

- To deal with confidentiality problems, information must be kept the information private.
- It is advisable to be transparent while respecting the ethical concerns of practitioners.
- The Third-party interest is kept out of the process, noting the interest of, say, the school authorities.

The following are ethical precautions the researcher took to guard against the ethical dilemmas:

Researcher: Motsoere P.A. is the researcher working with the rural principals at their designated schools. The researcher is supervised by an experienced Doctor of Education deeply versed in conducting research of this nature.

Nature of study: the study involves distribution of open and close ended questionnaire to rural schools principals to fill them completely, and therefore a guarantee was given that no physical, psychological, legal, or social harm would be incurred by the participants. The latter were informed of all procedures to be used during the research process; there was no attempt to deceive anyone.

The research participants: the participants were recruited purposefully; no-one was forced to take part in the study. No incentive was given to any participant for the time they devoted to the study. At no stage were any incentives used to bribe the participants so that their actions would advantage the researcher. The participants (principals) were informed, during an official meeting held at their respective rural schools, about the research procedures and then requested to sign the consent form if they agreed to the research procedure. The researcher indicated at those meetings that, the principals were free to quit the study at any time. The participants were all appointed principals.

Confidentiality: the researcher endeavored to keep the information as confidential as possible by not letting anyone have access to it. For the sake of the data, the participants were given alphabetic codes, for example, principals A and B. The data collected was used for the purposes of the Master's research, and no reference to a school name or to the names of participants was made in the thesis; only code names were used.

Debriefing: as no deception has taken place, the purpose of a debriefing session was to remove any misconceptions of anxieties that might have arisen from the research process.

3.13 CONCLUSION

In this chapter the research methodologies employed in the study were attempted and discussed in detail. Chapter 4 will be reporting on the results of this study by presenting empirical data and the analysis of results.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The results from the Quantitative research (Questionnaires) phenomenon, Investigating School Effectiveness in Rural Setsoto Municipal Area: A Strategy for School Improvement, will be interpreted and analyzed in this chapter.

The principals are regarded and labelled as principals of rural school, Principals: A, B, C, D and E. Data is presented in the form of remarks and are interpretative (tabular format) in Quantitative research. The two groups of rural schools are categorized as follows, based on their effectiveness: Fully Functional (A, B and C) and Less functional (D and E).

Data is also presented in the form of Qualitative research (interviews) to supplement the validity of the data collected. The results from Qualitative research (Interviews) phenomenon Investigating School Effectiveness in rural Setsoto Municipal Area: A Strategy for School Improvement will also be interpreted and analysed in this chapter.

4.2 METHODS OF INVESTIGATION-MIXED METHOD

A self-structured questionnaire, which is a type of Quantitative research, was utilized to gather data from rural principals and allowed them to fill in the questionnaires in detail. Qualitative research (interviews) was also used to gather data from principals to supplement validity of the data.

Questionnaires were distributed to 5 rural school principals of Setsoto Municipal Area. All questionnaires were returned. These rural schools were chosen because of their availability and experience in managing rural schools in context as well as their proximity and they will also provide rich data.

The researcher personally sought permission from the Department of Education, in the Free State Province, to distribute the questionnaires and interview schedule questions. The letter of approval from the Department was attached to the questionnaires and interview schedule questions. The questionnaires were distributed in sealed envelopes and were collected by the researcher from the rural schools

concerned after two weeks. The interview schedule questions were available during the interview session.

All the questionnaire(Quantitative method) questions and interview(Qualitative method) questions will be based on school information, four pillars of rural school effectiveness(themes) namely; holistic development of a child, school development and resources, staff development, community involvement/development and infrastructure development.

These five principals will also be interviewed to supplement validity of the data and do follow up sessions. This implies that, interviews(Qualitative approach) will also be used to collect data.

4.3 ANALYSIS AND INTERPRETATION OF QUANTITATIVE(QUESTIONNAIRES) RESEARCH RESULTS

Demographic details

Section 1 of the questionnaire intended to obtain demographic details from the respondents, as well as information about the schools.

Question 1.1 of the questionnaire was aimed at distinguishing between respondents in terms of their gender. According to the responses two (40%) of the respondents are male and three (60%) are women.

Question 1.2 of the questionnaire enquires about the ages of the respondents.

Question 1.3 to 1.10 of the questionnaire enquires about information of the respondents and the schools.

Therefore, analysis and interpretation of Demographics is outlined and summarised as follows:

QUESTION 1.1 TYPE

Table 4.3.1: Gender of respondents

Gender of respondents	Number	%
Male	2	40
Female	3	60
Total	5	100%

According to the data obtained from **table 4.3.1**, majority of the participants is female, with a total of 60%, while the male population is the minority at 40%.

QUESTION 1.2TYPE

Table 4.3.2: Age of respondents

Ages groups	Number	%
20-29		
30-39		
40-49		
50-59	5	100
60+		
Total	5	100%

Based on the data from **table 4.3.2**, 100% of the respondents is between the ages of 50-59. This implies that, the respondents are mature enough to manage the rural schools.

QUESTION 1.3 TYPE

Table 4.3.3 Qualifications of respondents

Qualification	Number	%
Doctorate		
Masters		
BED-Hons	3	60
Bachelor Degree	1	20
Other	1	20
Total	5	100%

Based on the data from **table 4.3.3**, 60% of the rural school principals have a BED-Hons Qualification and this implies that, they acquired and possess the relevant skills to manage the schools.

QUESTION 1.4 TYPE

Table 4.3.4: Experience as a principal

Experience	Number	%
Less than five years		
6-10 years	1	20
11-15 years	2	40
16-20 years	1	20
Other	1	20
Total	5	100%

According to **table 4.3.4** data, 40% of the rural school principals have 11-15 years in experience. This implies that, they are experienced enough to manage rural schools that are practicing the multi-grade pedagogy.

QUESTION 1.5 TYPE

Table 4.3.5: Leadership styles

Leadership styles	Number	%
Automatic		
Democratic	3	60
Transformational	2	40
Transactional		
Situational		
Other		
Total	5	100%

Based on the **table 4.3.5** data, 60% of the principals use a democratic style of management to manage the rural schools effectively.

QUESTION 1.6 TYPE

4.3.6: School location.

Location	Number	%
Township		
Town/city		
Rural	5	100
Total	5	100%

According to **table 4.3.6** data, 100% of the schools are situated in a rural area whereby multi-grade teaching and learning takes place.

QUESTION 1.7 TYPE

Table 4.3.7: Number of learners

Number of learners	Number	%
0-99	2	40
100-199	2	40
200-399		
400-599		
600-100	1	20
Other		
Total	5	100%

Based on the **table 4.3.7** data, 40% of learners range from 0-99 and 100-199 respectively. This implies that, there is a decline in Learner Enrolment in rural schools.

QUESTION 1.8

Table 4.3.8: Type of school

Type of schools	N	%
One-man school combined		
Rural primary school- primary	2	40
Public School on Private Property, intermediate and secondary	3	60
Other		
Total	5	100%

According to **table 4.3.8** data, 60% of the schools are Public Schools on Private Property, intermediate and secondary schools whereby, multi-grade pedagogy takes place.

QUESTION 1.9

Table 4.3.9: Medium of instruction

Medium of Instruction		
English	5	100
Afrikaans		
One indigenous language- Sotho		
Other		
Total	5	100%

Based on the **table 4.3.9** data, 100% of rural schools regard English as their Medium of Instruction. These clearly indicate that, learners can express themselves fluently in English.

QUESTION 1.10

Table 4.3.10: Quintile of the school

Quintile of the schools	N	%
Q1	4	80
Q2		
Q3		
Q4	1	20
Q5		
Total	5	100%

According to **table 4.3.10**, 80 % of the rural schools are Quintile1. This implies that, many of the learners are coming from poverty stricken areas.

The researcher also formulated questionnaire questions, divided into four themes or pillars of effectiveness (see appendix C):

- ❖ **Basic functionality and staff development (Management and Curriculum).**
- ❖ **Holistic development of the child.**
- ❖ **Infrastructure development and resources.**
- ❖ **Community involvement and development.**

The questions were formulated under the headings of the following sections.

4.4 THEME 1: BASIC FUNCTIONALITY AND STAFF DEVELOPMENT (MANAGEMENT AND CURRICULUM):

The analysis and interpretation of the four pillars of effectiveness is outlined and discussed in detail as follows:

4.4.1. Planning

Table 4.4.1

a) Interpretation (tabular format):

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Planning	3	60						
Less functional (D and E)	Planning	2	40						
Total		5	100						

From **table 4.4.1**, it is clear that, the majority or 60% of the respondents believe that rural schools do their planning timeously, before the academic year starts.

b) Remarks:

The principals of A, B and C, of fully functional rural schools indicated that, it was helpful to have the planning done before the academic year starts, so that the rural schools can set realistic and achievable goals and objectives in time and to avoid confusion and frustration during the beginning of the academic year.

The principals of (D and E), for less functional schools, were confused not knowing exactly what is the importance of doing planning in advance at rural schools. It seems as if it was a waste of their valuable time.

4.4.2 Year Plan

Table 4.8.2

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Full functional (A,B and C)	Year Plan	3	60						
Less functional (D and E)	Year Plan			2	40				
Total		5	60		40				

From **table 4.4.2**, it can be deducted that, 60% of rural schools have well- designed, consultative year plans with dates, activities and objectives.

b) Remarks:

The principals of Fully functional rural schools (A,B and C) work as a joint venture with the rest of the staff members when designing a vibrant year plan while the principals of less functional rural schools (D and E) do not involve other staff members and regard themselves as 'jacks of all trade, masters of none'.

4.4.3 Management Styles

Table 4.4.3

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A,B and C)	Management styles	2	40	1	20				

Less functional (D and E)	Management styles			2	40				
Total		2	40	3	60				

According to the information from **table 4.4.3**, it is clear that 40% of the rural school principals adopt a management style that encourages a collaborative decision-making process

b) Remarks

The principals of fully functional rural schools (A, B and C) adopt a democratic style of management and sit down in meetings and make decisions together with their staff (team work is emphasized) while the principals of less functional rural schools (D&E) adopt an autocratic style of management and make decisions alone.

4.4.4 Staff Development Programmes

Table 4.4.4

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A,B and C)	Staff development programme	2	40	1	20				
Less functional (D and E)	Staff development programme					2	40		
Total		2	40	1	20	2	40		

Based on the information from **table 4.4.4**, it is clear that, 40% of the rural school principals do have staff development programmes at their schools and they are well implemented.

b) Remarks:

The principals of fully functional schools (A, B&C) do have staff development programmes which are mostly implemented during the implementation of IQMS and PDMS. The principals of less functional schools (D& E) struggle to develop] and implement staff development programmes because of their context of being one- man schools.

4.4.5 Induction

Table 4.4.5

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Induction	1	20	1	20	1	20		
Less functional (D and E)	Induction	1	20			1	20		
Total		2	40	1	20	2	40		

According to the data from **table 4.8.5**, it is clear that, 20% of rural school principals do have induction programmes which are implemented even though there are some challenges.

b) Remarks:

The principals of fully functional rural schools indicated that, the main aim of induction programmes is for the capacity building of staff members, while less functional rural school principals regarded it as training conducted by the department for newly appointed educators

4.4.6 Mentoring

Table 4.4.6

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Mentoring	1	20	2	40				
Less functional (D and E)	Mentoring			1	20	1	20		
Total		1	20	3	60	1	20		

From **table 4.4.6** data, it is clear that, 40% of the rural schools do have a mentoring system between senior and junior teachers so as to encourage teamwork.

b) Remarks:

Rural school principals (A, B, C, D and E) indicated that, it is difficult to implement mentoring systems due to a lack of information from senior teachers.

4.4.7 Motivation

Table 4.4.7

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	motivation	2	40	1	20				
Less functional (D and E)	motivation			1	20	1	20		
Total		2	40	2	40	1	20		

According to the information from **table 4.4.7**, it is clear that, 40% of rural school principals have motivational strategies (i.e. motivational speakers, capacity building programmes) for staff and learners.

b) Remarks:

The principals of rural schools (A, B, C, D and E) indicated that, motivational speakers are invited to motivate the staff and learners. Staff always receives motivational messages at the end of each term and even during the term.

4.4.8 Marketing

Table 4.4.8

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	marketing	2	40	1	20				
Less functional (D and E)	marketing					1	20	1	
Total		2	40	1	20	1	20	1	20

Based on the table 4.4.8 information, 40% of the rural school principals market their schools locally by means of good practices they perform at their beloved schools.

b) Remarks:

Principals of fully and less functional schools (A,B,C, D and E) market their schools locally by: participating in sporting, academic, and cultural activities; hosting congratulatory functions for top 5 winners, which take place at the schools; having prize giving functions that also take place at the schools so as to motivate learners to participate in academic, sporting and cultural competitions. When these functions are held, outside members and businesses are invited.

4.4.9 Conflict Management

Table 4.4.9

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Conflict management	2	40			1	20		
Less functional (D and E)	Conflict management			2					
Total		2	40	2	40	1	20		

According to **table 4.4.9** data, it is clear that 40% of rural school principals do have strategies to deal with conflict management at schools.

b) Remarks:

Principals of less and fully functional rural schools do have strategies for dealing with conflict management for the smooth running of schools.

4.4.10. Control of Work

Table 4.4.10

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Control of work	2	40	1	20				
Less functional (D and E)	Control of work	1	20	1	20				
Total		3	60	2	40				

From table 4.4.10 data, 40% of rural school principals do control the work of learners and teachers on a quarterly basis.

b) Remarks:

Principals of fully and less functional rural schools do control the work of subordinates and learners by means of the proper implementation of the Teach and Asses Strategy. “We do pre-post and internal moderation, every term. IQMS is done throughout the year. Learners’ work is also controlled regularly.

4.4.11 Delegation

Table 4.4.11

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	delegation	3	60						
Less functional (D and E)	delegation			1	20	1	20		
Total		3	60	1	20	1	20		

According to table 4.4.11 data, 60% of rural school principals do delegate to other staff members to perform managerial duties /tasks assigned to him/her for capacity building programme purposes.

b) Remarks

The principals of fully and less functional (A, B,C, D and E) rural schools do delegate some managerial functions to staff members. This implies that, rural schools have sound delegation procedures in place.

4.4.12 Decision-Making

Table 4.4.12

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Decision-making	3	60						
Less functional (D and E)	Decision - making			1	20	1	20		
Total		3	60	1	20	1	20		

From table 4.4.12 data, it is clear that, 60% of rural school principals make decision collaboratively, with staff members for transparency and accountability purpose.

b) Remarks:

The principals of fully functional rural schools (A, B and C) apply a collaborative decision-making process in order to show openness and transparency. In rural schools, that are less functional, principals do make decisions alone due to contextualization of one man rural schools.

4.4.13 Quality Management

Table 4.4.13

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Quality management	3	60						
Less functional (D and E)	Quality management			2	40				
Total		3	60	2	40				

According to **table 4.4.13** data, 60% of rural school principals do quality management system check- ups by means of a Whole School Evaluation Policy.

b) Remarks:

The principals of fully and less functional (A,B,C, D and E) rural schools do quality management system check-ups by means of Whole School Evaluation Procedures IQMS and Internal Moderation. Without a quality management system, one will never fulfill their goals and will be like running a Tuck shop.

4.4.14 Strategic Management

Table 4.4.14

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Strategic management	3	60						
Less functional (D and E)	Strategic management			2	40				
Total		3	60	2	40				

Based on **table 4.4.14** data, 60% of rural school principals are strategic managers.

b) Remarks:

The rural principals for fully and less functional (A, B, C, D and E) schools have sound quality management strategies.

4.4.15 Communication

Table 4.4.15

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	communication	1	20	2	40				
Less functional (D and E)	communication	2	40	2	40				
Total		3	60	2	40				

According to the **table 4.4.15** data, it is clear that 40% of rural school principals clearly do communicate with their subordinates.

b) Remarks:

The rural principals of fully and less functional (A,B,C, D and E) schools communicate effectively by means of social networks, letters, telephone calls, circulars and notices. These policies, circulars and guidelines, deal with the proper communication channels at rural schools.

4.4.16 Principal Diary

Table 4.4.16

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Principal diary	3	60						
Less functional (D and E)	Principal diary	2	40						
Total		5	100						

From to the **table 4.4.16** data, it is clear that 60% of rural school principals do have diaries for diarising valuable information concerning planning, organizing, leading, guiding and evaluating rural schools.

b) Remarks:

The rural school principals for fully and less functional (A, B, C, D and E) schools do have diaries for remembrance and planning purposes.

4.4.17 Interpersonal Relations

Table 4.4.17

a) Interpretations

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Interpersonal relations	3	60						
Less functional (D and E)	Interpersonal relations	1	20	1	20				
Total		4	80	1	20				

According to **table 4.4.17** data, 60% of rural school principals do have sound interpersonal relationships.

b) Remarks:

The principals of fully and less functional (A, B, C, D and E) rural schools have and enhance sound interpersonal relations among the staff members and promote team work.

4.4.18 Extracurricular Plan

Table 4.4.18

a) Interpretations:

Participant	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Extracurricular	2	40	1	20				
Less functional (D and E)	Extracurricular			1	20	1	20		
Total		2	40	2	40	1	20		

Based on table 4.4.18 data, it is clear that, 40% of principals do have extracurricular plans to encourage learners to fully participate in academic, sporting and cultural activities.

B)Remarks:

The principals of fully functional rural schools do have vibrant extracurricular plans to promote the concept of healthy minds and healthy bodies. The principals of less functional rural schools struggle to develop and implement the extracurricular plans due to financial constraints and unavailability of resources and sports equipment at one man rural schools.

4.4.19 Employee Wellness

Table 4.4.19

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Employee wellness			2	40			1	20
Less functional (D and E)	Employee wellness			1	20			1	20
Total				3	60			2	40

According to **table 4.4.19** data, it is clear that 40% of rural schools do have employee wellness programmes to support the staff members holistically.

b) Remarks:

The principals of fully and less functional (A,B,C, D and E) rural schools do have employee wellness programmes in place in collaboration with the department of education to support the staff members fully.

4.4.20 Inclusive Education

Table 4.4.20

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B & C)	Inclusive education	1	20	1	20	1	20		
Less functional (D & E)	Inclusive education	1	20					1	20
Total		2	40	1	20	1	20	1	20

From table 4.4.20 data, only 20% of rural school principals do practice the inclusive education policy in order to cater for learners with learning barriers.

b) Remarks:

The principals of fully functional rural schools do have inclusive policies and programmes which are well implemented to cater for learners with barriers to learning. The principals of less functional rural schools struggle to implement inclusive education policies and programmes due in availability of human resources and their context of being one man rural schools.

4.4.21 Performance Review

Table 4.4.21

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Performance review	3	60						
Less functional (D and E)	Performance review	1	40	1					
Total		4	100	1					

According to table 4.4.21 data, 60% of rural schools’ performance is measured by means of internal moderations, IQMS; School Academic Performance Improvement Plans (SAPIP); analysis of results and quarterly reviews organised by the District Support Team.

b) Remarks:

The principals of fully functional rural schools(A, B and C) do review their performance by means of IQMS, SAPIP, analysis of results, Whole School Evaluations (WSE), internal moderations and quarterly reviews organised by the District Support Team.

The principals of less functional rural schools (D&E) are afraid and frustrated to be evaluated by means of Whole School Evaluation (WSE) and presentations (Quarterly reviews meetings) and regarded them as inspection tools for victimisation and violation of the rights of teachers.

4.4.22 Teaching and Learning

Table 4.4.22

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Teaching and learning	2	40	1	20				
Less functional (D and E)	Teaching and learning	1	20	1	20				
Total		3	60	2	40				

Based on **table 4.4.22** data,40% of the rural school principals do utilise the following curriculum policies for effective curriculum delivery and subject management: CAPS policy documents and Multi-grade Toolkit files.

b) Remarks:

The principals of fully functional and less functional rural schools(A,B,C, D and E) do have guidelines for dealing with multi-grade pedagogy, but they are frustrated by the model of multi-grade teaching and learning approach.

4.4.23 Management Training

Table 4.4.23

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Management training	2	40	1	20				
Less functional (D and E)	Management training	1	20	1	20				
Total		3	60	2	40				

According to **table 4.4.23** data, 40% of rural school officials do conduct workshops on management and curriculum delivery for rural school principals but these are not enough.

b) Remarks:

The principals of fully and less functional rural schools are works hoped for by rural education officials on multi- grade curriculum delivery and management and they are also trained in the supervision and control of multi-grade pedagogy but those workshops are not enough.

4.4.24 Teaching Materials

Table 4.4.24

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Teaching material	1	20			2	40		

Less functional (D and E)	Teaching material			1	20			1	20
Total		1	20	1	20	2	40	1	20

From table 4.8.24 data, 40% of the rural school principals struggle to get teaching and learning material due to the financial constraints.

b) Remarks:

The principals of fully and less functional rural schools(A, B, C, D and E) do not have enough teaching material due to a lack of funds and some of them are provided by the rural school officials.

4.4.25 Staffing

Table 4.4.25

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Staffing			1	20	1	20	1	20
Less functional (D and E)	Staffing			1	20	1	20		
Total				2	40	2	40	1	20

According to table 4.4.25 data, 20% of the rural school principals are not satisfied when educators are declared in excess due to decline in statistics of learners.

b) Remarks:

The principals of fully and less functional rural schools(A, B, C, D and E) are not happy because the department of education uses the same model utilized in public schools even though their context are not the same i.e. the Morkel model.

4.4.26 Peer Tutoring

Table 4.4.26

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Peer-tutoring	1	20	1	20			1	20
Less functional (D and E)	Peer – tutoring			1	20	1	20		
Total		1	20	2	40	1	20	1	20

Based on table 4.4.26 data, it is clear that 20% of the rural school principals do utilize the peer–tutoring strategy or pedagogy for effective teaching and learning in rural schools- even though there are challenges.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) do implement a peer –tutoring strategy fully with the level of diversity in the multi- grade classroom including learners’ level of readiness, maturity and background. It is not easy for teachers to always reach all leaners. Peer tutoring then becomes crucial as it allows learners to talk to and learn from each other.

Cross-age, cross-grade tutoring is based on the pairing of learners and is used extensively: in most multi-grade classrooms where older children help younger ones with their lessons, those with learning barriers, those from ethnic or linguistic minorities and those who did not go through the pre-school programme. In conclusion, peer tutoring assists rural schools’ functionality as follows:

- It is when a learner, doing well in a certain subject, is nominated as a peer tutor, assisting other learners in that subject.
 - Peer tutors are identified by means of name tags.
 - The purpose of peer tutoring is to address the issue of “dead time” but it does not replace teachers.

4.4.27 Cooperative Learning

Table 4.4.27

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Cooperative learning	1	20	1	20	1	20		
Less functional (D and E)	Cooperative learning			2	40				
Total		1	20	3	60	1	20		

From table 4.4.27 data, 40% of rural school principals and educators do implement the cooperative teaching and learning approach fully.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) regard cooperative learning as a way of teaching where learners work together to ensure that all members have assimilated some content. These learners work together and each one is assigned a specific task within the collective. They carry out those tasks without any interference from a teacher.

HOW:

- When learners in multi-grade are permitted to collaborate across grades.
- When learners interacted with their peers from different grades.
- Sharing in multi-grade influenced learners to accept and respect one another, i.e. learners regard themselves as one big family regardless of the grade they are in.
- Learners are from different families with different socio-economic, ethnic and perhaps cultural backgrounds, but being in a multi-grade class creates a bond between them and they are able to tolerate one another.

The cooperative teaching and learning approach benefits rural school teachers and learners as follows:

- Learners in multi-grade classroom socialize towards communal resources utilization to accommodate those facing the challenge of resources shortage.
- Learners share space and resources, for instance, one of the learners pointed out: “If I do not have a calculator, I borrow from those in Grade 6 because all of them must have it”.
- Multi-grade classes foster appropriate socialization and respect for diversity which is crucial to effective participation in the classroom.
- Multi-grade teachers do encourage learner’s involvement in the decision-making process, particularly about what is being taught and how it can be learned.

4.4.28 Self-Directed Learning (SDL)

Table 4.4.28

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Self-Directed learning	1	20	1	20			1	20

Less functional (D and E)	Self-Directed Learning			1	20	1	20		
Total		1	20	2	40	1	20	1	20

According to **table 4.4.28** data, 20% of rural school principals do implement the self-directed learning approach even though they struggle.

b) Remarks:

The principals of fully and less functional rural schools(A,B,C, D and E) regard self-directed learning as an instructional method in a multi-grade classroom where individual learners take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals and identifying human material resources for learning.

HOW:

- It is relevant because, it is regarded as a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formalizing learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning.

THREATS:

- Outcome Based Education (OBE) encouraged learners to work as social animals through group work and cooperative teaching and learning. It is difficult to shift from that era of OBE, to a new era of CAPS, immediately.

EVIDENCE OF SUCCESS:

- When learners master the concepts and regard them as independent thinkers.

4.4.29 Integration Across Curriculum

Table 4.4.29

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Integration across curriculum	1	20	2	40				
Less functional (D and E)	Integration across curriculum			1	20	1	20		
Total		1	20	3	60	1	20		

From table 4.4.29 data, it is clear that 40% of rural school principals do apply the integration across curriculum model to multi-skill rural school learners.

b) Remarks:

The principals of fully and less functional rural schools (A, B, C, D and E) mostly implement the integration across curriculum as follows:

INTEGRATION ACROSS CURRICULUM

How they make them relevant:

- Content integration approach is utilized by multi-grade teachers.
- It is the way teachers teach the different subjects such that different topics are derived from the work of the various grades.

The possible threats/disturbances:

- Examination sets are based on content taught per specific grade only. No integration of knowledge and content.
- ANA examinations are also based on the content covered in a specific grade only. No integration of knowledge.
- The structure for the pacesetter cater mostly for the mono-grade not for multi-graded classes.

Evidence that it works:

- The Multi-Graded Annual Teaching Plan (ATP) is developed and utilized by the multi-grade teachers to avoid frustrations of content to be taught to the learners.
- It is crucial for teachers, while integrating content in their teaching, to encourage integrated learning because there will have positive scaffolding consequences for all learners.

4.4.30 Instructional Strategy

Table 4.4.30

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Instructional strategy	1	20	2	40				
Less functional (D and E)	Instructional strategy			1	20	1	20		
Total		1	20	3	60	1	20		

Based on **table 4.4.30** data, 40% of rural school principals do implement the instructional strategy fully to unfold the talents of the learners.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) unpack the instructional strategy as follows:-

The instructional strategy and thematic teaching are more or less the same academic concepts and they are outlined and described below as follows:

Thematic teaching:

How they deal with it:

- Instructional method of teaching emphasizes on choosing.
- A specific theme for teaching one or many concepts.
- It is based on integrating various information and uses it to demonstrate a topic.

Steps for thematic learning:

The thematic learning instruction, organization of curriculum can be based on a Macro or Micro theme depending upon the topic to be covered. Main steps include:

- **Deciding on a theme:** The theme can be decided by the teacher and sometimes by learners and it can be a smaller concept (e.g. village, mother, climate, etc.) to a large and integrated system (e.g. ecosystem, atmosphere, etc.).
- **Integration of theme with existing curriculum:** The next step of thematic learning is designing the theme in an integrative way to existing curricula, keeping the skill and content knowledge in mind.
- **Designing instructional and co-curricular plans:** This step includes organizing other resources and extracurricular activities for demonstrating the theme (e.g. field trip or visit to botanical garden).
- **Group activities and discussion:** Group activities and discussion enable students to participate and reach a shared perspective of the theme. This also helps in the creative exploration of the subject.

Significance of thematic learning

Thematic learning is a newer concept in pedagogy. It is proven to be a powerful instructional method for integrating various concepts in curriculum by using daily life examples and experiences. Thematic learning helps in promotion with understanding and discourages rote learning.

The possible threats/disturbances:

- Some of the themes are not in a rural (MGT) context, i.e. usage of ICT.
- Learners coming from poor family backgrounds are unable to pay money for going to the educational tours, e.g. zoo, stadiums. Museums, etc.

Evidence that it works:

- Integration of knowledge across the grades.
- When learners associate whatever they learn with their surroundings and real life situation, e.g. field trips or visiting to the zoo.
- When learners seek and put cognitive skills, such as reading, thinking, memorising and writing in the content of real life situation under the broad aim to allow creative exploration.

4.4.31 Reflective Teaching

Table 4.4.31

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Reflective teaching	2	40	1	20				
Less functional (D and E)	Reflective teaching			2	40				
Total		2	40	3	60				

According to **table 4.4.31** data, 40% of principals of rural schools do reflect their teaching by means of remediation.

b) Remarks:

The principals of fully and less functional rural schools(A,B,C, D and E) regard reflective teaching as follows:

Reflective teaching

What is reflective teaching:

- Is the process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes.

How do/would you implement it in your class:

- Re-teaching /drilling of mind boggling concepts to the learners, e.g.
- trigonometric identities.
- Modifying assessments provided to the learners to address their academic challenges.
- Changing methodology and presentation skills to cater to learners with barriers to learning.
- Revision work is provided to the learners.
- Remedial work is provided to the learners as a fully-fledged lesson.

The possible threats/disturbances:

- Unavailability of adequate time to do revision and remedial work due to a tight schedule of following pacesetters and Annual Teaching Plans(ATP).
- No enough time available to cater for learners with barriers to learning.

Evidence that it works:

- If revision, remedial work, variation of assessment forms are done in a proper way, the academic achievements improve dramatically.

4.4.32 Professional Learning Committees

Table 4.4.32

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Professional learning committees	2	40	1	20				
Less functional (D and E)	Professional Learning committees	1	20	1	20				
Total		3	60	2	40				

From table 4.4.32 data, 40% of rural school principals do encourage professional learning communities to be fully functional at rural schools for capacity building purposes.

B) Remarks:

The principals of less and fully functional rural schools(A,B,C, D and E) do capacitate themselves as joint ventures as follows; by means of workshops, sharing valuable information, furthering studies, feedback as soon as possible from workshops, reading circulars, twinning programmes and conducting developmental sessions.

4.5 THEME 2-HOLISTIC DEVELOPMENT OF THE CHILD

4.5.1 Caring School

Table 4.5.1

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
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Fully functional (A, B and C)	Caring school	2	40			1	20		
Less functional (D and E)	Caring school			2	40				
Total		2	40	2	40	1	20		

From **table 4.5.1** data, it is clear that, 40% of the rural school principals do care about learners.

b) Remarks:

The principals of fully functional rural school do care for the learners by means of clothes, food and psycho-social services. The principals of less functional schools struggle to care for the learners because it is difficult for them to get donations from private companies.

4.5.2 Safety of the Learners

Table 4.5.2

a) Interpretations

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B&C)	Safety of the learners	3	60						
Less functional (D&E)	Safety of the learners	2	40						
Total		5	100						

According to **table 4.5.2** data, many of the rural school principals and SGB do develop the safety and security policy for the schools and it is well implemented.

b) Remarks:

The principals of fully functional rural schools do have a safety policy that addresses issues of bullying and safety of the learners in general. The principals and SGBs of less functional rural schools struggle to develop a safety and security policy for schools.

4.5.3 Discipline

Table 4.5.3

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Full functional (A,B,C)	Discipline	1	20	1	20	1	20		
Less functional (D,E)	Discipline	1	20	1	20				
Total		2	40	2	40	1	20		

From the **table 4.5.3** data, 40% of rural school learners are well disciplined.

a) Remarks:

The principals of the fully and less functional rural school (A,B,C, D and E) learners, the majority of them are disciplined but some behave badly, “but we use learners code of conduct and disciplinary committee to address this issue of ill- discipline,” say the principals.

4.5.4 Treatment at Rural Schools

Table 4.5.4

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Treatment at rural schools	1	20	2	40				
Less functional (D and E)	Treatment at rural schools			2	40				
Total		1	20	4	80				

According to **table 4.5.4** data, it is clear that, 40% of rural school principals do treat learners in a warm manner.

b) Remarks:

The principals of fully and less functional rural schools (A, B, C, D and E) do treat the learners with care and respect.

4.5.5 Over-Crowding

Table 4.5.5

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Over-crowding					2	40	1	20
Less functional (D and E)	Over-crowding					2	40		
Total						4	80	1	20

Based on table 4.5.5 data, it is clear that, 40% of rural school classrooms, managed by principals, are not over –crowded. This implies that, the rural school principals and SGBs do follow the admission policy at their schools.

b) Remarks:

The principals of fully and less functional rural schools do admit learners throughout the year but they have taken the issue of over-crowding into cognizance.

4.5.6. Cultural Programmes

Table 4.5.6

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Cultural programmes	2	40	1	20				
Less functional (D and E)	Cultural programmes			1	20	1	20		
Total		2	40	2	40	1	20		

From table 4.5.6 data, 40% of principals from rural schools do encourage learners to fully participate in cultural activities

b) Remarks:

The principals of fully and less functional rural schools(A,B,C, D and E) encourage learners to participate in cultural activities e.g. diketo, morabaraba, kgathi, ditolobonya and dibeke (these are also referred to as indigenous games).

4.5.7 Sporting Programmes

Table 4.5.7

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Sporting programmes	2	40	1	20				
Less functional (D and E)	Sporting programmes			1	20	1	20		
Total		2	40	2	40	1	20		

According to table 4.5.7 data, 40% of rural school principals encourage learners to participate in sporting programmes.

b)Remarks:

The principals of fully functional rural schools encourage learners to participate in sporting programmes e.g. soccer, netball, chess, volleyball etc. The principals of less functional rural schools struggle to encourage learners to participate in sporting activities due to a lack of resources and equipment.

4.5.8 Recognition of Merit and Promotion

Table 4.5.8

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Recognition of merit and promotion	2	40	1	20				
Less functional (D and E)	Recognition of merit and promotion	1	20			1	20		

From table 4.5.8 data, 40% of principals of rural schools do motivate learners to excel in their studies by means of awarding certificates and trophies.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) motivate learners intrinsically by holding prize-giving functions where certificates of excellence are awarded to hard- working learners.

4.5.9 Learner Governing Body(LGB)

Table 4.5.9

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Learner governing body	1	20	2	40				
Less functional (D and E)	Learner governing body	1	20			1	20		
Total		2	40	2	40	1	20		

According to **table 4.5.9** data, 40% of principals of rural schools do encourage learners to participate in the governance of the schools as the LGB and RCL.

b) Remarks:

The principals of fully functional intermediate and combined rural schools (A, B and C) do encourage learners to participate in the decision- making body as the LGB and RCL. The principals of less functional rural schools (D and E) do motivate learners to participate in classrooms as monitors but not in the governance of the school, this is because of the context of being primary schools.

4.5.10 National School Programme

Table 4.5.10

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A,B and C)	National school programme	2	40	1	20				

Less functional (D and E)	National school programme	2	40						
Total		4	80	1	20				

From table **4.5.10** data, it is clear that, 40% of principals of rural schools do support learners by means of the National School Programme.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) do support learners because it is the law of Education for South Africa. That learner must eat at school on a daily basis.

4.5.11 Scholar Transport

table 4.5.12

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Scholar transport	1	20	2	40				
Less functional (D and E)	Scholar transport	1	20	1	20				
Total		2	40	3	60				

According to **table 4.5.12** data, 40 % of principals from rural schools, through consultations with the Department of Education, do support learners who are living far away from the schools, by means of learner transport.

b) Remarks:

The principals of fully and less functional rural schools(A,B,C, D and E) through consultations with Learner Support Section. They do support learners residing far

away from the schools by providing them with learner transport, even though sometimes it is not reliable.

4.5.12 HIV/AIDS Programme

Table 4.5.12

a) Interpretations

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	HIV/AIDS programmes	1	20	1	20	1	20		
Less functional (D and E)	HIV/AIDS programmes			1	20			1	20
Total		1	20	2	40	1	20	1	20

Based on table 4.5.12 data, 20% of rural school principals, through the consultation of the HIV/AIDS committees, do hold awareness campaigns, even though it is a challenge.

b) Remarks:

The principals and the HIV/AIDS committees of fully and less functional rural schools (A, B, C, D and E) hold HIV/AIDS awareness campaigns throughout the year by inviting Love Life, SHARP and nurses.

4.5.13 Health Programmes

Table 4.5.13

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Health programmes	2	40	1	20				
Less functional (D and E)	Health programmes	1	20			1	20		
Total		3	60	1	20	1	20		

According to the **table 4.5.13** data, 40% of rural school principals and the Health Committee do invite community structures, that deal with health issues, to school and support learners.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) do invite nurses, social workers and psychologists to support needy learners.

4.5.14 Safety and Protection Programmes

Table 4.5.13

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Safety and protection programmes	2	40	1	20				
Less functional (D and E)	Safety and protection programmes			1	20	1	20		
Total		2	40	2	40	1	20		

From table **4.5.14 data**, it is clear that, 40% of rural school principals and the Safety and Security Committee do invite Safety and Security structures to workshops or make learners aware about matters concerning their safety and protection.

b)Remarks:

The principals and SGB of fully functional rural schools (A, Band C) do develop and implement safety and security policies and programmes concerning safety and protection of learners. i.e. the adopted cop programmes are well implemented. The less functional rural schools (D&E) do struggle a lot to address issues of safety of their learners because the schools are not fenced. The rural schools' SGBs also struggle a lot to hire security officials and install alarm systems due to financial constraints.

4.5.15 Alcohol and Drug Prevention and Management Programmes

Table 4.5.15

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Alcohol and drug prevention and management programmes	3	60						
Less functional (D and E)	Alcohol and drug prevention and management programmes			1	20	1	20		
Total		3	60	1	20	1	20		

According to **table 4.9.15** data, it is clear that, 60% of rural school principals do have vibrant learners Code of Conduct preventing learners from using alcohol and drugs.

b) Remarks:

The principals of fully and less functional rural schools (A, B, C, D and E) do invite community structures to make learners aware of the dangers of using drugs and alcohol. Free zone alcohol and drug abuse pamphlets are placed on the walls of the schools to strengthen the awareness campaign at the rural schools.

4.6 THEME 3 INFRASTRUCTURE DEVELOPMENT AND RESOURCES

4.6.1 Classrooms

Table 4.6.1

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Classrooms			3	60				
Less functional (D and E)	Classrooms			1	20			1	20
Total				4	80			1	20

From **table 4.6.1** data, it is clear that, 60% of the rural schools' classrooms, managed by principals and teachers, are dilapidated.

b)Remarks:

The classrooms managed by teachers and principals of fully and less functional rural schools are not in good condition. The roofing is leaking, electricity is not wired properly and the floors have holes.

4.6.2 Water

Table 4.6.2

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Water			3	60				
Less functional (D and E)	Water			1	20			1	20
Total				4	80		1		20

According to the **table 4.6.2** data, it is clear that, 60% of the rural schools managed by rural schools principals do not have a clean water supply system.

b) Remarks:

The principals of fully functional rural schools do have some means to get water, even though the school's electronic water supply was stolen, so they have a round-about water system. The principals of less functional rural schools do get water from wells and they are not in good condition.

4.6.3 Sanitation

Table 4.6.3

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	sanitation	1	20	2	40				
Less functional (D and E)	sanitation			1	20	1	20		
Total		1	20	3	60	1	20		

Based on **table 4.6.3** data, it is clear that, 40% of schools managed by rural school principals do not have proper sanitation systems.

b) Remarks:

The fully functional rural schools, managed by principals, do have sanitation system that is in good condition, even though this system is not waterborne, but pit toilets but they are clean. The less functional rural schools' sanitation system is not in good condition at all and sometimes learners use the veld to relieve themselves.

4.6.4 Vegetable Garden

Table 4.6.4

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Vegetable garden	1	20	1	20	1	20		
Less functional (D and E)	Vegetable garden							2	40
Total		1	20	1	20	1	20	2	40

According to **table 4.6.4** data, 20% of rural school principals do have vegetable gardens.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) do plant vegetables to supplement nutrition and maximize profit at the schools even though it is difficult to sustain the gardens.

4.6.5 Renovations

Table 4.6.5

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Renovations			1	20	2	40		
Less functional (D and E)	Renovations							2	40
Total				1	20	2	40	2	40

From **table 4.6.5** data, it is clear that, 40% of rural schools, managed by rural school principals are not renovated and they are dilapidated.

b) Remarks:

The fully and less functional rural school principals (A, B, C, D and E) struggle to renovate their schools due to financial constraints.

4.6.6 Fencing

Table 4.6.6

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Fencing	1	20	2	40				
Less functional (D and E)	Fencing					1	20	1	20
Total		1	20	2	40	1	20	1	20

According to the **table 4.6.6** data, it is clear that, 40% rural schools managed by rural school principals are not fenced.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) struggle to fence their schools due to financial constraints.

4.6.7 Electricity

Table 4.6.7

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Electricity	1	20	2	40				
Less functional (D and E)	Electricity	1	20					1	20
Total		2	40	2	40			1	20

From table **4.6.7** data, it is clear that, 40% of rural schools managed by rural school principals do not have electricity.

b) Remarks

The schools managed by fully functional rural school principals (A, B and C) do have electricity. The schools managed by less functional rural school principals (D and E) struggle to have electricity installed at their schools due to financial instability.

4.6.8 Resources

Table 4.6.8

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Resources					1	20	2	40
Less functional (D and E)	Resources			1	20	1	20		40
Total				1	20	2	20	2	

According to **table 4.6.8** data, it is clear that,40%of rural schools managed by rural school principals are not well resourced.

b) Remarks:

The rural schools managed by fully functional rural school principals are well resourced. The rural schools managed by less functional rural school principal do not have enough resources due to financial instability.

4.6.9 Computer and Mathematics Laboratories

Table 4.6.9

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Computer and maths laboratory			1	20	1	20	1	20

Less functional (D and E)	Computer and maths laboratory							2	40
Total				1	20	1	20	3	60

Based on **table 4.6.9** data, it is clear that, 40% of rural schools do not have computer and Mathematics laboratories.

b) Remarks:

The principals of fully functional rural schools do have computer and Mathematics laboratories to assist learners to be computer and Mathematically literate others does not have them due to financial instability.

4.6.10 Information and Communication and Technology (ICT)

Table 4.6.10

a) Interpretations:

Participants		Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	ICT					2	40	1	20
Less functional (D and E)	ICT					2	40		
Total						4	80	1	20

According to **table 4.6.10** data it is clear that 40%, rural schools managed by rural school principals do have Information and Communication Technology (ICT) resources provided by the Department of Education, e.g. Laptops.

b) Remarks:

The principals of fully functional rural schools (A, B and C) do have ICT resources to assist learners to browse around the world and be computer literate. The principals of less functional rural schools(D and E) do lack the ICT resources due to financial instability.

4.6.11 Multimedia Centre

Table 4.6.11

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Multimedia centre					1	20	2	40
Less functional (D and E)	Multimedia centre							2	40
Total						1	20	4	80

Based to **table 4.6.11** data, it is clear that, 40% of schools managed by rural school principals do not have multimedia centres.

b) Remarks:

The fully and less functional rural schools (A,B,C, D& E) struggle to get multimedia centres due to the rural context the schools fall into.

4.6.12 Internet

Table 4.6.12

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Internet	1	20					2	40
Less functional (D and E)	Internet							2	40
Total		1	20					4	80

According to **table 4.6.12** data, it is clear that, 40% of rural schools, managed by rural school principals, struggle to have internet facilities installed at their schools.

b) Remarks:

The fully functional rural schools do have internet facilities e.g. modem and computers for administration. While the less functional struggle functional to install due to their remoteness and financial instability.

4.6.13 E-mail Services

Table 4.6.13

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	E-mail services	1	20	2	40				
Less functional (D and E)	E- mail services							2	40
Total		1	20	2	40			2	40

Based to **table 4.6.13** data, it is clear that, 40% rural school principals that practice the multi-grade pedagogy do have e-mail services.

b) Remarks

The principals of fully and less functional rural schools (A, B, C, D and E) do receive e-mail services from their cell phones.

4.6.14 E-learning Specialist

Table 4.6.14

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	E-learning specialist			1	20	2	40		
Less functional (D and E)	E-learning specialist							2	40
Total				1	20	2	40	2	40

According to **table 4.6.14** data, it is clear that, 40% of rural school principals, practicing multi-grade pedagogy, are supported by e-learning specialists.

b) Remarks:

The fully and less functional principals (A,B,C, D and E), practicing multi-grade pedagogy, are supported fully by SA- SAMS officials in order to capture valuable information, concerning the schools, on the database and submit them electronically (online submission).

4.6.15 Training in Computer Literacy

Table 4.6.15

a) Interpretations:

Participant	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Training in computer literacy			2	40			1	20
Less functional (D and E)	Training in computer literacy			1	20	1	20		
Total				3	60	1	20	1	20

Based to **table 4.6.15** data, 40% of rural school principals did attend computer training sessions organised by the Department of Education on SA-SAMS.

b) Remarks

The principals of fully and less functional rural schools did attend computer trainings sessions on SA-SAMS and that is not enough for them to be fully computer literate.

4.6.16 ICT Integration

Table 4.6.16

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	ICT integration					2	40	1	20
Less functional (D and E)	ICT in integration							2	40
Total						2	40	3	60

According to **table 4.6.16** data, 40% of rural school principals and teachers, practicing multi-grade pedagogy, struggle to integrate ICT in their normal teaching and learning situation.

b) Remarks:

The principals of fully functional rural schools (A,B,C, D and E) do try to integrate ICT during their contact time with the learners, while less functional rural schools' counterparts struggle to do so.

4.6.17 Library

Table 4.6.17

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional(A, B and C)	Library					2	40	1	20
Less functional (D and E)	Library							2	40
Total						2	40	3	60

Based to **table 4.10.17** data, 40 % of rural schools, practicing the multi-grade pedagogy, do have library facilities in the form of centres and classrooms.

b) Remarks:

The principals of fully and less functional rural schools do have library facilities i.e. classrooms, centres and mobile libraries.

4.6.18 Library Resources

Table 4.6.18

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Library resources			1	20	1	20	1	20
Less functional (D and E)	Library resources							2	40
Total				1	20	1	20	3	60

According to **table 4.6.18** data, it is clear that, 40% of rural school principals do struggle to get library books from private organizations.

b) Remarks:

The principals of fully and less functional rural schools did get some books, not all, in the form of donations from Rally to Read and Save the Children, private companies.

4.7 THEME: 4 (COMMUNITY INVOLVEMENT AND DEVELOPMENT)

4.7.1 Partnerships

Table 4.7.1

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Full functional (A,B and C)	Partnership	1	20	1	20	1	20		
Less functional (D and E)	Partnership							2	40
Total		1	20	1	20	1	20	2	40

According to **table 4.7.1** data, it is clear that, 20% of rural school principals are not supported by private companies.

b) Remarks:

The fully and less functional rural school principals are supported fully by private companies like SARS, ESKOM, TELKOM, CIE, banks, Transnet, farmers, lotto, councilors, policeman, social workers and priests.

4.7.2 Stakeholders

Table 4.7.2

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	stakeholders	2	40	1	20				
Less functional (D and E)	stakeholders			2	40				
Total		2	40	3	60				

Based to **table 4.7.2** data, 40% of principals practicing the multi-grade teaching and learning pedagogy do involve other stakeholders fully.

b)Remarks?

The principals of fully and less functional rural schools (A,B,C, D and E) do involve the following school communities fully: School Governing Body, Learner Representatives Council(RCL),Parents, General workers, Administrative Clerks and private organizations.

4.7.3 School Governing Body

Table 4.7.3

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	School governing body	1	20	2	40				
Less functional (D and E)	School governing body			2	40				
Total		1	20	4	80				

According to **table 4.7.3** data, 40% of rural school principals do involve the School Governing Body fully.

b) Remarks:

The principals from fully and less functional rural schools do work together with the teachers, non –staff members, Learner Governing Body and parents, for the proper governance of the schools.

4.7.4 SGB Duties

Table 4.11.4

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	SGB duties	1	20	2	40				
Less functional (D and E)	SGB duties			2	40				
Total		1	20	4	80				

Based to **table 4.7.4** data, 40% of principals practicing multi-grade teaching do train the SGB so that they can be conversant with their duties.

b) Remarks:

The principals of fully and less functional rural schools hold workshops for the SGB on the following duties: disciplining learners, management of school funds, maintenance of school buildings and facilities, school policies and recommendations, code of conduct and educator recruitment.

4.7.5 Rural School Development Programme

Table 4.7.5

a) Interpretations;

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Rural school development programme	1	20	2	40				
Less functional (D and E)	Rural school development programme			1	20	1	20		
Total		1	20	3	60	1	20		

According to **table 4.7.5** data, 40% of rural school principals work jointly with the SGB, teachers and other school communities and they develop rural school development plans.

b) Remarks:

The principals of fully and less functional(A,B,C, D and E) do develop a rural school development programme to address issues of staff development programmes, holistic development of the children, community involvement and development and infrastructure development.

4.7 .6 Meeting Programme

Table 4.7.6

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Meeting programme	1	20	2	40				

Less functional (D and E)	Meeting programme	1	20	1	20				
Total		2	40	3	60				

Based to **table 4.7.6** data, 40% of rural school principals do develop a meeting programme, together with their SGBs.

B) Remarks:

The principals of fully and less functional rural schools and their SGBs do develop their year plan together to address issue of consultations, accountability and transparency.

4.11.7 Conducting Meetings

Table 4.11.7

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Conducting meetings	2	40	1	20				
Less functional (D and E)	Conducting meetings			2	40				
Total		2	40	3	60				

According to **table 4.11.7** data, 40% of schools, managed by most rural school principals, allow the SGBs to conduct their meetings alone through the guidance of an accounting officer.

b) Remarks:

The principals of fully and less functional rural schools do permit the SGB chairperson to conduct meetings for capacity and developmental purposes. The principals and Circuit Manager do also train other office bearers(i.e. the secretary, treasurer and the deputy chairperson) fully to know their roles and responsibilities.

4.7.8 Policy Development

Table 4.7.8

a) Interpretations

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Full functional(A, Band C)	Policy development	1	20	2	40				
Less functional (D and E)	Police development			2	40				
Total			20	4	80				

Based to **table 4.7.8** data, 40% of rural school principals do guide and supervise the SGB to compile user-friendly policies which are in line with SASA and the Constitution of South Africa.

b) Remarks:

The principals and SGBs of fully and less functional rural schools (A, B,C, D and E) are able to develop the policies and translate them into action plans. Examples of policies developed by the SGB are as follows: school policies, code of conduct (learners, teachers and non-teaching staff members), admission, safety and security, HIV/AIDS, religion, pregnancy and curriculum management.

4.7.9 Project Management

Table 4.7.9

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Project management	1	20	2	40				
Less functional (D and E)	Project management					2	40		
Total		1	20	2	40	2	40		

According to **table 4.7.9** information, 40% of rural school principals and SGBs are able to manage projects effectively.

b) Remarks:

The principals and SGBs of fully functional rural schools (A, Band C) are able to run their projects and sustain them. Examples of the projects managed by rural schools are as follows: CIE, NSNP, Competitions, Rally to Read, Save the Children etc. The principals and SGBs of less functional rural schools (D and E) struggle to manage projects effectively due to a lack of skills.

4.7.10 Learner Discipline

Table 4.7.10

a) Interpretation:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Learner discipline	2	40	1	20				
Less functional (D and E)	Learner discipline			2	40				
Total		2	40	3	60				

Based to **table 4.7.10** data, 40% of rural school principals, the SGB and the Disciplinary Committee are able to discipline learners by applying the Code of Conduct for learners.

b) Remarks:

The principals of fully and less functional rural schools(A,B, C, D and E) do discipline learners by using their learners' Code of Conduct derived from SASA and the Constitution of South Africa. The levels of misconduct and sanctions (remedies) are also known by the Disciplinary Committee.

4.7.11 QLTC

Table 4.7.11

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree(N)	%
Fully functional(A, B and C)	QLTC	2	40	1	20				
Less functional (D and E)	QLTC	1	20			1	20		
Total		3	60	1	20	1	20		

According to **table 4.7.11** data, 40% of principals of rural schools do work collaboratively with the Quality Teaching and Learning Campaign(QLTC).

b) Remarks:

The principals of fully and less functional (A, B, C, D and E) rural schools ensure that QLTC structures are fully functional. Examples of QLTC structures are: the principal, RCL, Councilors, the Clerks, Nurses, Traditional healers, social workers, police-man, etc.

4.7.12 Vision and Mission Statements

Table 4.7.12

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Vision and mission	2	40	1	20				
Less functional (D and E)	Vision and mission	1	20	1	20				
Total		3	60	2	40				

According to table 4.7.12 data, it is clear that 40% of rural school principals, practicing multi-grade pedagogy, do have achievable, clear, realistic vision and mission statements.

b) Remarks:

The principals and SGBs of fully and less functional rural schools do have an achievable mission and vision statements. The rural schools' missions are always accomplished.

4.7.13 Teacher Recruitment

Table 4.7.13

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Teacher recruitment	1	20	1	20			1	20
Less functional (D and E)	Teacher recruitment					2	40		
Total		1	20	1	20	2	40	1	20

Based to **table 4.7.13** data, it is clear that, 40% of rural school principals and SGB are able to follow the correct recruitment processes partly.

b) Remarks:

The principals of fully functional rural schools are able to follow the correct recruitment procedures stipulated in the Public Service's Act and PAM police documents. The recruitment procedures to be followed are: sifting, shortlisting and conducting interviews submission of documents, recommendations, appointments, placements and inductions. The principals of less functional rural schools struggle to follow recruitment procedures due to lack of skills and capacity.

4.7.14 Extracurricular Plan

Table 4.7.14

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Extra curricula plan	1	20	2	40				
Less functional (D and E)	Extracurricular plan			1	20	1	20		
Total		1	20	3	60	1	20		

According to **table 4.7.14** data, 40% of rural school principals do have vibrant and user-friendly extracurricular plans.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) do have extracurricular plans which are well implemented. Examples of extracurricular activities are: sports, academic and cultural activities and others are functional committees of the school e.g. Fundraising, SBST and QLTC.

4.7.15 Financial Management

Table 4.7.15

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional(A, B and C)	Financial management	1	20	2	40				
Less functional (D and E)	Financial management			2	40				
Total		1	20	4	80				

Based to **table 4.7.15** data, it is clear that, 40% rural school principals do manage the finances of the school properly.

b) Remarks:

The principals and finance committee of fully and less functional rural schools(are able to develop the finance policy of the school, budget the school funds properly, table the income and expenditure report to the parents and the SGB on quarterly basis and submit finance books to the auditors to get the finance report and submit it to the Department of Education for accountability purposes.

4.7.16 Fundraising

Table 4.7.16

a) Interpretations:

Participants		Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Fundraising	2	40	1	20				
Less functional (D and E)	Fundraising					2	40		
Total		2	40	1	20	2	40		

According to table 4.11.16 data, 40% of rural school principals and SGBs do have fundraising projects to maximize profit.

b) Remarks:

The principals of fully and less functional rural schools (A, B,C, D and E) fund raise funds by means of the following projects: stokvels, concerts, fun walks, smarty's bazaar and hiring of school equipment.

4.7.17 School Safety

Table 4.7.17

a) Interpretations:

Participants	Area	Strongly agree(N)	%	Agree (N)	%	Partly agree(N)	%	Disagree (N)	%
Fully functional (A, B and C)	School safety	1	20	2	40				
Less functional (D and E)	School safety			2	40				
Total			20	4	80				

Based to **table 4.7.17** data, 40% of rural school principals and SGBs do have safety and security policies that are well implemented.

b) Remarks:

The principals of fully functional rural schools (A, Band C), together with the SGBs, developed vibrant policies that deal with the safety of the learners while less functional rural school principals (D and E) struggle to develop and implement them.

4.7.18 School Based Support Team (SBST)

table 4.7.18

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	SBST	1	20	1	20	1	20		
Less functional (D and E)	SBST					1	20	1	20
Total		1	20	1	20	2	40	1	20

According to **table 4.7.18** data, 20% of rural school principals do have functional SBST Committees that deal with identifying and supporting learners with barriers to learning.

b) Remarks:

The principals of fully functional rural schools(A, B and C)ensure that the school maintains a register of additional support needs for learners. This record must be analyzed to identify trends, intensity of incidents, impact of support programmes and inform future planning for support.

The principal, with his/her management team, constantly search for strategies to ensure educators provide equal access for all learners. The principal uses a

collaborative approach in creating school schedules that support inclusive practices including:

- Provision of common planning time.
- Time allocation for educators to engage in care and support programmes and institution level support team activities.
- Effective use of all staff.
- Placement of learners within general education environments.
- Provision of learner support and services.
- Allocation of resources where needed.
- The principal ensures that staff members working with learners with disabilities are respectfully invited to offer input on successes, dilemmas, and suggestions for changes.
- The principal ensures, via school support teams that learners' Individual Support Plans, provide the information necessary for designing services and supports. The principals of less functional rural schools(D,E) struggle to implement SIAS and SBST policies because of their context.

4.7.19 Conflict Management (Staff Development Programme, SGB Workshops, CIE- Peace Building Trainings,

Table 4.7.19

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A,B,C)	Conflict management	1	20	2	40				
Less functional (D and E)	Conflict management			2	40				
Total		1	20	4	80				

Based to **table 4.7.19** data, 40% of rural school principals do have proper mechanisms and strategies for dealing with conflicts at schools.

b) Remarks:

The principal of fully and less functional rural schools (A,B,C,D and E) are workshopped on the following peace-building strategies i.e. CIE peace building, SGB trainings and staff development sessions.

4.7.20 School Committees

Table 4.7.20

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	School committees	1	20	2	40				
Less functional (D and E)	School committees'			1	20	1	20		
Total		1	20	3	60	1	20		

According to **table 4.7.20** data, 40% of rural school principals do have SGB sub - committees that are functional.

b) Remarks:

The principals of fully and less functional rural schools(A,B,C, D and E) do have the functional committees and they are listed as follows; management, SGB, finance, SBST, sports, safety and security, health, disciplinary, ICT, Ethos, RCL, environment, entertainment and exams committees.

4.7.21 Parental Involvement

Table 4.7.21

a) *Interpretations:*

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, B and C)	Parental involvement	1	20	2	40				
Less functional (D and E)	Involvement			1	20	1	20		
Total		1	20	3	60	1	20		

Base to **table 4.7.21** data, it is clear that, 40% of rural school principals do engage parents in school activities.

b) *Remarks:*

The principals of fully and less functional rural schools involve parents fully, as follows, in school projects:

- Reading books to the children
- Checking homework every day
- Discussing the children's progress with teachers.
- Voting in the school governing body elections
- Helping the school to set challenging academic standards.
- Limiting television viewing on school nights.
- Becoming an advocate for better education in the community and state.

4.7.22 Progress Assessment Tool

Table 4.7.22

a) Interpretations:

Participants	Area	Strongly agree (N)	%	Agree (N)	%	Partly agree (N)	%	Disagree (N)	%
Fully functional (A, Band C)	Progress assessment tool	2	40	1	20				
Less functional (D and E)	Progress assessment tool			2	40				
Total		2	40	3	60				

According to **table 4.7.22** data, 40% of rural school principals do assess the learners, staff and school progress continuously.

b) Remarks:

The principals of fully and less functional rural schools (A,B,C, D and E) do monitor the progress of the school in general so as to ensure quality by means of internal moderation, spot checks, IQMS,PDMS, WSE, quarterly review meetings and SAPIP and analysis of results presentations.

4.8 THEME 5 ANALYSIS AND INTERPRETATIONS OF QUALITATIVE (INTERVIEWS) RESEARCH RESULTS.

4.8.1. Experience and Management Styles

Respondents	Responses
A	"I have 15 years' experience, and curriculum policies are properly implemented at my school e.g. CAPS and MGT toolkit"
B	"I have 20 years' experience, and we sit down in meeting and make decisions together and teamwork is emphasized."
C	"I have 22 years' experience, and collaborative decision making process is fully implemented at my school."
D	"I have 15 years' experience, and a democratic management style is taking place at my school."
E	"I have 10 years' experience, and everything we do is in line with curriculum management policies."

According to the responses of principals B, C and D, 60% of principals do use a democratic style of management i.e. (collaborative decision making process, making decisions together), to manage their schools effectively.

Respondent A agrees with respondent E that everything that they are doing is in line with curriculum policies and this is equal to 40% of the responses. A majority of principals managing rural schools are more experienced.

4.8.2. Teaching and Learning

Respondents	Responses
A	"Yes, our school has special Facilitators dealing MGT issues."
B	"No, we have MGT toolkits that are not user-friendly."
C	"I would say our school struggles to develop its own guidelines to address multi-grade pedagogy."
D	"No, our school struggles to use MGT toolkits to address the academic challenges of the learners and teachers."
E	"The resources are not sufficient to cover all multi-grade classes at my school."

Based on the responses of principals B, C, D and E, 80% of rural school principals do struggle to use the MGT toolkits because they are not trained adequately on how to use the toolkit. However, respondent C further indicates that, their rural school does struggle to develop its own guidelines dealing with multi-grade pedagogy. Respondent A (20%) also cautioned that, rural schools are supported by their own Special Learning Facilitators to implement multi-grade pedagogy.

4.8.3. Caring School

Respondents	Responses
A	“Our school does care about our learners by providing food, clothes and learner transport to them.”
B	“Yes, caring for our learners is in the form of uniform, food, clothes, ID applications, and providing shelter to child headed families.”
C	“Cognitive and moral development of the children is addressed by multi-grade teaching and learning approach.”
D	“At our school, learners generally get food and learner transport free of charge.”
E	“Yes, at our school we do support learners holistically and by providing them with food, clothes and psychosocial services.”

According to responses from rural principals A, B,C,D and E, 100% of rural schools are regarded as caring schools because learners are supported holistically by means of getting food, learner transport, psychosocial services and shelter for child headed families.

4.8.4. Infrastructure Development

Respondents	Responses
A	“Our school struggles with the following aspects: No internet connectivity, library resources are not available at my school and ICT resources are utilized by those who are interested only.”
B	“Electronic water supply was stolen, we do have toilets, the floors and walls are in a bad condition, we have a gate and a ‘devil’s fork’ (fencing) would help a lot for safety and security of the learners.”

C	“Yes, there is a sufficient water supply, a vegetable garden is also available to the school in order to supplement the food provided by the Department of Education. Sanitation systems are also in place, the school is also well fenced and electricity is also available. The ICT and Computer and Mathematics laboratory are not available at my school.”
D	“The following things are not available at my school: electricity, ICT resources, library resources, E-mail services, Internet connectivity, water, sanitation and the school is not fenced. “
E	“The following things are not available at my school: library resources, Internet connectivity, sanitation, water and a vegetable garden.”

Based on the responses from rural principals A,B, D and E, 80%of the schools lack library resources, ICT resources, internet connectivity, E-mail services, sanitation, water, a vegetable garden and are not fenced.

Respondent C (20%) indicates that, there is an availability of the following resources to address issues of infrastructure development e.g. water, vegetable garden, ICT resources, sanitation, Computer and Mathematics laboratory, electricity and fencing.

4.8.5 .Rural School Development Plan

Respondents	Responses
A	“Yes, well planned and inclusive programmes are also well implemented by our school.”
B	“Yes, we have dates in our year plan for the school development programmes.”
C	“At our school, a rural school development plan is addressed as per year plan developed by the school.”
D	“Our school developed rural development plans following the School Improvement Plans and School Development Plans.”
E	“Our school is well monitored and evaluated by the relevant structures e.g. SMT and Circuit Manager to address the issue of rural school development.”

According to the responses to the question relating to rural school development, respondents A,B,C, D and E 100% were confident that their schools do have vibrant rural school development plans which are reflected in their year plans, well implemented and monitored by the SMT and Circuit Manager.

5. CONCLUSION

This chapter commenced with a brief exposition and categorization of rural school principals as fully (A, B, C) and less (D, E) functional. Different ways of analyzing qualitative and quantitative data were explained. The research results of empirical results were provided and analyzed.

The following chapter focuses on research findings, conclusions and recommendations.

CHAPTER 5: FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose this study was to investigate how schools in rural context in Setsoto Municipality Area can improve and maintain their effectiveness, and also to answer the question as to which practices contributed to effectiveness and improvement of rural schools in the Setsoto Municipality in the Free State Province? In order to answer this question, the following secondary research questions were developed:

- What is the nature of rural education and its challenges?
- What does rural school effectiveness and improvement entail in the African context?
- How can rural schools be assisted to improve and become more effective?

5.2 EMPIRICAL FINDINGS (MIXED METHODS) AND CONCLUSION

The findings of the empirical research are dealt with under the following themes and headings:

5.2.1 Basic functionality and staff development (Management and Curriculum)

5.2.1.1 Planning and Year Plan.

5.2.1.2 Management styles, staff development, induction, mentoring and motivation.

5.2.1.3 Marketing, conflict management, control of work and delegation.

5.2.1.4 Decision– making, quality management, strategic management, communication and principal diary.

5.2.1.5 Interpersonal relations, extracurricular plan, employee wellness and inclusive education.

5.2.1.6 Performance review, teaching and learning, management training and teaching materials.

5.2.1.7 Staffing, peer tutoring, cooperative learning, self- directed learning, integration across curriculum, instructional strategy, reflective teaching and Professional Learning Committees (PLCS).

5.2.2 Holistic Development of the child:

5.2.2.1 Caring school, safety of learners, discipline, treatment at rural schools and over-crowding.

5.2.2.2 Cultural programmes, sporting programmes, recognition of merit and promotion and Learner Governing Body(LGB).

5.2.2.3 National school nutrition programme(NSNP),scholar transport programme and HIV/AIDS programme.

5.2.2.4 Health programme, safety and protection programmes, alcohol and drug use prevention and management programme.

5.2.3. Infrastructure development and resources

5.2.3.1 Classrooms, water, sanitation, vegetable garden and renovations

5.2.3.2 Fencing, electricity, resources, computer and mathematics laboratory

5.2.3.3 Information and communication resources (ICT),multimedia centre, internet and e-mail services

5.2.3.4 E-Learning specialist, training in computer literacy and ICT Integration

5.2.3.5 Library and library resources

5.2.4. Community involvement and development

5.2.4.1 Partnership, stakeholders, School Governing Body(SGB) and SGB duties

5.2.4.2 Rural school development plan, meeting programme, conducting meetings, and policy development

5.2.4.3 Project management, learner discipline, Quality Teaching and Learning Campaign(QLTC) vision and mission

5.2.4.4 Teacher recruitment, extracurricular plan, financial management and fundraisings

5.2.4.5 School safety, School Based Support Team, conflict management, school committees, parental involvement and Progress assessment tool

5.2.5 Qualitative method (Interviews) Headings

- 5.2.5.1 Experience and management styles
- 5.2.5.2 Teaching and learning
- 5.2.5.3 Caring school
- 5.2.5.4 Infrastructure development
- 5.2.5.5 Rural school development plan

The findings and recommendations of mixed methods (Quantitative and Qualitative)are based on the following themes and headings.

Quantitative method(Questionnaire) findings:

5.2.6 Theme: Basic Functionality and Staff Development (Management and Curriculum)

Quantitative method findings:

5.2.6.1 Planning and Year plan

The literature study done on this aspect, indicates that, the following aspects, concerning planning, play a vital role as far as managing rural schools in consent: curriculum management plans i.e. provision, planning and coordination, implementation, teaching and learning processes, outcomes and student progress and attainment.

Planning is key for the effective management of rural schools and it is one of the management tasks performed by the rural school principals. The following are the managerial tasks planning tools or instruments in rural schools i.e. planning as an organizational structure and process, planning place in an organisation, types of action plans, the time framing for planning, contingency planning and barriers to effective planning.

The year plans must be developed through consultation of other stakeholders and fully implemented in multi-grade pedagogy schools.

5.2.6.2 Management Styles, Staff Development Programmes, Induction, Mentoring and Motivation

The literature study done in this aspect indicates that, democratic and autocratic styles of management are fully functional at schools practicing multi-grade pedagogy. The findings of the empirical research also agree and indicate that, there must be the balance between implementing autocracy and democratic styles of management so as to avoid tension and frustration of rural schools' staff members.

Staff development sessions motivate staff members and principals of rural schools intrinsically and extrinsically, and also encourage them to perform their duties optimally.

The importance of induction is for capacity building of newly appointed staff members and principals practicing multi-grade pedagogy. It can be organized by the school or the department of education. The induction-concept is critical for principals and staff members to perform well. Mentoring system is applicable in some rural schools whereas in others it is not- due to a lack of information.

Lastly, the rural school principals do have motivational programmes to motivate the staff members in the beginning and at the end of a term.

5.2.6.3 Marketing, Conflict Management, Control of Work and Delegation of Work

The results of the empirical research point out that, rural schools do market themselves locally by means of excellent academic achievements of the learners and participation in extracurricular activities.

The findings of the literature study reveal that, rural school principals do have conflict management systems at their schools.

The study concurs with the findings of the empirical research in that: control of work at rural schools is the form of internal moderation, IQMS, quarterly review meetings and WSE.

The results reveal that, rural school principals do delegate some managerial functions to staff members. These imply that, rural schools do have sound delegation procedures in place.

5.2.6.4 Decision – Making, Quality Management, Strategic Management, Communication and Principal Diary

The literature study concurs with the findings of the empirical research that: some rural school principals do use a collaborative decision –making process and a consultative approach to make informed decisions. It is difficult for the one- man rural schools to apply the collaborative decision-making process due to their contextualization.

According to the literature study and empirical findings, rural schools do measure quality by means of internal moderation, quarterly reviews meetings, WSE and IQMS.

Rural school principals do have strategies to manage multi-grade pedagogy schools effectively and do have effective communication systems e.g. circulars, letters, cellular phones, landline calls, e-mails, faxes, social networks, etc.

Rural school principals and staff members do have their diaries to diaries valuable information on a daily basis.

5.2.6.5 Interpersonal Relations, Extracurricular Plan, Employee Wellness and Inclusive Education

The empirical research and literature study concur that: interpersonal relationships among the principals and staff members, in schools practicing multi-grade pedagogy, are superb.

According to the literature study and empirical research, a majority of rural school principals do have vibrant extracurricular plans in order to address issue of a healthy

mind in a healthy body, whereas others do not have this due to the unavailability of resources.

Employee wellness programmes-organized by trade unions, private organizations and the Department of Education- are fully functional in rural schools in order to address the issue of the holistic development of staff members e.g. financial wellness(budgeting).

Inclusive education programmes are well implemented in some schools that practice the multi-grade pedagogy, whereas others do not, due to a lack of inclusive education information and skills.

5.2.6.6 Performance Review, Teaching and Learning Management Training and Teaching Materials

From the results of the empirical research and literature study, rural school principals do review their performance on a quarterly basis in the form of School Academic Performance Improvement Plans(SAPIP) and an analysis of results.

Teaching and learning policies are available at rural schools but the challenges facing the schools are how to implement and manage them. The principals and teachers were not sufficiently trained on CAPS and multi-grade Toolkit.

Principals do attend management workshops but they are not sufficient. The study also reveal that, teaching material, provided by rural education officials is not enough to cater for many rural schools offering multi-grade pedagogy.

5.2.6.7 Staffing, Peer Tutoring, Cooperative Learning, Self- Directed Learning (SDL), Integration across Curriculum, Instructional Strategy, Reflective Teaching and Professional Learning Committees (PLCS)

According to the research and study, staffing policies utilized by the Department of Education are the same for rural schools and urban schools even though their contexts are not the same. The current post provisioning model is unable to cater for the contextual factors faced by schools with multi-grade classes. The Peter Morkel model, used for staffing in public and rural schools, must be abolished.

Most of the rural school principals do utilize the peer– tutoring strategy or pedagogy for effective teaching and learning in rural schools.

Cooperative teaching and learning is fully utilized in rural schools offering multi-grade pedagogy.

Self- directed learning is fully utilized by rural school teachers, learners and principals.

Based on the empirical research and literature study, integration across curriculum assists principals and teachers to teach effectively at rural schools. Instructional strategy is fully utilized by rural school principals and teachers.

Reflective teaching assists rural school principals and teachers to reflect on their practices when offering tuition. An example of reflective teaching practice is remediation.

Professional learning committees assist rural school principals and teachers to be developed by means of networking and conducting workshops.

5.2.7 Holistic Development of the child:

5.2.7.1 Caring school, safety of the learners, discipline, Treatment at rural schools and over-crowding

According to the results of empirical research and literature study some learners attending rural schools are supported as follows: providing them with uniform, food, shelter and psychosocial services.

The results of the empirical research reveal that majority of rural schools do have safety and security policy which is well implemented to address issue of bullying and safety of the learners in general.

Majority of learners attending rural schools are well behaved. The disciplinary committee intervene when some of them are ill-discipline and apply code of conduct to remedy the situation.

Some principals and staff members at rural schools do treat learners with care and respect.

Most of the schools practicing multi-grade pedagogy are not over-crowded. but different grades are placed and taught in the same classroom to address issue of physical and human resources.

5.2.7.2 Cultural programmes, sporting programmes, recognition of merit and promotion and Learner Governing Body (LGB)

The results of empirical research and literature study reveal that majority of learners attending rural schools are participating in cultural activities. e.g. Ditolobonya and indigenous games and majority of learners attending rural schools are participating also in sporting activities. E.g. soccer, chess, netball and volley ball.

Recognition of merit and promotion is done in the form of prize-giving and Top 5 well done functions.

Rural schools managed by principals do have functional Learner Governing Body(LGB) to in still leadership qualities to our learners.

5.2.7.3 National school nutrition programme(NSNP),scholar transport programme and HIV/AIDS programme

From the results of empirical research Department of Education do provide funds to rural schools to buy nutritious food and to eat balance diet daily.

Rural schools supervised by headmasters do have scholar transport programme to support learners coming far away from the school even though sometimes it is not reliable and have vibrant HIV/AIDS programme to make learners aware of the danger of HIV/AIDS.

5.2.7.4. Health programme, safety and protection programme, alcohol and drug prevention and management programme

The results of empirical research and literacy study concur that: Rural schools principals do invite doctors and nurses to school to diagnose and support the needy learners. Also, that rural schools do have functional safety and security committee to address the safety of the learners.

Majority of rural schools do have alcohol and drug use prevention and management programme to make learners aware of danger of drug abuse.

5.2.8 Infrastructure development and resources

5.2.8.1 Classrooms, water, sanitation, vegetable garden and renovations

Based on the results of empirical results and literature study rural schools do have dilapidated classrooms that are not Multi-grade compliant. The results of empirical research and literacy study concur that : Majority of rural schools do get water from the borehole and they are in good conditions, do have waterborne and pit toilets and some rural schools do struggle to get proper sanitation system due to their financial in-stability.

Majority of rural schools practising multi-grade pedagogy do have the vegetable garden and some of rural schools managed by principals are not renovated due the financial in-stability.

5.2.8.2 Fencing, electricity, resources, computer and Mathematics laboratory

The results of empirical research and literacy study concur that: some of rural schools offering multi-grade-teaching and learning are not fenced.

From the results of empirical research and literacy, some of rural schools are not electrified due to lack of funds.

Rural schools offering multi-grade pedagogy lack resources due to the financial in-stability and also other schools managed by rural schools principals a do not have the Computer and Mathematics Laboratory due to the financial instability.

5.2.8.3 Information and communication resources (ICT), multimedia centre, Internet, e-mail services

According to the empirical results and literacy study some rural schools offering multi-grade teaching and learning pedagogy do not have ICT resources, and some rural schools struggle to have multimedia centre due to lack of funds.

Rural schools struggle to get Internet facilities and E-mail services due to in availability of network in rural areas.

5.2.8.4 E-Learning specialist, training in computer literacy, ICT Integration

Based on the results of empirical research, E-learning specialist do support some rural schools on SA-SAMS matters.

The results of empirical research and literature study concur that: some rural schools teachers and principals do attended workshops on computer literacy organised by Education Department and that is not enough and majority of rural school principal and teachers struggle to integrate ICT is normal teaching and learning process.

5.2.8.5 Library and library resources

From the results of empirical research, some rural schools do have reading corners and mobile libraries. Rural schools do have library resources obtained from Rural Education Officials, and other rural schools do get library resources as donations from private organisation like Rally to Read and Save the Children to break the back of illiteracy.

5.2.9 Community involvement and development

5.2.9.1 Partnership, school Governing Body (SGB) and SGB duties

According to the results of empirical research and literacy study some rural schools managed by principals do have partnership with private organisations like Eskom, Telkom, Lotto, SARS, Ned bank and CIE.

The empirical research and literacy study concur that: most of rural schools do have supportive stakeholders to ensure that there is effective teaching and learning provided by hardworking and industrious principals and teachers. Examples of stakeholders are SGB, RCL, Parents, and non-teaching staff.

Rural schools do have functional SGB governing the schools effectively.

Rural school principals and Circuit manager do capacity SGB fully on their roles, responsibilities and their duties.

5.2.9.2 Rural school development plan, meeting programme, conducting meeting and policy development

The results of empirical research and literacy study concur that: some rural schools do have vibrant School Improvement Plans and School Development programmes for the total development of the institutions and rural schools offering multi-grade pedagogy do have meeting programme developed by relevant structures for transparency, accountability and consultative purpose.

The SGB of some rural schools are able to conduct their meetings on their own to address issue of ownership and capacity building and are able to develop their policies on their own through the guidance of the Accounting Officer.

5.2.9.3 Project management, learner discipline, Quality teaching and Learning Campaign and vision and mission

The results of empirical research reveal that some rural school principals and SGB are able to manage the following projects effectively. eg. CIE, NSNP. Academic competitions, Rally to read and Save the children.

The literature study done on this aspect indicates that learner discipline at rural some rural schools is well managed. The disciplinary committee and SGB do their work fully to address issue of learner discipline.

QLTC structures are fully functional at some rural schools practicing multi-grade pedagogy by ensuring that quality teaching and learning is taken place at the institutions.

Rural schools do have vision and mission statements that are placed on the walls. They are serves as the directive of the institutions.

5.2.9.4 Teacher recruitment, extra-curricular plan, financial management and fundraisings

The results of empirical research and literacy study concur that: some SGB of rural schools are able to follow the correct recruitment processes and procedures i.e.(sifting, shortlisting and interviews and submission file) when recruiting the staff-member, extracurricular plans are in place and functional at some rural schools, principals and finance committees do manage the funds of the institution effectively. There is availability of the following documents i.e. finance policy, finance file, cheque books, budget, income and expenditure reports and auditors reports and some rural schools do have fundraising projects managed by the institution.

5.2.9.5 School safety, School Based Support Team (SBST), conflict management, school committees, parental involvement and Progress Assessment tool

The results of empirical research and literacy study reveal that some rural schools do have safety committee that deals with safety of the learners.

All rural schools principals encourage educators to apply Inclusive Education Policies. However, the research reveals that some schools do not have strategies to apply this policy, except for Error Analysis.

There are structures and committees to deal with conflicts e.g. disciplinary committee and rural schools do have functional school committees e.g., feeding, fundraising, SGB, finance, ICT etc.

Rural schools principals are able to involve parents fully by means of fundraising projects, recruitments, disciplining learners, policy developers, motivate and encourage parents to do voluntary services at school.

Principals also do measure the performance of their stakeholders by means IQMS, PDMS and Internal moderations. The academic performance of the schools is

measured by means of analysis of results, quality review SAPIP presentations meetings and WSE.

5.2.10 Qualitative(Interview) method findings

5.2.10.1 Experience and Management styles

The literature study concur with the findings of empirical research that majority of the rural principals are experienced and do use democratic style of management to manage their schools effectively even though they got set of challenges.

5.2.10.2 Teaching and learning

The results of empirical research and literature study reveal that majority of the rural school principals struggle to implement and manage multi-grade pedagogy because they are not trained enough on CAPS and multi-grade Toolkits.

5.2.10.3 Caring school

The results of empirical research and literature study indicate that majority of the rural schools managed by principals are regarded as the caring schools who develop their learners holistically.

5.2.10.4 Infrastructure development

According to the results of empirical research and literature study reveal that majority of the rural schools infrastructure are not in good conditions i.e. the buildings are dilapidated, lack of ICT resources, they are not fenced ,water and toilets are not available.

5.2.10.5 Rural school development plan

The results of empirical results concur with literature study that majority of the rural schools principals do develop their vibrant School Improvement Plans and School Development Plans which are user-friendly.

5.3 OTHER FACTORS

A human being is multi-dimensional and this implies that the rural school principals can be viewed holistically as follows: cognitive, emotional, moral, physical, spiritual,

metacognition and social interactive. This implies that, the rural school principals should be developed fully in those areas. The Department of Education should conduct workshops for rural school principals considering and addressing the above dimensions and areas.

5.4 RECOMMENDATIONS AND GUIDELINES

Recommendations are presented according to the headings used to guide the investigation process. The researcher's recommendations are intended to guide the rural schools on how they may be effective and improve the conditions of the rural schools.

The rural school principals must make sure that all systems are in place before the beginning of the academic year. The following plans (e.g. time tables, programmes, year plan, duty sheets, organizational structure) must be developed as they are the directive of the organization. The schools offering multi-grade pedagogy should have a well-designed, consultative year plan with dates, activities and objectives. The rural schools should adopt a management style that encourages a collaborative decision-making process. This will assist teachers to own all resolutions or agreements formulated by them. The rural schools should develop user friendly staff development programmes for capacity building of junior and senior members of the schools.

An induction programme for schools practicing multi-grade pedagogy is important because it must ensure that the performance of learners remains constant. The induction programme of rural school principals should address: how learners and staff members could be motivated, how performance of learners is measured and how it may be enhanced, how to maintain good human relationships and discipline in schools and how to maintain a healthy atmosphere for learning.

Rural schools should invite motivational speakers to motivate staff members and learners during the beginning of each term. Rural school principals must also issue certificates of excellence, to learners and staff-members, to boost their moral during prize-giving functions or award ceremonies. The schools managed by rural school principals should market themselves locally and internationally by: encouraging

learners to wear uniform at all times; emphasizing good discipline informed by a well-designed learners' code of conduct; communicating the vision and mission statements of the school and the motto of the school and these should be erected on a glass-like stone; encouraging learners to excel in sporting activities, display all trophies and certificates, celebrating good performance at least once a year; always inviting the media to school if there are special events; initiating a vegetable garden for parents who are unemployed, ensuring that the surroundings are clean with lawn, flowers, trees etc. and by making a point that there is an erection of flags (National, provincial, district and school).

Rural school principals should ensure that there is availability of strategies and procedures to deal with conflict at the institution. The rural schools should control the work of the learners and teachers by following the following control measures: conducting pre, post and internal moderation; spot check, IQMS and WSE; submission of informal tasks, lesson plans, assessment programmes on fortnightly basis for supervision and control purpose; ensuring that teachers set quality tasks in line with cognitive levels.

The rural school principals should ensure that delegation mechanisms are in place for capacity building purposes. They should ensure that collaborative and a consultative decision making process is taking place at the school to ensure openness, accountability and transparency. Rural school principals and teachers should ensure that quality is managed well by means of control, evaluation and feedback to structures after analysis of results. The school principals should communicate effectively with the school communities by means of circulars, social networks, faxes, meetings, telephone calls, letters and notices. The rural school principals and teachers should keep diaries as their part of time management and record keeping. The schools should ensure that there is sound interpersonal relations by embracing teamwork, motivational talks, staff development programmes, social gatherings and birthday incentives.

The rural schools managed by principals should have well planned extracurricular activities. They must have employee wellness programmes whereby teachers and principals will be working on various human development skills e.g. budgeting and

healthy lifestyles. Rural schools should implement inclusive education to cater for learners with barriers to learning. Orphans and vulnerable learners should be provided with school uniforms and psychological services. Rural schools should review their performance regularly by means of analysis of results and improvement plans. Rural school principals should be trained even though there are dynamics and challenges facing rural education. Staff development to improve the quality and effectiveness of leadership skills also requires capacity for the school managers. Efforts to determine a well-planned training programme for school leadership must be supported. The Department of Education should provide rural schools with teaching and learning resources. The budget must also cater for the challenges of rural schools.

The curriculum should be adopted to fit current staffing norms and standards of rural education by: revisiting and revising the current post provisioning model-Peter Morkel-which is unable to cater for the contextual factors faced by schools with multi grade classes. Subject weightings disadvantage rural schools. The current model ignores curriculum delivery complexity, resulting in small group and rural schools being compromised. The peer tutoring strategy must be fully implemented at rural schools to multi skilled learners with leadership skills. The cooperative teaching and learning approach should be implemented to allow all learners to participate in a classroom setting. Modelling rural schools must be addressed to cater for Self-Directed Learning. Rural schools should utilize the integration across curriculum approach because it will have positive scaffolding consequences for all learners. The setting up and planning of a multi-grade curriculum/scheme of work/pacesetters must be a consideration. Instructional strategy must be fully utilized by schools offering the multi-grade teaching and learning approach.

Rural school teachers and principals should apply the reflective teaching strategy to address the academic challenges of learners. Professional Learning Committees (PLCs) should be established and functional at rural schools for capacity building programmes. A network can be established and circuit levels and linked to the District levels so that multi-grade principals and teachers can share their experiences and challenges with each other. Learners in rural schools must be cared for to address issues of poverty among them. Learners attending rural schools should be protected from bullying by other learners. These learners must be well-behaved. The treatment

of learners and staff members, at schools practicing multi-grade pedagogy, must be fair. The classrooms of multi-grade classrooms should not be over-crowded due to the different grades being taught in the same classroom to avoid distractions and uncontrollable situations.

Rural schools managed by principals should have vibrant cultural programmes, and allow learners to participate in cultural activities like, morabaraba, diketo, kgathi, ditolobonya and more indigenous games. The rural schools managed by principals should have vibrant sporting programmes and allow learners to participate in sporting activities like soccer, netball, chess, table tennis and volleyball. Rural schools should create good opportunities for recognition of merit and promotion by means of prize-giving functions to achieving learners and principals. The Learner Governing Body (LGB) should be elected democratically and be encouraged to participate in the governance of the school. The Department of Education should support rural school learners by providing them with funds to buy nutritious food (NSNP). A majority of learners come from poverty stricken families and they come to schools with empty stomachs. The Department of Education should provide learners with reliable and roadworthy scholar transport because a majority of the learners are coming far away from the school. Rural schools should have HIV/AIDS and health programmes⁷ and action plans which are implemented.

Rural schools should have safety and security policies that deal with the safety for the learners and alcohol and drug use prevention and management programmes. The rural schools should have proper mechanisms to renovate dilapidated rural school buildings. The Department of Education should provide learners with a sufficient water supply. The Department should provide sanitation systems at rural schools. Rural schools should establish vegetable gardens to supplement what is provided by the Department of Education. Rural schools should be fenced to address issues of safety and security of learners. The Department should provide rural schools with electricity. It should increase the budget for resources for the rural schools. It should also build Computer and Mathematics laboratories for the rural schools, to assist learners to be mathematically and computer literate.

The Department of Education needs to provide ICT resources to rural schools. Multimedia centres should be built for rural schools. Affordable internet connectivity should be provided to assist learners to browse around the world. Rural schools should have E-mail services to address issues of communication with Departmental Officials. The E-Learning specialists from the department should support rural schools with SA-SAMS online submissions. The Department of Education should assist rural school teachers and principals to be computer literate by conducting workshops specifically for them. Rural school teachers and principals should integrate ICT in mediating teaching and learning in the class. The Department should provide rural schools with mobile libraries resourced with story books, learners' chairs/tables, filing cabinets and photocopier and printing facilities, so that learners can be to participate in Spelling Bee and Read-a-thorn competitions. Rural schools should be supported by private and semi-public organizations like Rally to Read, Save the Children, SASSA, SARS, Telkom and Eskom. Rural schools should be supported by the following circles of hope stakeholders, i.e. SAPS, Nurses, Medical Doctors, Priests, Social Workers and Home Affairs.

The Department of Education needs to train SGBs on their duties, school development plans, school improvement plans and forms of training to improve parental involvement. Rural schools should be able to develop meeting programmes. Rural schools should be able to run meetings according to the standard meeting procedures. Rural schools should be able to formulate and develop policies i.e. Admission, Bereavement, Pregnancy, HIV/AIDS etc. Rural schools should have effective project management procedures. The SGB and disciplinary committees at these schools should be able to conduct disciplinary hearings for learners effectively. Rural schools should have functional Quality Teaching and Learning Campaign (QLTC) and encourage parental involvement in school activities. Rural school SGBs should be able to participate in effective recruitment procedures. Rural schools should be able to draft and adopt well defined extracurricular plans.

Rural schools SGB should engage in fundraising projects to maximize profits. The SGB should maintain effective safety requirements. Rural schools should encourage the SGB to participate in the functioning of SBST. Rural school SGBs should be able to manage conflicts effectively. Rural school parents should have a positive attitude in

the following areas, i.e. improved learner behaviour, school attendance and improved academic results. The principal and Circuit Manager should be able to use the progress monitoring tool to assess the progress of the schools. There is need for a clear policy about multi-grade schooling to enable the Departmental Officials at all educational levels to cope with the quest or direction. The fact that the teachers and principals are trained for the mono-grade setting and are unprepared for the multi-grade teaching environment only increases confusion. Models for multi-grade teaching (like in Columbia and Australia) can be developed with the assistance of UNESCO or the World Bank. A network should be established at Districts, Circuits and Clusters level so that multi-grade principals can share their experiences and challenges with each other. Rural school principals and teachers should be able to use computers and mobile technology in teaching in their classes.

5.5 POSSIBLE AREAS FOR FURTHER RESEARCH

In Chapter 2, I indicated four main themes or pillars of effectiveness as “the basic functionality and staff development, holistic development of the child, community involvement and development and infrastructure development and resources.”. I realized that investigating school effectiveness in rural Setsoto Municipality Area : A strategy for school improvement is a topic that could be well researched in the context of the absence of policy on managing systems in multi-grade teaching schools in Setsoto Municipality Area.

The researcher can look into the different ways on how rural school principals could be developed or networked with one another to address issue of inferiority complex among them. The principals can develop themselves by engaging fully in professional development activities. These professional development activities are outlined as Integrated Quality Management System, Continuing Professional Teacher Development Management System CPTD (SACE), workshops, meetings, conferences, seminars, on-line short courses and further their studies academically and professionally. The researcher can also expand their search by establishing an online database cluster for the rural school principals for capacity building purpose.

Another aspect that could be helpful is the establishment of functional district rural school clusters led by Professional Learning Committees(PLCs).The data in the

findings illustrated the challenges and successes of implementing networking structures, and how the rural school clusters could be established, sustained and be well supported by the Department of Education. Lastly, investigating other relevant issues the researcher thinks could properly be addressed by clusters and networking structures.

5.6 LIMITATIONS OF THE STUDY

The study that was undertaken had a limitation. In the first instance, it is a very small-scale study that involves five rural school principals in the Setsoto Municipal Area.

5.7 CONTRIBUTION OF THE STUDY

The study focused on how rural schools can improve and maintain their effectiveness. The result reveals valuable information for rural school principals, Departmental Policy Makers, and rural school management for effective curriculum delivery, teaching and learning in rural schools.

5.8 CONCLUSION

In summary this study confirmed that the Principals of rural schools have to manage institutions offering multi-grade teaching and learning despite that few of them have not been trained to manage rural school, even though rural schools has set of challenges. This study has also confirmed valuable information for rural schools Principals, Departmental Officials, Policy Makers and rural schools management, such as how the models for multi-grade teaching, management and learning can be developed with the assistance of UNESCO and World Bank. Furthermore the study will also benefit rural schools teachers in the Setsoto Municipality Area and the whole country, in terms of school improvement and effectiveness in relation to effective curriculum delivery, teaching and learning. While the study was conducted on a small scale with few principals in rural schools, the study however lays a solid basis for understanding the school effectiveness in rural contexts in the province of the Free State and could be useful for understanding school effectiveness in rural schools of similar contexts.

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LIST OF ABBREVIATIONS

ABEK-Alternative Basic Education for Karamoja

ABET-Adult Basic Education and Training
ANA-Annual National Assessment task
BED-Bachelor of Education
CIE- Christian Institute of Education
COES-College of Education
CIPELT- Certificate in Primary English Language Teaching
CPTD-Continuous Professional Teacher Development
CPUT- Cape Peninsula University of Technology
DET-Department of Education Training
ECD-Early Childhood Development
EFA- EDUCATION for All
ESKOM-Electricity Supply commission
FAO-Food and Agricultural Organization
FSDOE-Free State Department of Education
FSSEA-Free State Schools Education Act
HIV/ AIDS- Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
ICT- Information Communication Technology
ILO-International Labour Organization
IQMS-Integrated Quality Management Systems
LGB-Learner Governing Body
LSEs-Luisiano School Effectiveness study
MEC-Member of Executive Council
MGT- Multi grade Teaching
MLA-Monitoring of Learning Achievement
NCCE-National Council of College of Education
NCE-National Certificate of Education
NGO-Non-Governmental Organisation
NPE-National Policy of Education
OVC-Orphans and Vulnerable Children
PALS-Peer assisted Learning Strategies
PAM-Public Administration Measures
PDMS-Professional Development Management Systems
PLCS- Professional Learning Committees
PQTR-Pupil-Qualified Teacher Ratio

PSPP-Public School on Private Property
PTA-Parents Teachers Association
PTR-Pupil Teacher Ratio
SACMEQ-Southern and Eastern African Consortium For Monitoring Educational Quality
QLTC- Quality Teaching and Learning Campaign
RPT-Reciprocal Peer Tutoring
RSA-Republic of South Africa
SAASTA-South African Agency for Science and Technology
SACE-South African Council of Educators
SAPIP- School Academic Performance Improvement Plan
SARS-South African Revenue Services
SA-SAMS-South African School and Administration Management Systems
SBST- School Based Support Team
SDL-Self-directed Learning
SDP-School Development Plan
SEF- School Effectiveness framework
SFG- School Facilities Grants
SGB-School Governing Body
SIAS-Screening Identification Assess and Support.
SIP- School Improvement Plan
SKAV- Skills, Knowledge, Attitude and Values
SMT-School ManagementTeam
SSA- Sub-Sahara African
TELKOM-Telecommunications
THRAS- Teaching, Handwriting, Reading and Spelling
TLO- Teacher Liason Officer
TMED-Thabo Mofutsanyane Education District
TRNC-Teacher Registration Concept of Nigeria
UNESCO-United Nations Educational, Scientific and Cultural Organizations
UN-United Nation
UPE- -University of Port Elizabeth
US DEPT-United State Department of Education
WSE-Whole School Evaluation

LIST OF ANNEXURES:

ANNEXURES A: (A₁) Confidentiality agreement

(A₂) Letter to participating principals of the Setsoto Municipal area.

ANNEXURE B: Confirmation letter by Supervisor: Dr. W.N. Setlaltoa.

ANNEXURES C: Questionnaire

Interview schedules

ANNEXURE D: Letter of permission to conduct the research from the Free State
Department of Education.

ANNEXURE E: Certificate from Language Editor.

ANNEXURE F: Data Analysis Framework Template.

ANNEXURE G: Submission of MED Thesis.

ANNEXURE A₁

Central University of Technology, Free State (CUT, FS)

Private Bag x 20539

Faculty of Humanities

BLOEMFONTEIN

9300

SOUTH AFRICA

CONFIDENTIALITY AGREEMENT

TITLE/THEME: INVESTIGATION SCHOOL EFFECTIVENESS IN RURAL SETSOTO MUNICIPALITY AREA: A STRATEGY FOR SCHOOL IMPROVEMENT.

I, the researcher, undertake that all the information acquired from the questionnaire will be handled with the strictest confidentiality. No information will be held against any participant to harm him/her in any way either physically, emotionally or socially.

Motsoere P.A

2016.05.03

Motsoere P.A

Date

(Researcher)

PARTICIPANT

I, as a headmaster or acting headmaster of the identified school in the Thabo Mofutsanyane District (Setsoto Local Municipality), am conversant with the aim of the research as well as what is expected of me. I undertake to handle all matters that might arise during the discussion as highly confidential. I further undertake not to use information given during research against any participant to harm him/her in any way either be it physically, emotionally or socially.

Name of participant

Signature of participant

Date

ANNEXURE A₂

40 2nd Avenue West

CLOCOLAN

9735

03 May 2016

Central University of Technology, Free state (CUT, FS)

Private Bag x 20539

Faculty of Humanities

BLOEMFONTEIN

9300

SOUTH AFRICA

The School Principal

Thabo Mofutsanyane District (Setsoto Local Municipality)

Department of Education: Free State Province (FSDOE)

Dear Sir/Madam

CONSENT TO PARTICIPATE IN A RESEARCH STUDY AT YOUR SCHOOL

I intend to conduct a research study for a Masters in Educational Management at the Central University of Technology, Free State. The theme of the study deals with **INVESTIGATION SCHOOL EFFECTIVENESS IN RURAL SETSOTO MUNICIPALITY AREA: A STRATEGY FOR SCHOOL IMPROVEMENT.**

For all research conducted in schools, written proxy consent of the participants is required. With permission from the Free State Department of Education as well as yourself, the principal of the school, I hereby ask your voluntary consent to participate

in the abovementioned research. The method of data collection includes the filling in of a questionnaire which will take no more than (2 hours).

I commit myself to the professional code of ethics for researchers which include among other:

- Participation is strictly voluntary.
- Necessary documentation e.g. permission and consent forms will meet the requirements as stipulated by the code of ethics for researchers.
- Anonymity and confidentiality are guaranteed.
No interference with the general and academic programme of schools.
- The questionnaire and any visits at school sites, if necessary, will only be conducted with consent and by appointment.
- The findings of the research will be made available upon completion to the FSDOE and TMED as well as schools that have participated.

The planning of the fieldwork of the study is scheduled for the period of May to July. I am attaching the questionnaire as well as the written consent form. If you need any additional information about the research, you are most welcome to enquire in this regard and I will gladly provide you with the requested information.

Yours faithfully




Motsoere P.A.

RESEARCHER

ANNEXURE: B



**FACULTY OF HUMANITIES**

Central University of
Technology, Free State
051 507 3371

CUT CAMPUS
BLOEMFONTEIN

03 May 2016

TO WHOM IT MAY CONCERN

This serves to inform you that Mr PA Motsoere, student number: 215143960 is a registered Master of Education student at the Central University of Technology, Bloemfontein Campus under my supervision.

His research topic is entitled:

INVESTIGATING PRACTICES DETERMINING EFFECTIVENESS AND IMPROVEMENT OF RURAL SCHOOLS IN THE SETSOTO MUNICIPALITY AREA -FREE STATE PROVINCE.

FACULTY OF HUMANITIES
SCHOOL OF TEACHER EDUCATION

 (W. Setlaletoa) 03/05/2016

DR. WN Setlaletoa
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Tel: +27 051 507 0000 • Fax: +27 051 507 0000 • E-mail: email@cut.ac.za • Website: www.cut.ac.za

ANNEXURE: C

To be completed by the principal or senior member in the management team of rural primary, intermediate and secondary/combined schools in the Setsoto Municipality area in the Free State province.

Please respond with a cross (X) in the space provided, otherwise write down the information as requested.

1. General information

1.1 Gender

	Male	1
	Female	2

1.2 Age

	20 – 29	1
	30 – 39	2
	40 – 49	3
	50 – 59	4
	60+	5

1.3 Your highest qualifications

	Doctoral degree	1
	Master's degree	2
	Honours degree	3
	Bachelor's degree	4
	Other (specify)	5

1.4 Your experience as principal

less than 5 years	1
6 – 10 years	2
11 – 15 years	3
16 – 20 years	4
Other (specify)	5

1.5 Your leadership style

Automatic	1
Democratic	2
Transformational	3
Transactional	4
Situational	5
Other (specify)	6

1.6 School location(Geographical location of your school)

Township	1
Town/city	2
Rural area	3
Other (please specify)	4

1.7 Number of learners in the school

0 -99	1
100 – 199	2
200 – 399	3
400 – 599	4
600 – 1 000	5
Other (please specify)	6

1.8 Type of school

One man school – combined	1
Rural primary school – primary	2
Public school on private property – secondary and intermediate school	3
Other (please specify)	4

1.9 Medium of instruction

English	1
Afrikaans	2

One of indigenous languages e.g. South Sotho	3
Other (please specify)	4

1.10 Quintile of the school

Q1	1
Q2	2
Q3	3
Q4	4
Q5	5

THEME: BASIC FUNCTIONALITY AND STAFF DEVELOPMENT (MANAGEMENT AND CURRICULUM)

Planning: the rural school does its planning in time before the academic year starts.

Question: Does your rural school have its plans (e.g. time-table, programme, year plan, duty sheets, organizational structure) ready at the beginning of the academic year in time with MGT?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Year plan: The rural school has a well-designed, consultative year plan with dates, activities and objectives

Question: Does the rural school have a well-designed, consultative year plan with dates, activities and objectives?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Management style

The SMT (Principal) adopts the management style that encourages collaborative decision making process.

Question: Does SMT (Principal) adopt a management style that encourages collaboration decision-making process?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Staff development programmes: The rural school has staff development programmes besides the initiative of the Department of Education.

Question: Does your rural school have a staff development programme in place besides the departmental initiative?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Induction: The rural school has an induction programme (of multigrade/pedagogy approach) for newly appointed staff members.

Question: Does your rural school have an induction programme (of multi-grade/pedagogy approach) for newly appointed staff members?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Mentoring: The rural school has a mentoring system between senior and junior teachers to encourage teamwork.

Question: Does your rural school have a mentoring system between senior and junior teachers to encourage teamwork?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Motivation of staff and learners: The principal motivates staff and learners.

Question: Does your rural school have motivational strategies, (i.e. motivational speakers, capacity building programmes) for staff and learners, in place?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Marketing the school: The rural school markets itself locally and internationally.

Question: Does your rural school market itself?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Conflict management: The rural school has sound conflict management procedures in place to support multi-grade pedagogy.

Question: Does your rural school have conflict management strategies and procedures in place to support multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Control of work: The rural school controls the work of both educators and learners to support multi-grade pedagogy.

Question: Does your rural school have control measures in place for both teachers and learners work to support multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Delegation: The rural school has a sound delegation procedure.

Question: Does your rural school have delegation mechanisms in place?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Decision-making: The rural school has sound delegation procedures.

Question: Does your rural school have delegation procedures in place?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Quality management: The school has sound quality management strategies.

Question: Does your rural school have quality management systems?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Strategic management: The rural school has sound quality management strategies.

Question: Does your rural school have its strategies well managed?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Communication: The rural school has effective communication procedures.

Question: Does the rural school have effective communication procedures?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Principal diary: The management keeps a diary as part of time management

Question: Do your principal and SMT teaches members keep diaries as part of time management?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Interpersonal relations: The rural school has sound interpersonal relationships.

Question: Does the rural school has and enhance sound interpersonal relations?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Extracurricular plan: The rural school has well-planned extracurricular activities.

Question: Does your school plan and execute the extracurricular plan effectively?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Employee wellness: The rural school has effective employee wellness procedures.

Question: Does your rural school have employee wellness programme?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Inclusive education: The rural school implements inclusive education fully to support multi-grade pedagogy.

Question: Does your rural school implement inclusive teaching fully to support multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Performance review: The rural school reviews its performance regularly.

Question: Does your rural school review its performance regularly?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Teaching and learning: guidelines for dealing with multi-grade pedagogy in rural school system are clear and available

Question: Does your rural school have guidelines/ dealing with multi-grade pedagogy clear and available?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Management training: Principals are trained in the supervision and curriculum management of multi-grade pedagogy.

Question: Have you been trained in the supervision and management of MGT pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Teaching materials: Teaching resources (aid) are available in rural schools to support multi-grade pedagogy

Question: Does your rural school have teaching resources to support multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Staffing norms and standards: Curriculum has been adopted to fit the current staffing norms and standards.

Question: Does curriculum adopted to fit the current staffing norms and standards?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Peer tutoring: Peer tutoring is fully functional in rural schools practicing multi-grade pedagogy.

Question: Is peer tutoring fully functional in rural schools practicing multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Cooperative learning: Cooperative learning approach is fully implemented in schools practicing multi-grade pedagogy

Question: Is the cooperative learning approach fully implemented in rural schools?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Self-directed learning (SDL): Self-directed learning is relevant in rural schools practicing multi-grade pedagogy.

Question: Is self-directed learning relevant in rural schools practicing multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Integration across curriculum: Integration across curriculum approach is relevant in rural schools practicing multi-grade pedagogy.

Question: Is integration across curriculum approach relevant in rural schools practicing multi—grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Instructional strategy: Instructional strategy is fully utilized by schools offering multi-grade pedagogy.

Question: Is instructional strategy fully utilized by schools offering multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Reflective teaching: Reflective teaching assist rural schools teaches to modify strategies to address the academic challenge of the learners.

Question: Does reflective teaching assist rural schools teachers to modify strategies to address the academic challenges of the learners?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Professional learning committees (PLCs): Professional learning committees are fully functional in multi-grade pedagogy schools.

Question: Do professional learning committees fully function in multi-grade pedagogy schools?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

THEME: HOLISTIC DEVELOPMENT OF THE CHILD

Caring school: Learners are well cared for at the rural schools.

Question: Are learners well cared for at the rural schools?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Safety for the learners: Learners are not bullied (physically or verbally) at schools practicing multi-grade pedagogy.

Question: Are learners not bullied (physically or verbally) at schools practicing multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Discipline: Discipline is good at rural school.

Question: Do learners behave well at the rural school?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Treatment at rural schools: Treatment at rural schools practicing multi-grade pedagogy is fair.

Question: Is treatment at school practicing multi-grade pedagogy fair?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Over-crowding: There are too many pupils in my class.

Question: Do you have too many pupils in your class?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Cultural programme: The cultural programme is excellent at rural school practicing multi-grade pedagogy.

Question: Is the cultural programme excellent at rural school practicing multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Sporting programme: The sporting programme is excellent at schools practicing multi-grade pedagogy.

Question: Is the sporting programme excellent at rural schools practicing multi-grade pedagogy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Recognition of merit and promotion: There are opportunities for recognition of merit and promotion within rural school.

Question: Does the rural school create good opportunities for recognition of merit and promotion within the rural schools?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Learners Governing Body (LGB): Learners Governing Body (LGB) is fully functional at schools practicing multi-grade pedagogy to address the issue leadership qualities.

Question: Do the Learners Governing Body fully functional at rural school practicing multi-grade pedagogy to address the issue of leadership qualities?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

National school nutrition programme (NSNP): The rural school is benefiting from the National School Nutrition Programme.

Question: Does the rural school benefit from the National School Nutrition Programme?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Scholar transport programme: The rural schools is benefiting from a scholar transport programme.

Question: Does the rural school benefit from a scholar transport programme?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

HIV/AIDS programme: The rural school practicing multi-grade pedagogy has HIV/AIDS programme.

Question: Does the rural school, practicing multi-grade pedagogy, have an HIV/AIDS programme in place and well implemented?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Health programme: The rural school practicing multi-grade pedagogy have health programme.

Question: Does the rural school, practicing multi-grade pedagogy, have health programmes in place and well implemented?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Safety and protection programme: The rural school has a safety and protection programme.

Question: Does the rural school have a safety and protection programme in place and well implemented?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Alcohol and drug use prevention and management programme: The rural school practicing multi-grade pedagogy has an alcohol and drug use prevention and management programme.

Question: Does the rural school have an alcohol and drug use prevention and management programme in place and well implemented?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

THEME: INFRASTRUCTURE DEVELOPMENT AND RESOURCES

Classroom: The rural school practicing multi-grade pedagogy has a building with classrooms.

Question: Does the rural school have a building with classrooms?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Water: The rural school has supply of water.

Question: Does the rural school have a supply of water?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Sanitation: The rural school has a sanitation system.

Question: Does the rural school have a sanitation system?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Vegetable Garden: The rural school has established a vegetable garden.

Question: Did the rural school establish a vegetable garden?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Renovations: The rural school has proper mechanisms to renovate the school.

Question: Does the rural school have proper mechanisms to renovate the school?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Fencing: The majority of rural schools are fenced.

Question: Is the rural school well fenced?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Electricity: The rural school has electricity.

Question: Does the rural school have electricity?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Resources: The rural school resources are available (i.e. teachers' chair, teacher table, learners' chairs, learners' tables, cupboards and photocopy machine)

Question: Is the rural school well resourced?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Computer and Mathematics laboratory: The rural school has a computer and Mathematics laboratory.

Question: Does the rural school have a computer and mathematics laboratory?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

ICT resources: ICT resources available in rural school e.g. Laptop, computers, desktop computers, tablet computer and printers.

Question: Does the rural school have ICT resources?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Multimedia centre: The rural school has a multimedia centre that supports the delivery of curriculum.

Question: Does the rural school have multimedia content that supports the delivery of curriculum?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Internet: The rural school has internet connectivity.

Question: Does the rural school have internet connectivity?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

E-mail service: The rural school has e-mail service.

Question: Does the rural school have e-mail service?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

E-learning specialist: The rural school is supported by e-learning specialists from the district offices.

Question: Is the rural school supported by e-learning a specialist from the district office?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Training in computer literacy: The rural school teachers have been trained in computer literacy.

Question: Have the teachers been trained in computer literacy?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

ICT integration: Rural school teachers integrate ICT in mediating teaching and learning in classes.

Question: Have the teachers in rural schools integrate ICT in mediating teaching and learning in the classes?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Library: The rural school has a learners' library which is functional and stocked with relevant books.

Question: Does the rural school have a functional learner library which is stocked with relevant books?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Library resources: The following resources are available in the rural school library, i.e. story books, learner chairs/tables, filing cabinets, photocopier and printing facilities.

Question: Is the rural school library well resourced?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

THEME: COMMUNITY INVOLVEMENT AND DEVELOPMENT.

Partnership (private organization): The rural school is supported by private organizations like rally to read, save the children, SASSA, SARS, Telkom and Eskom.

Question: does the rural school supported by the private organizations like rally to read, save the children, SASSA, SARS, Telkom and Eskom?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Stakeholders: The rural school is supported by the following stakeholders, SAPS safety, nurses, medical doctors, priests, Home Affairs officials.

Question: Does the rural school get support from the following stakeholders, i.e. SAPS safety, nurses, medical doctors, priests, Home Affairs officials?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

School Governing Body (SGB) training and development: The rural school utilizes the following forms of training to improve parental involvement in the education of their children, i.e. lecturing, problem-solving sessions, in-service courses by the Department of Education.

Question: Does the rural school utilize the following forms of training to improve parental involvement in education of their children, i.e. lecturing, problem-solving sessions, and in-service courses by the Department of Education?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Duties: The SGB knows its duties as a governing structure.

Question: Does the rural school SGB know its duties as the governing structure?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Rural school development plan: The rural school has a well-defined and inclusive school plan.

Question: does your rural school's SGB have a well-planned all-inclusive rural school development plan?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Meeting programme: The SGB meets regularly.

Question: Does your rural school's SGB meet regularly?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Conducting meeting: The SGB meetings are conducted according to standard meeting procedures.

Question: Does your rural school's SGB run meetings according to standard meeting procedures?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Policy development: The school's SGB has effective inclusive policy development procedures.

Question: Does your rural school's SGB have effective and inclusive policy development procedures?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Project management: The rural school's SGB has effective, inclusive project management procedures.

Question: Does your rural school have effective and inclusive project management procedures?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Learner discipline: The rural school's SGB conducts disciplinary hearings for learners.

Question: Does your rural school's SGB conduct disciplinary hearings for learners effectively?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Quality Teaching and Learning Campaign (QLTC): The school's SGB encourages involvement in school activities

Question: Does your rural school’s SGB encourage parental involvement in school activities?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Vision and mission: The rural school’s SGB has drafted and adopted defined and articulated vision and mission.

Question: Has the rural school’s SGB drafted and adopted a well-defined and articulated school vision and mission?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Teacher recruitment: The SGB participates in effective recruitment procedures.

Question: Does your rural school’s SGB participate in effective recruitment procedures?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Extracurricular plan: The SGB has drafted and adopted a well-defined extracurricular plan.

Question: Has your rural school's SGB drafted and adopted a well-defined extracurricular plan?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Financial management: The rural school's SGB has effective financial management procedures.

Question: Does your rural school's SGB manage school funds effectively and procedurally?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Fundraising: The SGB embarks on rigorous fundraising.

Question: Does your SGB engage in fundraising activities?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

School safety: The rural school's SGB maintains effective safety regulations.

Question: Does your SGB maintain effective safety requirements?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

SBST (Inclusion): The SGB contributes to the functioning of the SBST.

Question: Does your SGB contribute to the functioning of the SBST?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Conflict management: The SGB has effective conflict-managing procedures.

Question: Does the SGB manage conflict effectively?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

School committees: The SGB has inclusive and effective school committees.

Question: Does the rural school's SGB encourage inclusive participation in school committees?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Parental involvement: Parental involvement has a positive effect in the following areas, i.e. improved behaviour of learners, school attendance and improved academic results.

Question: Does parental involvement have a positive behaviour in the following areas, i.e. improved behaviour of learners, school attendance and improved academic results?

Response:

Strongly agree	Agree	Partly agree	Disagree
----------------	-------	--------------	----------

Remarks: _____

Progress assessment tool: The school management and governance developer monitor progress using a progress monitoring tool to assess the progress of the school regularly.

Question: Does your rural school management and governance developer use a progress monitoring tool to assess the progress of your school regularly?

Response:

Strongly agree	Agree	Partly agree	Disagree
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Remarks: _____

Thank you for your time, I appreciate your participation.

ANNEXURE C

INTERVIEW SCHEDULE

Investigating school effectiveness in rural Setsoto Municipality Area: A strategy for school improvement.

INSTRUCTIONS

You are requested to answer the questions honestly and clearly and give a brief explanation where it is required. Kindly note that the questions refer to the circumstances of your rural specific school.

1.THEME:BASIC FUNCTIONALITY AND STAFF DEVELOPMENT

1.1How long have you been rural school principal and what style of management do you utilize?

1.2Does your rural school have all the necessary guidelines for multi-grade pedagogy? How would you describe the situation?

2. THEME:HOLISTIC DEVELOPMENT OF THE CHILD

2.1Do you think the majority of your learners are well cared for at your school practicing the multi-grade teaching and learning approach? Elaborate.

3. THEME:INFRASTRUCTURE DEVELOPMENT AND RESOURCES

3.1Does your rural school have all the necessary facilities to promote sound teaching and learning? Motivate.

4. THEME: COMMUNITY INVOLVEMENT AND DEVELOPMENT

4.1 Does your rural school's SGB have a well-planned rural school development plan? Explain.

ANNEXURE D: Permission from the Department of Education to conduct research.

Enquiries: **EM Kitching**
Ref: Research Permission: **PA MOETSOERE**
Tel: 051 404 9283 / 9221 / 082 454 1519
Email: berthakitching@gmail.com and E.Kitching@edu.fs.gov.za



MR PA MOETSOERE
40 2nd AVENUE WEST
CLOCOLAN, 9735

Dear Mr Moetsoere

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.
Research Topic: Investigating practice and determining effectiveness and improvement of rural schools in the Setsoto Municipality, Free State.
2. Approval is herewith granted to conduct research in Ramafutsana Intermediate School, Harmonia Intermediate School, Libertas Combined School, Badibeng farm school and Gofomela Farm School in Thabo Mofutsanyana District.
3. **Target Population:** The Principal of each of these schools.
4. **Period of research:** For three months from the date of signature of this letter. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year.
5. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
6. The approval is subject to the following conditions:
 - 6.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 6.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 6.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 6.4 The attached ethics documents must be adhered to in the discourse of your study in our department.
7. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 19/05/2016

RESEARCH APPLICATION MOETSOERE PERMISSION 17 MAY 2016
Strategic Planning, Policy & Research Directorate
Private Bag X20563, Bloemfontein, 9300 · Room 319, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9283 / 5273 Fax: (086) 6578 678



Enquiries: BM Kitching
Ref: Notification of research: PA MOETSOERE
Tel. 051 404 9221 / 082 454 1519
Email: berthekitching@gmail.com and B.Kitching@fseducation.gov.za

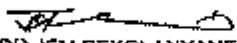
The Acting District Director
Thabo Mofutsanyana District

Dear Ms Mabaso

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT BY PA MOTSOERE

1. The abovementioned candidate was granted permission to conduct research in your district as follows:
Topic: Investigating practice and determining effectiveness and improvement of rural schools in the Setsoto Municipality, Free State.
Schools involved: Ramafutsana Intermediate School, Harmonia Intermediate School, Libertas Combined School, Bodibeng farm school and Setomela Farm School.
Target Population: The Principal of each of these schools.
Period: For three months from the date of signature of this letter. Please note the department does not allow any research to be conducted during the fourth term / academic quarter of the year.
2. **Research benefits:** The study focus on how rural schools can improve and maintain their effectiveness. The results will reveal valuable information for rural school principals and departmental policy makers on rural schools' management and the effective curriculum delivery and teaching and learning in rural schools.
3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
4. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your district.

Yours sincerely


DR JEM SEKOLANYANE
CFO

DATE: 19/05/2016

RESEARCH APPLICATION MOTSOERE NOTIFICATION 17 MAY 2016
Strategic Planning, Research & Policy Directorate
Private Bag 420565, Bloemfontein, 9300 - Off CNA Building, Room 318, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9203 / 9221 Fax: (086) 6678 678

ANNEXURE E: Certificate from Language Editor.

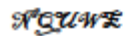
13 December 2016

Dear Sir/ Madam

My name is Nqabakazi Quwe. I am a qualified Language Practitioner. I work for the Department of Communication Sciences at the Central University of Technology, Free State. This letter is to verify that the document titled: Investigating School Effectiveness in Rural Setsoto Municipality: A Strategy for School Improvement, has been edited by me.

Should you require any more information, contact me at 051 507 3317, alternatively nquwe@cut.ac.za.

Kind regards



N. Quwe (Ms)

LANGUAGE PRACTITIONER

ANNEXURE F: Data Analysis frame work

DATA ANALYSIS

PARTICIPANT A	REMARKS	RESPONSES			
		Strongly Agree	Agree	Partially Agree	Disagree
Theme 1 (Basic functionality and staff development)					
4.4.1 Planning					
4.4.2. Year plan					
4.4.3. Management styles					
4.4.4 Staff development programmes					
4.4.5. Induction					
4.4.6. Mentoring					
4.4.7. Motivation					
4.4.8. Marketing					
4.4.9. Conflict management					
4.4.10. Control of work					
4.4.11. Delegation					
4.4.12. Decision – making					
4.4.13. Quality management					
4.4.14. Strategic management					
4.4.15. Communication					
4.4.16. Principal diary					
4.4.17. Interpersonal relations					
4.4.18. Extracurricular plan					
4.4.19. Employee wellness					
4.4.20. Inclusive Education					
4.4.21. Performance review					
4.4.22. Teaching and learning					
4.4.23. Management train					
4.4.24. Teaching materials					
4.4.25. Staffing					

4.4.26. Peer tutoring					
4.4.27. Cooperative learning					
4.4.28. Self-Directed Learning (SDL)					
4.4.29. Integration across curriculum.					
4.4.30. Instructional strategy					
4.4.31. Reflective Teaching					
4.4.32. Professional Learning Committees(PLCS)					
Theme 2 (Holistic development of the child)					
4.5.1. Caring school					
4.5.2. Safety of the learners					
4.5.3. Discipline					
4.5.4. Treatment at rural schools					
4.5.5. Over –crowding					
4.5.6. Cultural programmes					
4.5.7. Sporting programmes					
4.5.8. Recognition of merit and promotion					
4.5.9. Learner Governing Body (LGB)					
4.5.10. National school nutrition programme(NSNP)					
4.5.11. Scholar transport programme					
4.5.12. HIV/AIDS programme					
4.5.13. Health programme					
4.5.14. Safety and protection programmes					

4.5.15. Alcohol and drug use prevention and management programme					
Theme 3 (Infrastructure development and resources)					
4.6.1. Classrooms					
4.6.2. Water					
4.6.3. Sanitation					
4.6.4. Vegetable Garden					
4.6.5. Renovations					
4.6.6. Fencing					
4.6.7. Electricity					
4.6.8. Resources					
4.6.9. Computer and Mathematics laboratory					
4.6.10. Information and communication resources (ICT)					
4.6.11. Multimedia centre					
4.6.12. Internet					
4.6.13. E-mail service					
4.6.14. E-Learning specialist					
4.6.15. Training in computer Literacy					
4.6.16. ICT integration					
4.6.17. Library					
4.6.18. Library resources					
Theme 4 (Community involvement and development)					
4.7.1. Partnership					
4.7.2. Stakeholders					
4.7.3. School Governing Body (SGB)					
4.7.4. SGB duties					

4.7.5. Rural school development plan					
4.7.6. Meeting programme					
4.7.7. Conducting meetings					
4.7.8. policy development					
4.7.9. Project management					
4.7.10 Learner discipline					
4.7.11. Quality Teaching and Learning Campaign (QLTC)					
4.7.12. Vision and Mission					
4.7.13. Teacher recruitment					
4.7.14. Extracurricular plan					
4.7.15. Financial Management					
4.7.16. Fundraising					
4.7.17. School safety					
4.7.18. School Based Support Team (SBST)					
4.7.19. Conflict Management					
4.7.20. School committees					
4.7.21. Parental involvement					
4.7.22. Progress assessment tool					

ANNEXURE G: Submission of MED Thesis

40 Second Avenue West

CLOCOLAN

9735

04 August 2016

Central University of Technology, Free State

To: Mrs Van Rooyen

Examination Section

Cc: Prof G Schlebusch

HOD: Post Graduates Studies

Faculty of Humanities

Dr WN Setlalentoa (Supervisor)

HOD: Mathematics, Science & Technology Education

Dear Mrs Van Rooyen

SUBMISSION OF M.E.D. THESIS

I hereby give notice of the intention to submit my M.E.D. Thesis for evaluation entitled:
INVESTIGATING SCHOOL EFFECTIVENESS IN RURAL SETSOTO MUNICIPALITY AREA: A STRATEGY FOR SCHOOL IMPROVEMENT in December 2016

The matter was agreed upon with my Supervisor.

Kind Regards



Motsoere P.A.