

**LEARNER MIGRATION AND ITS IMPACT ON RURAL SCHOOLS: A
CASE STUDY OF TWO RURAL SCHOOLS IN KWAZULU- NATAL**

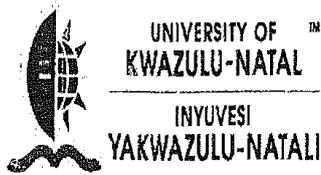
by

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Submitted in partial fulfilment of the Master of Education (MEd) degree in the discipline
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28 March 2014

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Protocol reference number: HSS/0120/014M

Project title: Learner migration and its impact on school organization: A case study of three rural schools in KwaZulu-Natal

Dear Mr Simelane,

Full Approval – Expedited

In response to your application dated 28 January 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

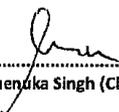
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

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I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
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/ms

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Humanities & Social Sciences Research Ethics Committee

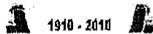
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This dissertation is submitted with/without my approval.

Dr Inba Naicker

Date

DECLARATION

I, Ishmael Chibelihle Simelane declare that:

- i. The research reported in this dissertation, except where otherwise indicated, is my original work.
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- iii. This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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Signed: _____

Ishmael Chibelihle Simelane

Student No: 213570060

DEDICATION

This dissertation is dedicated to my ailing mother Nomthandazo (Matembe) Simelane who is passionate about education and encouraged me to further my education. My second dedication goes to my two late brothers, Alex and Edward, who also encouraged me to further my studies.

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I would like to express my sincere gratitude to my family for their support and encouragement during this period. I greatly appreciate the encouragement and belief that my wife, Nozipho, demonstrated. I also value the great support and encouragement from my father Robert; my brothers Dalingcebo and Nkosiyethu; my sisters Buke and Pinky. I acknowledge the support of my children Khulani, Sinoxolo, Bongo, Nkosi, Menzi, Mlondi, Malwa, Noh, Boy and Seh.

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ABSTRACT

Rural public schools are losing learners who migrate to urban public schools every year. Rural public schools have to mitigate the challenges which are brought about by learner migration. This study seeks to understand the reasons which lead to the migration of learners from rural schools to urban schools. It seeks to answer the following key research questions: Why is there learner migration from rural schools?; What is the impact of learner migration on school organisation in rural schools?; and how do school stakeholders mediate the impact of learner migration on school organisation in rural schools? Equilibrium and Organisational theories are used as theories underpinning this study.

The study is located within the interpretive paradigm. It employs a qualitative approach. The data was generated in one Secondary School and one Primary School in Gingindlovu circuit in South Africa. Sixteen participants were conveniently sampled (8 from each school). The Principals and SGB Chairpersons were selected from each participating school. Six teachers were selected to take part in the focus group interviews. Semi-structured interviews were used to generate data from school principals and SGB chairpersons.

The findings reveal that learners migrate due to relocation, poor school management, poor quality education, and the desire to be taught English as Home Language. Learner migration disrupts teaching and learning, cripples school budgets, reduces resources to be acquired by the school, and it also leads to the formation of multi-grade classes in Primary Schools and the reduction of subject streams in a Secondary Schools. To mitigate the impact of learner migration, schools use parents' meetings, involve stakeholders, recruit new learners, fundraise and promote extracurricular activities. The study also makes several recommendations in order to address issues of learner migration.

ACRONYMS

ANA	Annual National Assessments
CA	Chartered Accountant
CTT	Compulsory Temporary Transfer
HOD	Head of Department
NGO	Non Governmental Organisation
PLC	Professional Learning Community
PPP	Public-Private Partnership
PPN	Post Provisioning Norm
SMT	School Management Team
SGB	School Governing Body
RDP	Reconstruction and Development Programme

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THIS STUDY

1.1 INTRODUCTION

Rural schools are losing learners to former Model C schools and this places them in danger of becoming not viable. This is a dangerous status for the school to be in. It can lead to the shut-down of the school which is commonly known as the consolidation of non viable schools (Department of Education KwaZulu-Natal, 2011). In terms of *Republic of South Africa* (1996), resource allocation depends on a learner enrolment. “This means that more resources are to be allocated to previously disadvantaged schools, despite this intention, more children are moving to former Model C and private schools” (Maile, 2004, p. 94). Rural schools are backwards in terms of infrastructure and resources when compared to their counterparts who are former Model C Schools. This makes rural schools to offer poor quality education. According to Van der Merwe (2011) the determining factor for school choice is quality education.

Quality of education includes amongst other things school location, discipline and size of the school (Van der Merwe, 2011). To offer quality education, the school needs to have sufficient resources, such as human resources (teachers and support staff) and material resources (equipment, textbooks and stationery) and financial resource (Department of Education, 2000). Black learners migrate to seek quality education which is offered in the former Model C schools (Nkomo, McKinney & Chiholm, 2004; Kadt, 2011; Lombard, 2009; Van der Merwe, 2011; and Maile, 2004). Former Model C schools have become magnets that attract large numbers of learners from rural and township schools (Maile, 2004). Learner migration causes a number of problems because in the eyes of the public, rural schools and township schools are underperforming (Maile, 2004). For schools to get resources in order to have the powers to give quality education, they need learners to come in numbers and enrol so that they could get more resources, such as teachers and funding from the state (*Republic of South Africa*, 1996). Rural schools which are already running short of these resources, are losing more learners instead of gaining them thus shutting down hopes of ever becoming stable.

As rural schools lose learners who migrate to affluent schools, they lose teachers as well who are redeployed to properly enrolled schools through compulsory temporary transfer (CTT). Rural schools which experience learner migration end up experiencing problems in terms of managing the number of classes made by learners that remain because some classes remain with less than 40 learners which is the number of learners that is required to form a class and qualify to have one teacher (*Republic of South Africa, 1998*). These schools are forced to combine different classes into one classroom which is commonly called multi-grade classes. This is very difficult for the teachers because they are not capacitated to teach such classes.

The other challenge which is faced by these schools is that financial allocations are reduced which also makes it impossible to maintain the school's infrastructure. Some schools are greatly affected by learner migration such that their enrolment has dropped drastically and the Department of Education has decided to merge them with other schools. The merging of different schools has become a crisis to the community around the school which has shut down because this means that their children must walk long distances to get education. School choice is a wide topic and it needs greater consideration. Swift (2003) posits that parents must be limited to choose for their children because sometimes what they decide is not good for their children. The debate about whether parents should be allowed to move their children around in search of quality education is a worldwide phenomenon, but not all parents favour learner migration. Fuller, Elmore and Orfield (1996) state that one recent study found that almost a quarter (23%) of all parents would leave their child's neighbourhood school if granted freedom to do so. This means that three-quarters of parents can allow their children to attend schools which are closest to their homes.

1.2 RATIONALE AND MOTIVATION FOR THE STUDY

Since becoming the principal in 2007, I have observed with interest in my school and the surrounding schools, that learner enrolment have been decreasing gradually each year. According to Kadt (2011) almost 60% of children attend a school outside their area of residence and fewer than 20% of children attend the school nearest to their home. There has been inconsistency in what the schools plan to do and what they can financially afford to do. The budget tools centre around the number of learners that are enrolled in a school.

If the enrolment drops, the school budget which is a school's ability to provide quality education that is affected. This causes the schools to give poor quality education to the enrolled learners. According to Lombard (2009); Kadt (2011); Van der Merwe (2011) and Zengele (2013), quality education is the main cause of learner migration. Eventually this developed my interest in learner migration and its impact on school organisation.

I have decided to investigate the causes of learner migration and its impact on rural schools' organisation. This study is worth doing now because rural schools are greatly affected by learner migration to such an extent that some are facing the possibility of total shut-down by the province in consolidation of the non-viable schools process which is currently the provincial discourse (Department of Education, 2011).

1.3 SIGNIFICANCE OF THE STUDY

This study may assist schools that have experienced learner migration to cope with the impact of learner migration. This study will afford principals, teachers and chairpersons of School Governing Body (SGB) the opportunity to voice their experiences of learner migration. It is hoped that policy formulators and implementers will be guided by these experiences and review admission policies, resource distribution which include the distribution of teachers and finances. The participants' experiences, it is hoped, will reveal the impact brought by learner migration from rural school and how do schools deal with it. This understanding may assist schools to curb and manage learner migration.

1.4 AIMS AND OBJECTIVES

The aim of this study is to investigate the experiences of rural secondary and primary school principals, SGB chairpersons, and teachers about the factors which contribute to learner migration. It is also to find out the impact of learner migration with the intention of finding ways of dealing with learner migration at my school.

The objectives of this study are:

- To understand better the reasons for learner migration from rural schools.
- To understand the impact of learner migration on school organisation in rural schools.
- To understand how do school stakeholders mediate the impact of learner migration on school organisation in rural schools?

1.5 KEY RESEARCH QUESTIONS

- Why is there learner migration from rural schools?
- What is the impact of learner migration on school organisation in rural schools?
- How do school stakeholders mediate the impact of learner migration on school organisation in rural schools?

1.6 DEFINITION OF KEY TERMS

1.6.1 Learner migration

Van der Merwe (2011) describes learner migration as the movement of learners from schools that provide poor quality education to affluent schools. Kruger and **Van Schalkwyk** (1997) concur and add that learner migration is an activity which is initiated by parents who have an expectation that in affluent schools, their children will get quality education in order to secure their future with decent vocation. Maile (2004) sees learner migration as movement of learners from their schools or from schools which are proximate to them, to former Model C and private schools simply because they want to attend town schools with green lawns, beautiful flowers, and notably luxurious buildings.

In my study, I am using the definition by Kruger and **Van Schalkwyk**.

1.6.2 School organisation

In terms of Christie and Butler (1999) school organisation consists of stakeholders whose shared goal is to educate young people by teaching and allowing them to learn

There is leading, managing and supporting of one another in this instance. Tyler (2012) defines school organisation as the combination of human efforts, material equipments which are brought together in a systematic and effective correlation to accomplish the desired results. Tyler adds that school organisation is also the organisation of school personnel, ideas and principles, and different activities of a school. Singh (1996) describes school organisation as a structure or framework, system, organised body or a set or collection which is concerned with the teaching and learning of young students. Singh further describes school organisation as a temple of learning because the learners assemble here, sit together under the same roof, same carpets and use same desks and learn from the same teacher. School organisation consists of different resources such as buildings, personnel, finances, books and equipments (Singh, 1996). In my study I am using the definition by Tyler (2012).

1.6.3 Leadership

Stogdill (1974) describes leadership as an activity by the leader that involves a process of influencing group activities towards setting goals and achieving these goals. Whitaker (1993) describes leadership as the leader's behaviour that enables and assists others to achieve a planned goal. Naicker and Waddy (2002) present leadership as the capacity to frame plans that will succeed and the faculty to persuade others to carry them out in the face of all difficulties. In my study I am using the definition by Stogdill (1974).

1.6.4 Management

Christie and Butler (1999) describe management as an act of making sure that the course is followed, designing and overseeing the ways of carrying out plans, use of influence and authority to get people to work productively, and to keep things on track and headed in the direction that has been set. Naicker and Waddy (2002) explain management as an act which leads to the achieving of goals and objectives through and with people in an effective and efficient manner by planning, organising and controlling the process. Van der Bank (2004) describes management as an act, art, or manner of managing, controlling or conducting the skilful use of means to accomplish a purpose. In my study I am using the definition by Christie and Butler (1999).

Leadership and management are inseparable (Naicker & Waddy, 2002), therefore whenever I use the term leadership management is subsumed.

1.7 REVIEW OF LITERATURE

The purpose of literature review in my study is to present the issues which are found in the literature that are related to learner migration. I have made a comprehensive search of various national, continental and international databases on current and completed research. The majority of sources were journal articles which were obtained from the library of the University of KwaZulu-Natal. I also consulted books, dissertations, and documents from the Department of Education, Legislation and Circulars.

1.8 RESEARCH DESIGN AND METHODOLOGY

This study was based on interpretivist perspectives. McMillan and Schumacher (2010) state that interpretivists use systematic procedures but maintain that there are multiple socially constructed realities. I followed the qualitative approach. Maree (2011) states that qualitative research methodology is concerned with understanding the process, the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the why questions in a qualitative research.

I used the case study method because the case study was going to allow me to study the impact of learner migration in rural schools. According to Hofstee (2010) the case study is useful when thorough knowledge is required of any particular case for whatever reasons. Maree (2011) states that case study helps the researcher to gain a comprehensive understanding of how participants relate and interact with each other in a specific situation and how they make meaning of phenomenon under study. The case here was two rural schools. This was a case of impact of learner migration.

In my study, I used semi-structured face-to-face and focus group interviews to generate data. Cohen, Manion and Morrison (2011) state that interview is a flexible instrument for data generation, it enable multi-sensory channels to be used; verbal, non verbal, spoken and heard. Interviews allowed me to get the views of the participants. Maree (2011) indicates that the aim of the interview is to view the world through the eyes of the participants.

I used convenience sampling to sample the schools which are situated at Gingindlovu. It was convenient for me to go to these schools because they were within my area of residence.

Maree, (2011) says that convenience sampling refers to situations when participants are selected based on the fact that they are easily and conveniently available. I used purposive sampling to sample one secondary school and one primary school both of which experienced learner migration. Maree (2011) says that qualitative research is generally based on purposive sampling approach which he says simply means that participants are selected because of some defining qualities that make them holders of data needed for the research.

Principals were interviewed because they handle school affairs. I also interviewed the SGB chairpersons because they govern schools and liaise with parents. Lastly, I conducted focus group interviews with six teachers in each participating school to check if their responses concurred with that of principals and chairpersons. Concerning analysis I used content analysis. Maree (2011) says that content analysis is used when working with narratives such as articles to analyse open-ended questions on interviews or focus groups.

1.9 DELIMITATION OF THE STUDY

The study took place in KwaZulu-Natal, in particular iLembe District. The main focal area of my study was the two rural schools which were one secondary school and one primary school in Gingindlovu Circuit.

1.10 CHAPTER OUTLINE

This research study was divided into five different chapters.

Chapter one provided a general background and overview of key aspects of this study. This study was introduced by giving background to the study. The aim, the motivation and rationale for pursuing this study and significance of this study was presented. The key research questions that informed this study were listed followed by the definition of key terms used in this study. A brief outline of the methodology employed in this study and a chapter outline brought this chapter to conclusion.

Chapter two focused on literature reviewed with regard to the key research questions. The review commenced with an account of theoretical framework employed in this study.

This was followed by a critical investigation on the impact of learner migration. An account of comparative discussion on Equilibrium Model as well as Organisational Model for the purpose of illustrating how the school which was affected by learner migration maintained itself despite suffering from this phenomenon was foregrounded. The chapter then presented the relationship between activities which teachers, principals and SGB chairpersons engaged in to deal with impact of learner migration and the activities that were done by human bodies to reach equilibrium.

Chapter three presented an account on research paradigm covering issues of ontology, epistemology and methodology. This was followed by an exposition on the methodological approach of this study. An account on the data generation method, sampling, data analysis techniques, ethical issues and limitations of this study was then presented.

Chapter four contained the presentation and the discussion of the data. The data was presented under themes that emerged from the data analysis. Theoretical framework and related literature was infused under each theme and there was a discussion of the data.

Chapter five contained the summary of the study, conclusions drawn from this study. Recommendations based on these findings were then made.

1.11 SUMMARY

This chapter served as an introduction to highlight the background, rationale, aims and objectives of the research. Definitions were provided and literature review was highlighted. The research design, approach, methodology and data generation methods were also discussed. The chapter divisions were also done indicating how the whole study on the experiences of principals, teachers and chairpersons of school governing bodies on learner migration and its impact on school organisation in rural schools. In the next chapter the theoretical frameworks underpinning this study and a review of the related literature are presented.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter dealt with the background and introduction to this study. This chapter focuses on the theoretical framework and the literature review with regard to the key research questions formulated in chapter one. These are:

- Why is there learner migration from rural schools?
- What is the impact of learner migration on school organisation in rural schools?
- How do school stakeholders mediate the impact of learner migration on school organisation in rural schools?

This chapter commences with an exposition of the theoretical underpinnings of this study. Two theories, namely the Equilibrium Theory and Organisational Theory are presented. The literature review with regard to learner migration and its impact on school organisation is presented. The causes of learner migration as shaped by empirical findings are presented. The impact of learner migration on school organisation is also discussed. The ways of dealing with the impact of learner migration by the Department of Education, school principals, teachers and SGB chairpersons are also discussed.

2.2. THEORETICAL FRAMEWORK

This study is underpinned by Goetz's (2008) Equilibrium Theory which is borrowed from physiology. It is about the direct correlation between physiology and nutrition. Equilibrium Theory explains how to establish equilibrium in existing structure. This theory is used in this study to explain and to predict how a school can establish and maintain equilibrium.

Organisational Theory by Fligstein (2001) will also underpin this study. It explains how organisational structures meet organisational goals and how the external world affects the internal world of an organisation and its survival. This theory is used in this study to explain and predict how a school could adapt in the environment in order to survive. Fligstein (2001) indicates that organisations can change the way they work in response to changes in their environments. One way to achieve this, is that organisational actors can survey their environments, interpret what their problems are, and then change their internal organisations to promote organisational survival, which is called adaptation.

Equilibrium Theory and Organisational Theory will supplement each other in this study. Ocholla and Le Roux (2011) state that theoretical framework serves as a lens that is used to examine a particular aspect of a subject field in a study. In other words, it elucidates the rationale, justification or bases of the study. The Equilibrium Theory and Organisational Theory do provide the lens that I will use to examine aspects of learner migration and its impact on school organisation.

2.2.1 THE EQUILIBRIUM THEORY

In this section, I present the details of Equilibrium Theory as advocated by Goetz (2008). The reason for starting with Equilibrium Theory is that it transforms thinking and better assists me in explaining and predicting the impact of learner migration from rural schools.

This theory put together and simplifies knowledge in a particular field. It transforms thinking, and the old familiar world gives way to new understanding. Equilibrium Theory summarises the large body of medical knowledge on human physiology into simple to understand and to use general principle (Goetz, 2008). Smith (2003) in Goetz (2008) points out that a theory is a proposed link between two or more concepts. In essence Equilibrium Theory links concisely two health concepts which are physiology and nutrition (Goetz, 2008).

Physiology is understood to be connected with the internal functions and activities of the body. It is the way in which body parts which are glands and organs work; Nutrition supplies the body with raw materials such as vitamins and trace elements for glands and organs to synthesize and secrete hormones; enzymes and other end products necessary for life.

Targeted nutrition for each gland, organ and function in the body builds desired health and long life, and it eliminates diseases and their causes (Goetz, 2008).

According to Goetz (2008), Equilibrium Theory links these two basic health concepts with precise correlations, thereby enabling an individual to truly live Hippocrates' words, "Let food be your medicine" (Goetz, 2008, p. 1). To help achieve this synergy, the theory further defines and characterizes the medical term "Homeostasis" as referring to: stability and equilibrium in a physiological system through feedback. Homeostasis is the internal dialogue of harmony going on in all living organisms (Goetz, 2008).

Goetz (2008) states that great philosophers in history teach harmony too, that is they stress that there must be harmony in one's life, in one's mind and in one's relations with others. Equilibrium Theory extends that work in progress, to the delicate, complicated physical self and physical harmony, working with the internal homeostasis. This nurtures and builds health and also mind-body-spirit wellness.

Goetz (2008) indicates that Equilibrium Theory follows a new understanding of the inner workings of physiology and homeostasis. There are four integrated functions within the human body and its network of glands and organs; Energy, Healing, Stress and Immune-work in healthy equilibrium, also known as internal balance. According to Goetz (2008) the body's response to all internal and external forces lies in itself and must adhere to this four part harmony. By using the Equilibrium Theory, the on-target nutrition can build health and eliminate dysfunctions and disease in crucial energy, healing, stress, and immune systems, similarly learners, teachers, School Governing Body members, and their working together results in bringing about equilibrium in the school.

The Equilibrium Theory has fundamental applications in physiology, nutrition and control of chronic diseases. Likewise Equilibrium Theory can be applied to a school system (Goetz, 2008). Life is a balancing act with moderations and limits within an individual school. In essence the lessons learnt in physiology reflect the necessity for this four-part harmonious relationship in the schooling system as well. One can conclude that within its networks of system, structure, policies and equilibrium, school can work in healthy equilibrium or internal balance. The responses to all internal and external forces lie within the school's ability to benefit from its networks and to work in harmony. By using Equilibrium Theory a school can become a healthy organisation and hence eliminate dysfunctionality.

2.2.2 LINKING SCHOOLS TO EQUILIBRIUM THEORY

In this study, the school is viewed as an individual and its internal functions and activities are viewed as its physiology. The learner enrolments, allocation of human resources such as teachers and non teaching staff, textbooks, stationery and other school resources are regarded as nutrition of the school. For a school to maintain equilibrium there must be a consistent supply of its nutrition so that it can support the internal functions and activities.

On the other hand, the school is viewed as a human body which receives nutrition and its internal activities which is called physiology utilises the supplied nutrients to fight diseases so that the body remain in equilibrium. Learner migration is viewed as a deficiency in the school's nutrition which leads to complications to the school's life. If learners migrate to other schools, the affected schools end up losing the teachers, non teaching staff who are redeployed and its budget allocations are also cut down.

All other resources are cut down by the state whereby the school becomes non-viable. This means that it therefore, according to Bisschoff and Koebe (2005) fails to provide quality education to the enrolled learners. Actually, if learners migrate from a school, its internal activities are affected; hence the state of equilibrium is affected. Learner migration breaks harmony of the school. In other words, for a school to function properly, it must get sufficient supply of learners and maintain them so that it can always maintain the state of balance.

2.2.3 ORGANISATIONAL THEORY

The Organisational Theory as outlined by Fligstein (2001) is discussed. In terms of John, Talbott and Robert (2001) this theory originated from the Industrial Revolution when there was a movement away from the independent craftsman and workers collected together in a setting to facilitate mass production. Smith (1995) indicates that mass production leads to the development of a depth of rich knowledge and skills in an individual. This also leads to the concept of division of labour among workers. In this study, there are different sectors which deal with the impact of learner migration. The school principals, teachers and School Governing Bodies play their roles in mediating the impact of learner migration and they develop a depth of knowledge and skills in dealing with this school aspect.

According to Fligstein (2001) Organisational Theory is concerned with how the internal organisational structure works to influence participants and produce outcomes consistent with the goals of those who are in power in the organisation. It is also interested in how the world external to an organisation affects what goes on inside a particular organisation. Finally, it is concerned with how the internal organisation and the external world can affect organisational survival.

All organisations need to get resources in order to survive in their environments. Organisational actors often find themselves in murky worlds where organisational survival is not tenuous and they will do anything they can to make an organisation to survive. Efficient allocation of resources might be one strategy. The relationship of an organisation to its environment can have a decisive effect on its survival opportunities. Organisations that survive are those which best fit into their environments. Therefore people within a given organisation can construct courses of action to try and co-opt their environments (Fligstein, 2001).

According to Fligstein (2001), organisations can change the way they work in response to changes in their environments. There are two contrasting views to this effect. On the one hand, there is the idea that organisational actors can check their environments, interpret what their problems are, and change their internal organisation to promote organisational survival; this perspective is called adaptation. The opposite view is that organisational actors are constrained, they have difficulty in understanding what changes are required for their organisations to survive, and they also have to overcome the opposition of others in the organisation who are entrenched in how things already work. This limits the possibility for change.

Fligstein (2001) identifies three strands of thought of Organisational Theory. The first strand is that complex modern organisations which appeared in governments were more efficient because they raised taxes, fielded armies and were thus able to control violence in a given territory. Their hierarchical bureaucratic structure meant that orders issued by people higher up in an organisation were likely to be executed by those lower in the organisation. Co-operation of lower order participants was secured by providing a salary and a career. Because of controlling resources, larger states ended up becoming bigger and thus absorbed smaller ones.

This is the case in schools, larger urban schools are becoming bigger because of resources and they end up absorbing smaller rural schools. Bureaucratic structures helped firms to organise and compete with other firms.

Weber (1978) thought that firms proved to be efficient because if workers did what owners wanted, products would be cheaply and reliably produced and firms could effectively compete with other organisations. Competition between governments and competition between organisations resulted in organisations dominating the world of states and the economy. According to Weber (1978) bureaucracy is part of our society and organisations are not just tools to accomplish goals but they are systems of power.

Organisational leaders seek out power for themselves and an attempt to enrich themselves at the expense of the others. One common way for organisations to aid their survival is to enlist state organs in their efforts. Firms or industries could lobby with state's organs to promote rules and laws that favour their interests, in which case the organisational survival could continue to exist on political connections and not efficiency (Weber, 1978).

Weber (1978) thought that the issue of legitimacy could be important to organisational survival in various ways. First, people who worked in organisations had to be convinced to accept the authority of those who are running the organisation. Their careers, duty consciousness, and salaries worked to promote this legitimacy. Second, organisations needed to be more legitimate in terms of the general society; people who worked for governments had to convince citizens that the rules and processes that kept them in power were also in the public interest.

According to Fligstein (2001) the second strand of thought emerged in economics which was mostly interested in organisations being viewed as firms. Firms played a complex important role in economic theory. Managers are likely to engage in activities like pursuing growth over profits, stability over innovation, and raising their salaries, instead of working to make the firm more efficient and effective. This led to the establishment of managerial theory which later became agency theory.

Coase (1937) was one of the first economists to recognise that existence of firms presented a challenge for economics. If markets were the most efficient way to organise transactions, then transactions between individuals and firms would cease to exist.

But the fact that firms exist, it indicates that under certain conditions it is more efficient to organise a firm than to use a market (Coase, 1937). Thereafter the idea of transaction costs, which were associated with engaging in transaction, was invented (Fligstein, 2001).

Swedeberg (1991) concluded that the modern corporation was efficient, adaptive, and always on the search for new products and technology, and also believed that it was an engine of capitalism, because it organised production and innovation efficiently. Schumpeter (1939) emphasised how organisation had to compete or innovate or they would be out of business. Later these views found their way into discussions on transaction cost theory and evolutionary economics.

The issues rose by Swedeberg (1991) and Schumpeter (1991) led to the intellectual ferment surrounding rational adaptation theory and the subsequent reactions to it. The basic idea was that the structure of markets should be determined by costs and the nature of market inputs which were labour, land and capital. The system of prices would force entrepreneurs to make the right kinds of investments in plants and thus, the number, size, and integration of firms would be those that found the right mix of investment (Fligstein, 2001).

The third strand of thought of Organisational Theory originates from the practical concerns of managers. Taylor (1911) viewed the main problem of managers as being to figure out how to cut down labour costs by reducing the discretion of workers and increasing managerial control over their labour process. Perrow (1988) in Fligstein (2001) presented what was called human relations which meant that people who work for a firm had to be motivated in order to excel in their work. This meant that human psychology came into play in every interaction in factories and offices. Roethlisberger and Dickson (1947) found that worker's productivity increased under any form of attention.

Barnard (1964) in Fligstein (2001) discovered the fact that management was a kind of general social skill, whereby managers had to get people with very different interests and agendas to co-operate in order for the firm to produce goods reliably. The purpose of organisation is to help managers to put into place different kinds of incentives to monitor people and make sure that they do their work. At the same time, ensure their co-operation by making them feel part of the process, and this led to rational adaptation approach to organisations.

Selznick (1965) found that organisational actors are highly politicised. People who run organisations have interests of their own and they work to use organisations to pursue their interests, even in public organisations. Moreover, organisational actors work hard so that their organisations could survive. Instead of organisations working for efficiency, or the public good, they worked hard to produce their own power (Selznick, 1965).

Gouldner (1954) found that bureaucratic organisations can be inefficient and downright dysfunctional and that formal structures of organisations are not proper indicators of how actually organisations function. Informal structures of work organisations play a huge role in the organisations' ability to function.

2.3 RELATED LITERATURE REVIEW

The literature review will be discussed under the following headings: Reasons for learner migration, the impact of learner migration on school organisation and the ways of dealing with the impact of learner migration on school organisation.

2.3.1 REASONS FOR LEARNER MIGRATION

This section is subdivided into four sections which emerged from the literature that I reviewed namely: the influence of political changes as the reasons of learner migration; factors that influence learners to move away from their current schools; the influence of globalisation in learner migration; and the parental roles in influencing learners to change schools.

2.3.1.1 THE INFLUENCE OF POLITICAL CHANGES AS REASONS FOR LEARNER MIGRATION

Lombard (2009) in the phenomenological study, using focus group interviews which were conducted in North West Province in South Africa, intended to explore the possible reasons why educator-parents based at township schools transferred their own children to former Model C schools. He used an angle of liberation in South Africa to present his views.

He argues that the majority of black South Africans were marginalised and subjected to inferior quality education for many years. This situation has changed recently by the introduction of the democratic government. He established that school choice is now the prerogative of the consumers who are parents and learners and they have the freedom to choose a school of their choice. Msila (2008) in the qualitative study which was conducted in Port Elizabeth in South Africa, by using interviews and observations also made the same discoveries.

Secondly Lombard (2009) states that school choice is influenced by equity, with previously restrictive barriers are being crossed and people are breaking the iron cage of zoning. A third reason is the power of market forces. Maile (2004) in the University of the North, after conducting a similar study, by using historical analysis, came up with the same view. Bisschoff and Koebe (2005) after conducting the qualitative study, using individual interviews, open ended questions with semi structured interviews in Vereeniging and Vabderbijlpark in South Africa, also came up with the same findings, but add that it can be assumed that market forces dictate that successful schools become even more popular whilst unsuccessful schools become unpopular. The aspiration for quality education can be regarded as a driving force behind learner migration because schools are established to serve as centres of teaching and learning with a view to realising society's educational goals (Lombard, 2009).

2.3.1.2 FACTORS THAT INFLUENCE LEARNERS TO MOVE AWAY FROM THEIR CURRENT SCHOOLS

Student move to schools which show high academic quality; schools where there is safety; schools that are within their location; schools that are chosen by friends; schools where other siblings are already attending; and sometimes they consider religious reasons to choose a school (Lombard, 2009). The same views are echoed by Harma (2009) in the qualitative study which used structured interviews in western Uttar Pradesh in India. Maile (2004) is in agreement but adds that sometimes schools are chosen because the teachers are helping the learners; sometimes if the transportation for learners is convenient, this contributes to the school getting chosen. Lastly, learners leave a particular school if they are dissatisfied with it and their expectations in terms of quality education are not met (Lombard, 2009).

Van der Merwe (2011) conducted the qualitative research in Limpopo Province in South Africa; she used individual and focus group interviews. Her findings are congruent to those of Lombard (2009). According to Lombard (2009) and Van der Merwe (2011) learners move away from their current schools for the following reasons; proximity of schools to home; provision of all-round education; school's academic record; school's good discipline; child's happiness; child preference; school atmosphere; single sex schools; good choice of subject offered; teaching quality; teacher expectations; recommendation of friends or relatives; school ethos; and school facilities. These include teacher ambition; sports equipment; better progress; more qualified teachers; conducive learning environment; own textbooks and exposure to English Home language.

The study by Lombard was conducted in North West Province where the living conditions are different from those of KwaZulu-Natal Province. Lombard focused on the reasons why teachers who are parents chose to remove their children from township schools to suburban schools, yet they work in the township schools. Maile conducted his study in Limpopo Province by using historical analysis. Harma conducted her study in India by using structured interviews, participants were 250 families. Van der Merwe conducted her study in Limpopo Province whereby she concentrated in three rural secondary schools. My study is different from that of Lombard because it seeks to understand why parents remove their children from rural schools to former Model C schools irrespective of the type of work in which parents are engaged. My study also differs from the one that was conducted by Maile because it uses case study. This study differs from the one conducted by Harma because it is conducted in South Africa and uses semi structured interviews and the participants are two SGB chairpersons, two principals and 12 teachers. My study also differs from that of Van der Merwe because it will concentrate in one rural primary schools and one rural secondary school.

Van der Merwe (2011) discovered that there are a number of factors that influence parents to allow their children to change schools by moving from rural schools to urban schools. Van der Merwe conducted an empirical study in Limpopo Province. Initially the researcher was concerned about the removal of social capital from so many schools and their communities, and wished to find out why this was happening. Van der Merwe (2011) found that generally, the parents' level of education influence their choice of school for their children, along with other factors relating to identity, language, culture and religion.

The other reason for transferring children from rural schools to a former Model C school was for children to be proficient in English Home Language. Many non English-speaking parents believe that proficiency in English is beneficial for their children's educational growth and eventual economic success (Van der Merwe, 2011). Also Van der Merwe (2011) found that there are other reasons why children migrate from rural schools to former Model C schools.

The study by Van der Merwe differs from my study in a sense that it took place in Limpopo Province, Vhembe district where the unemployment rate is 49% (Van der Merwe, 2011). My study will be taking place in iLembe District where the unemployment rate is 20.3% (iLembe District Municipality, 2012). The other point is that Van der Merwe focused on secondary schools whereas my study is focusing on one primary school and one secondary school.

Former Model C schools are viewed as having a strong leadership from the principal; they have a shared sense of purpose; they have a high regard for learner achievement; they have a sound home-school relationship; they have an emphasis on basic skills; they have frequent and systematic evaluation of learners; they have high professional standards among teachers; they have an orderly environment; they have the availability of resources; they have a planned and purposeful curriculum; they have time on task; and then have neat and clean buildings and facilities (Van der Merwe, 2011; Kadt, 2011;).

Maile (2004) brings in a new perception to this phenomenon of learner migration. According to Maile (2004), apart from accessing quality education and the enhancement of job opportunities in the future, learners are migrating to distant places simply because they want to attend sub-urban schools which have green lawns, beautiful flowers, and notably luxurious buildings.

According to Maile (2004) in the eyes of the public, rural and township schools are underperforming, and in the recent years, schools in township or rural areas have become tarnished. Parents complain about the declining quality of education their children receive in rural or township schools. Many are more disturbed about the dangers their children will be exposed to when enrolled in rural and township schools. The enormity of this problem is captured in the notion of the decline in the culture of teaching and learning. **Makoelle (2014) interrogates the role that some rural school's principals and some Circuit managers play which perpetuates the underperformance in rural schools.**

Maile (2004) continues to highlight the magnitude of this problem that leads to parents removing their children from rural schools by saying that these rural schools are dilapidated, lack of books and teaching equipment, and experience late coming by both learners and teachers. These schools according to Maile (2004) face crises of extremely large proportions. Maile (2004) concludes by saying that no parent would like to see his or her child as part of the problem thus they have lost faith in schools that show a lack of commitment to educational values. Consequently, these parents enrol their children in schools that they think have better quality in teaching and learning.

2.3.1.3 INFLUENCE OF GLOBALISATION ON LEARNER MIGRATION

The other factor which is highlighted by Maile (2004) as a reason for parents to move their children from rural schools to former Model C schools is that rural schools lack the ability to harness global developments. Maile (2004) claims that these rural schools fail to incorporate a variety of delivery methods and a diversity of educational programmes. Maile (2004) concludes that globalisation therefore, also influences learner migration because students want to enrol in the schools that have a curriculum with international learning to avert economic problems of unemployment in future.

2.3.1.4 PARENTAL ROLES IN INFLUENCING LEARNERS TO CHANGE SCHOOLS

Lombard (2009) says that it is the middle class parents who are teachers, policeman and woman, nurses and others who move their children from township and rural schools to former Model C schools in pursuit of quality education. These parents do so because they care about the education of their children, they assist them with their homework, pay school fees, pay for transport to school for their children. They also diligently attend meetings which are arranged by these schools. Unfortunately those parents that are unemployed, uneducated are the ones that cannot assist children with school work (Lombard, 2009).

The reasons for parents to choose schools which are not meant for them are: they want to enrol their children in schools that could ensure that their children excel in the educational process. This implies that school effectiveness is a major factor in influencing parental choice of school for their children. School effectiveness is determined by many indicators such as scholastic attainment, classroom behaviour, absenteeism, attitudes of learning, continuation of education, employment and social functioning, strong administrative leadership, high expectations for children's achievement, an orderly atmosphere conducive to learning, an emphasis on basic skill acquisition and frequent monitoring of pupil (Maile, 2004); (Van der Merwe, 2011).

“There was consensus among participants regarding the value of parent involvement in learner success, principal B attributed her school's good results to the continuous pressure on the parents, getting them involved in the education of their children” (Van der Merwe, p. 115, 2011). Drawing from what Van der Merwe says about the importance of parental involvement in the success of a learner in education and the state of affairs which is presented by Lombard about the nature of parents found in former Model C Schools and those that remain rural school, it is apparent that one of the negative impact of learner migration is the lack of parental involvement and valued contribution to the success of rural school learners.

Bisschoff and Koebe (2005) found that one of the reasons that lead to learner migration is that some parents do not see the importance of choosing a school for their children. They depend on other people in the community to choose schools for their children. When the children are still in pre-primary schools, their educators usually have specific primary schools that they prefer and they end up influencing parents to send their children to those schools that they recommend. Sometimes when the family has relatives who are more educated, they tend to rely on them for advice on school matters. It is only learners who live with grandmothers who keep to the traditional ways of choosing the local schools (Bisschoff & Koebe, 2005).

Bisschoff and Koebe (2005) state that the other reason that causes parents to move their children to former Model C schools is that rural schools lack pastoral care and they are not safe. It is important that during the day learners feel safe inside the school with the gates locked, but in rural schools you find that some schools lack proper fencing and their gates are not lockable which places the lives of school children at risks.

Access is not controlled and learners leave the schools at any time of the day; strangers enter the school unchecked (Bisschoff & Koebe, 2005).

Bisschoff and Koebe (2005) found that some parents remove their children from rural schools because the teachers in rural schools make children uncomfortable at school by not showing respect to the children. Teachers do not teach respect to the children to respect one another. Teachers use vulgar language and thus promote vulgar language among the learners. Rural school learners do not know that they need to say “I am sorry” to the other person if they have disturbed him or her; these learners steal and destroy other learners’ properties. Teachers in rural and township schools still use corporal punishment as a way of instilling discipline in the learners and do not stick to their code of conduct. These are negative things that cause learners to migrate to urban schools (Bisschoff & Koebe, 2005).

Msila (2008) highlights the problems that are endemic in South African schools as the reasons which drive learners away from rural and township schools. “Many black parents are taking their children away from nearby historically black school because they are looking for quality education in former Model C schools” (Msila, 2008, p. 173). **Similar sentiments are echoed by Chauke (2014) who indicates that parents, who want their children to get quality education, continue to remove them from traditionally black schools to enrol them in traditionally white schools.** Again Msila (2008) points out that the increased decline in the quality of education offered in township schools causes the majority of parents to take their children out of historically black schools.

Msila (2008) states that parents, who are taking children away from rural schools; are desperate. He believes that by doing so, parents are trying to address the perceived non delivery endemic in rural schools. Msila (2008) points out that parents and society in general, readily blame schools when they see shortcomings in society. Schools easily change from panacea to scapegoat, that is, if they are expected to solve social problems and they do not, they are easily blamed.

Msila (2008) states that the majority of black parents blame their black schools for social decline in rural areas, lack of discipline, decline in social capital and the eroding of values, all these are cited as being the school’s faults and then these parents easily jump to the conclusion that if the pupils can leave their original schools and attend schools far away in urban areas,

the situation will improve and they will have a much more disciplined and responsible child in the future.

Jonsson (2009) looked at the trends of migration across the African continent. The qualitative empirical study was conducted using observations in Nigeria, Ghana, Morocco and Democratic Republic of Congo. In this case learner migration happened as parents migrate to the country as a result of business or political reasons. Jonsson (2009) states that migration of people moving out of their countries into other African countries as a result of wars, affected children who were attending schools in their countries of birth because they had to find new schools in the country of new destination.

The study by Jonsson is different from my study because it deals with the learner migration in different African countries which happened as a result of wars; whereas my study is based in South Africa where there are no wars. Jonsson used observations to generate data in his study, and my study uses semi-structured interviews only to generate data.

Ajayi (2012) discusses the factors occurring in Ghana that influence learners who choose to move from high or primary schools to certain secondary schools whilst avoiding other secondary schools. Ajay draws from the quantitative study in which secondary data analysis was used to collect data. The discussion centres on the system of education of admitting learners in Ghana which uses standardised tests and a nation-wide application process to allocate 150,000 students to 650 secondary schools. Ghana has a centralised application system in which admission to secondary school is based on students' performance in national examinations (Ajayi, 2012).

Ajayi (2012) points out that the learners from lower-performing elementary schools in Ghana apply to less selective secondary schools than their peers from higher performing elementary schools. Students from low performing schools are less likely to use the optional strategy and are subsequently less likely to gain admission to selective secondary schools. This is due to the complexity of the application process which is the key source of inefficiency in Ghanaian application system and in other similar settings (Ajayi, 2012).

Ajayi (2012) points out that the students leave schools which are closer to them and attend schools which are far from them, partly because of incorrect beliefs about their chances of admission to prospective schools.

Students from low performing primary schools underestimate their chances of being admitted to high performing secondary schools even if their performance is good. Whereas low performing learners from high performing schools overestimate their chances of admission and thus this leads to the disadvantaging of some learners who are supposed to receive education from good schools that are closer to their homes.

The other factor which is identified by Ajayi (2012) that contributes to students' movement to another school is poor decision making and imperfect information. Two features of the Ghanaian choice system potentially magnify the importance of imperfect information. First, students can only apply to a limited number of schools. Second, students have to submit their applications before they know their examination scores.

The study by Ajayi is different from my study because it was carried out in Ghana, where the system of allocating learners to secondary schools is different from the one which is applied in South Africa. The admission of learners in South Africa is not centralised and it is not based on learner performance, but it is based on the availability of space in a given school (*Republic of South Africa, 1996*). My study is qualitative case study, whereas Ajayi study was a quantitative analysis study.

Harma (2009) in India looked at school choice and its relationship to poverty in the context of a rural environment. According to Harma (2009) in India the rural communities are served by government schools and private schools, parents have to choose the kind of school their children would attend between these two sets of schools. Parents in India remove their children from rural schools in response to the poor service provision. Firstly, they express their dissatisfaction by voicing it, but if the poor service continues, they exit the system thereby exerting pressure on schools for the benefit of their consumers who are the learners.

According to Harma (2009) learners migrate to private schools because of their superiority in terms of ensuring that some learning is occurring, along with the drive for English instruction. The other reason for moving learners from local schools is that parents feels that the government schools are failing, and that the private schools provide better quality education, although parents still have some reservations about the school choice.

Sua, Ngah, and Darit (2012) discuss the state of affairs about the situation which surrounds school choice in Malaysia. The majority of students are Malay, while Chinese and Tamil are a minority group.

According to Sua *et al.*, the non Chinese children are migrating into Chinese schools. Normally, in Malaysia, the choice of school is decided by demographic factors. Children are assigned by relevant authorities to schools located within the vicinity on their homes. But in the case of Malaysia, parents are allowed to choose schools for their children and this causes many parents to choose Chinese schools ahead of their national primary schools.

The study by Sua *et al.*, is different from my study in a sense that it employed quantitative and qualitative methodologies to collect and generate data respectively. My study will only make use of qualitative methodology to generate data. My study uses interviews only as a method of generating data whereas in the study by Sua *et al.*, both interviews and questionnaires were used.

2.3.2 IMPACT OF LEARNER MIGRATION ON SCHOOL ORGANISATION

Van der Merwe (2011), in the study which examines the issues of migration in Limpopo, implies that learner migration affects the organisation of the rural schools. The author points out that those rural schools, after experiencing learner migration, become ineffective and most vulnerable in South Africa because in the eyes of the public, they are underperforming. If the doors for entering schools that are offering quality education are open, then most parents decide to take their children away from rural to suburban schools (Maile, 2004; Van der Merwe 2011). Learner migration leads to African rural schools being trapped in a poverty where the children of African families end up not having the financial resources because schools today are given resources by the government according to their enrolments (*Republic of South Africa*, 1996).

2.3.2.1 LEARNER MIGRATION LEADS TO A SHORTAGE OF SCHOOL RESOURCES

Learner migration can result in a shortage of resources supplied by the Department of Education. The Department of Education is identified as the provider of a larger percentage of the financial resource in schools that are ranked in quintiles one up to five (*Republic of South Africa*, 1996).

These financial resources enable schools to provide facilities and learning material; competent members of School Governing Bodies and competent staff who ensure constructive and nurturing teaching and learning relationships; dedicated parents who represent a support structure for learning; and an all embracing manifestation and pursuit of both the ethical and the aesthetic as subconscious motivators of success (Lombard, 2009; Van der Merwe, 2011; Gray, 2012).

Schools that suffer from learner migration end up failing to generate their own money to employ extra teachers, to maintain the buildings and grounds and to purchase more computers. Van der Merwe (2011) points out the learners appreciate attractive and clean school premises and equipment that was not broken. This is backed by Maile (2004); Amsterdam, Nkomo and Weber (2012); Lombard (2009); **Chauke (2014)**; and Msila (2008).

In schools which face learner migration the schools become unattractive, they lack resources to keep the school clean and their windows are broken. Researchers indicate that this state of affairs subconsciously demotivates learners who fail to aspire to higher ideals. They allude to the fact that sources and participants in their studies acknowledged that the poor state of the schools served as a demotivating factor for perseverance (Maile, 2004; Van der Merwe, 2011).

2.3.2.2 LEARNER MIGRATION LEADS TO THE WITHDRAWAL OF SOCIAL CAPITAL

Ralph and Ozga (2005) describe social capital as that which bonds people together and helps them to make links beyond their immediate friends and neighbours, examples are neighbours, learning environments or employment environments. It is social glue.

According to Van der Merwe (2011), learner migration results in the withdrawal of social capital in black rural schools. She says that social capital pertains to the contribution of parents to equip their children with a positive disposition towards behaviour, thought and attitude. This enables the children in the school to succeed and remain, or enter, the system of dominant reproduction by virtue of their feel for the game.

Van der Merwe (2011) continues to **states** that social capital entails the sum of the actual and virtual resources that accrue to an individual or a group by virtue of possessing a durable network of institutionalised relationships of mutual acquaintance and recognition. For schools, this would include emotional, cognitive, spiritual, financial and physical support structures, and relationship oriented resources as well as resources that relate to knowledge of a group's hidden rules.

Internally, the specific structure and content of relationships among stakeholders at a school are externally supported by efforts to obtain funding and qualified staff. Social capital is an important determinant in the learners' development and academic achievement and is therefore pivotal to school choice decisions (Van der Merwe, 2011). If I draw from what is being argued by Van der Merwe here, I can conclude that learner migration affects the organisation of the schools substantially because it leads to the withdrawal of social capital

Van der Merwe (2011) also indicates that if learners migrate to affluent schools, the school loses competent staff whose experience is connected to their competence in the school and this leads to the academic results of the school dropping. The decrease in funding and the redeployment of teachers to other schools that have gained enrolments, leads to a drop in the quality of teaching and a strain on the principal, teachers and governing bodies as they deal with the new challenges that a losing school begins to face after the learners have migrated, Bisschoff and Koebe, (2005).

All this which is raised by these authors is important in this study because it demonstrates the serious devastating effects of learner migration on a school organisation in the context of traditionally black environments like township and rural areas. However, in my study I will be soliciting data from the principals, SGB chairpersons and the teachers of the affected schools unlike the previous cited studies.

2.3.2.3 LEARNER MIGRATION LEADS TO DEPLETION OF SCHOOL FACILITIES

Van der Merwe (2011) suggests that learner migration should not be regarded as an effective tool to deracialise South African schools, because it is proportionately still a small number of learners who have access to effective schools.

In reality, learner migration leads to the majority of black schools, especially in rural areas giving a poor quality of education because they are still marginalised and backwards in terms of capacity and resources.

Van der Merwe (2011) further indicates that there are many negative factors which impact on learner migration. For instance, Van der Merwe in her discussions with the participants in the focus group interviews, one participant indicated that she does not like her current school because of its ugly gardens and untidy toilets. She stated that she is not proud of her school and that she does not feel like working hard and doing justice to her school work in the current school which is hopeless.

The other participant, according to Van der Merwe, pointed to the negative impact of vandalism on teaching and learning at her school and pointed out that learning at her school, since the decrease of learners and staff due to learner migration, has not been happening effectively. Plugs and doors had been removed due to the lack of security at school, and in winter, they feel cold and they cannot concentrate (Van der Merwe, 2011).

While Van der Merwe (2011) found that the poor quality of education and other negative things which are suffered by rural schools are the results of learner migration. But Brown (1992) in Van Der Venter and Kruger (2012), imply that improved performance is the result of organisational culture of a school. Organisational culture can be a powerful tool for improving performance and is the key to effective leadership and organisational development (Van Der Venter & Kruger, 2012). In my view, while Van der Merwe attributes poor quality of education to learner migration, but we also need to look at poor quality of education also as a result of the failure of these schools to create organisational cultures which are conducive to quality teaching and learning.

Markets in education encourage competition and this causes the underperforming schools to start performing (Maile, 2004; Doyle & Feldman, 2006; Julian, Lorient, Andrew, Tang, & Koedel, 2006; Ozek, 2011, Gray, 2012). This is also said by Apple (2005) who says that globalisation causes public sector institutions to turn into markets which emphasise the culture of audits. Maile states that freedom of choice introduced in South Africa, means that children are no longer forced to register in a particular school and this forces the schools to start performing as well.

Maile (2004) highlights that after 1994, the government introduced laws that favoured township and rural schools in terms of resource allocation. Despite these legislative changes, huge disparities still exist between township and rural schools (historically black) and urban schools (historically white). The legacy of apartheid is conspicuous in rural schools. These schools are still inadequately resourced despite equity laws having been introduced. Students are still without books, one teacher teaches more than one grade in one classroom (multi-grade classroom). Consequently, the quality of township and rural schooling is continuously under pressure to keep students in their classrooms. To me, this is the negative impact of learner migration on school organisation.

Again Maile (2004) views learner migration as having serious implication on the parents or guardians of the learner and on the teaching and learning, because parents are making enormous sacrifices by directing their little income towards the education of their children. Parents end up losing ownership and participation in their children's learning because of several factors. They cannot participate in their children's activities because of distance, and the non availability of transport. The times for meetings, and language used at meetings, present another negative impact on parental involvement. If one considers the findings of Van der Merwe (2011) which emphasized that parental involvement is important in learner's performance and school functioning, the inability of parents to interact with the schools creates problems for the rural schools because these learners who fail to cope are returned to rural schools to do remedial work.

Torre and Gwynne (2009) give their views on learner migration after studying the situation using the secondary data analysis in a qualitative paradigm in Chicago schools. They point out that learner migration has a negative impact on students, teachers and on schools. They claim that changing schools can impede learning, particularly when moves occur between schools where curricula are not well aligned. High levels of student mobility can lead to a sense of upheaval and constant change at the school level, which can lead to feelings of demoralisation, and tension among staff members.

Torre and Gwynne (2009) further state that schools have few established practices in place to assist mobile students in transition into their new schools, and **as a result** classroom teachers are often left with the task of helping new students to integrate socially and educationally, which can create an additional burden for the teachers (Torre& Gwynne, 2009).

They further state that only 38% of students remain in the same school from first to the sixth grade in Chicago public schools because most students leave one Chicago public school to enrol in another Chicago public school (Torre & Gwynne, 2009).

Nishimura and Yamano (2008) conducted a quantitative study by using secondary data analysis in Kenya. They present the situation which affects learner enrolments in rural schools of Kenya. Nishimura and Yamano found that the situation which affects education in Kenya emanates from the changes that were brought up by the Kenyan Government after independence. The new government in Kenya introduced Free Primary Education policy which allowed children to enrol in public schools without paying school fees. This policy made more parents to enrol their children in public schools and this increased enrolments in public schools and very few went to private schools.

According to Nishimura and Yamano (2008) the migration of most Kenyan children into public primary schools **as a result** of free education in these schools led to the decline of the overall productivity of the educated person and subsequently reduced the rate of return to education. The authors state that this is shown up by the taking of transfers or drop out of schools by children. They further claim that when most children move to public schools, the standard and quality of education offered in these schools drop. They further claim that learner migration which is school choice, worsen inequity by promoting exclusion or prejudice based on ability, gender, religion or race (Nishimura & Yamano, 2008).

Nishimura and Yamano (2008) found that the migration of children into public primary schools caused the quality of education in the public schools to be poor. Many parents have expressed their worries about the declining quality of education in crowded schools. Some parents have subsequently transferred their children from public to private schools (Nishimura & Yamano, 2008). In other words, if the quality of education at public schools deteriorates under the Free Primary Education policy, the equity of the overall education system suffers because those who are unable to obtain high quality education at private schools have no choice to obtain high quality education (Nishimura & Yamano, 2008).

The other impact of allowing learners to migrate from one set of schools to the other as identified by Nishimura and Yamano (2008) is that freedom of choice given may be limited to the extent that poor population may not have substantial school choice in essence and may rather activate a function of education to reproduce inequality.

If I draw from these assertions by Nishimura and Yamano, I find that the issue of the deterioration of quality education, the widening of inequalities between the poor and the rich, are the results of the interventions by the new government in the education systems. I also find that this is similar to what happened in South Africa because the phenomenon of learner migration started after the introduction of the exemptions of paying the school fees by the poor parents and the opening of access registration of rural learners into former Model C schools (Lombard, 2009). This happened because the government removed racial barriers in education and introduced new laws which promoted free education for all.

2.3.3 MEDIATION OF THE IMPACT OF LEARNER MIGRATION ON SCHOOL ORGANISATION

This section is subdivided into four subsections which emanated from the literature that I reviewed. These topics are: communication between schools and parents; the importance of the empowering principals and members of School Management Teams to mediate learner migration; the importance of understanding how parents express their dissatisfaction about an underperforming school; and the closing down of a school and other consequences as a result of the shortages of learners.

2.3.3.1 COMMUNICATION BETWEEN SCHOOLS AND PARENTS

Rural schools which have experienced learner migration must open communication channels between home and school because this would contribute to increased parental involvement which can lead to the provision of quality. Parental involvement influences parents to make positive contributions such as finances and other form of support to the school which help the school to organise itself (Bischoff & Koebe, 2005; Lombard, 2009). Van der Merwe (2011). Musset (2012) concurs but adds that parents as consumers inject a degree of consumer-driven, market-style competition into the system as schools seek to attract more learners. From the above statements I deduce that parents as important stakeholder in the school can give needed support for a school to restore and maintain its stability.

In order to help the school to organise it through communicating with parents, the school leadership can use these methods of communication: Schools could inform parents by letters which inform them about their choice options. They also supplement the mail with website information, newsletters, flyers, phone-calls, parent and community meetings, advertisements, provision of materials at local parent teacher association meetings (Neluvhola, 2007). The introduction of communication mechanism induces a change in student mobility, diversification of supply, changes in funding and in parental behaviour and therefore induces changes in the school organisation (Musset, 2012).

Parental involvement in a school can lead to the establishment of Public-Private-Partnerships (PPP) (Appleseed Foundation, 2004). According to Appleseed Foundation, PPP is a close collaboration of public entity and private entity, or team to structure, negotiate and implement the finance, design, development, construction and operation of buildings. PPPs can benefit schools in a variety of ways. PPPs can help to rebuild the depleted school facility by using expertise and resources of the private sector which offer greater efficiency than public sector (Appleseed Foundation, 2004).

To deal with the loss of social capital, the school leadership needs to communicate with parents of a school because social capital is improved by collaboration (Tyler, Jennifer, Thatcher, & Robert, 2006). Social capital can be restored in a school by bringing the community together to participate in environmental management; cultivation of relationships through participation in environmental management processes; and the transmission of information among community members (Tyler et al., 2006).

Drawing from Tyler et al., (2006) I deduce that school leadership can use communication with parents and the entire community to restore the withdrawn social capital from the school. Ralph and Ozga (2005) describe social capital as various resources that people may have through their relationships in families, communities, and other social networks. A social capital **bonds** people together and helps them make links beyond their immediate friends and neighbours, for example into learning or employment opportunities. Social capital is social glue that a school needs in order to maintain stability.

2.3.3.2 THE IMPORTANCE OF EMPOWERING PRINCIPALS AND MEMBERS OF THE SCHOOL MANAGEMENT TEAMS TO MEDIATE LEARNER MIGRATION

Drastic measures **ought** to be implemented to empower the school management teams to enhance the image and status of their schools; the roles and authority of these teams needs to be re-established and the criteria to be used in monitoring performance needs to be agreed upon (Lombard, 2009). School management teams and teachers are pivotal determinants in the provision of quality education at school level therefore it is important to implement intervention strategies to deal with the impact of learner migration (Msila, 2008; Lombard, 2009). Bisschoff and Koebe (2005) indicate that school management teams must embark on massive campaign to market their schools in order to attract more learners onto their rolls therefore, their marketing skills need to be sharpened. Van der Merwe (2011) indicates that dedicated and dynamic principalship is valued as an important factor in learner migration and in pursuit of quality education.

The real reasons for low standards of service in school lie in the lack of ability of many black schools to apply the marketing concept in their daily operations. Marketing refers to the awareness of needs and wants of customers who are parents and children as well as their after-purchase satisfaction (Bisschoff & Koebe, 2005; Msila, 2008). Maile (2004) and Bischoff and Koebe (2005) agree that schools must regard themselves as a business if they want to compete in providing quality education. Nishimura and Yamano (2008) while giving their Kenyan perspective also agree and add that if schools are run like businesses they produce good results and attract a lot of children in their enrolment. Gray (2012) shares the same view.

My study will be conducted in Gingindlovu where the possibilities of turning a school to run like a business is impossible because most people are living on social grants which means that they cannot support the school financially. The majority of learners are orphans and this means that they need support from guardians to access education. Resources are short in the rural schools. In reality these schools depend on government's allocation which is determined by the number of learners that have enrolled in a particular school.

2.3.3.3 HOW PARENTS EXPRESS THEIR DISSATISFACTION ABOUT AN UNDERPERFORMING SCHOOL

Harma (2009) points out that people's responses to poor service provision of education as presented in terms of voice and choice. Msila (2008) is presenting the views of what is happening in Port Elizabeth. There are two options to express dissatisfaction with underperforming organisation, in this case a school, namely the voice option and an exit option (Msila, 2008). Voice option takes place if consumers in these case parents organise themselves and demonstrate to the management their dissatisfaction so that the management can address their concerns. Exit option is when consumers who are dissatisfied simply leave the organisation to express their dissatisfaction. Parents as consumers are empowered by law to select from several options (Musset, 2012). People use voice or choice to exert competitive pressures on the providers to improve service so as to benefit consumers (Harma, 2009).

In this case, parents choose the exit option. The exit option is exercised by the majority of black parents as they move away from historically black schools. This is happening in the whole country and it has similar consequences in all provinces. Research shows that parents prefer schools with populations ethnically and socio-economically similar to their own family (Musset, 2012). Lombard (2009) highlights that parents complain about the declining quality of education their children receive in township and rural schools and they decide to enrol their learners in schools that they think have better quality in teaching and learning.

2.3.3.4 THE CLOSING DOWN OF SCHOOLS AND OTHER CONSEQUENCES AS A RESULT OF THE SHORTAGE OF LEARNERS

In some areas schools have had to merge in order to cover the required enrolment by the Department of Education (Bisschoff & Koebe, 2005). Principals of Sharpeville primary schools are faced with a challenge to turn their schools into learning organisations that produce quality education. Principals that engage in developing their schools into learning organisations stand to benefit from their efforts. Other principals form multigrade classes in their schools to mitigate the impact of learner migration (Bisschoff & Koebe, 2005). **Du Plessis (2014) posits that multigrade education as a practice is not a choice but a necessity to provide education to learners in remote areas.**

Msila (2008) indicates that in the North West Province, certain schools had to be closed down while others were resourced. In KwaZulu-Natal, the government has allocated four hundred and sixty million rand for improving facilities and quality of education in rural schools to make them more attractive and to offer quality education. In the Eastern Cape, empty schools are being turned into Further Education and Training centres to cater for grade 10 to 12.

Successful schools become more popular while weaker schools are becoming unpopular, with the result that weaker schools progressively lose their per capita funding until they either improve or they close down. As the schools improve, the general standard of education in rural schools will go higher. In order to improve the image of a school, Management could design a logo which could be placed in a conspicuous position so that people can see it and read it on their letterhead; they can market themselves by sending brochures, prospectus, flyers and posters to the community before the end of the year (Bisschoff & Koebe, 2005).

2.4 SUMMARY

This chapter presented the theoretical framework which underpins this study. It also presented the literature review of learner migration and its impact on school organisation. Reasons for learner migration; impact of learner migration and the ways of mediating the impact of learner migration, were explicitly presented. The next chapter will focus on research design and methodology of this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter focused on the theoretical framework that informs this study and the literature reviewed around the critical questions. The thrust of this chapter is on the research design and methodology employed in this study in order to answer the following key research questions generated in chapter one:

- Why is there learner migration from rural schools?
- What is the impact of learner migration on school organisation in rural schools?
- How do school stakeholders mediate the impact of learner migration on school organisation in rural schools?

An account on the research paradigm covering issues of ontology, epistemology and methodology is discussed. An exposition of the methodological approach of this study follows. Thereafter, I present the methods used for generating data, sampling, data analysis techniques, ethical issues, and limitations of this study.

3.2 RESEARCH PARADIGM

Maree (2011) defines paradigm as a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular world view. A paradigm addresses ontological as well as epistemological assumptions of reality. Paradigms serve as the lens or organising principles by which reality is interpreted (Maree, 2011). There are different types of paradigms such as positivism, interpretivism and criticalism. Each paradigm encompasses certain philosophical assumptions that guide and direct thinking (Denzin & Lincoln, 2003).

This study is based on the interpretivist perspective of qualitative research. Interpretive studies attempt to understand phenomena through the meanings that people assign to them (Maree, 2011).

Assumptions that underpin the interpretivist perspective are: human life can only be understood from within; social life is a human product; the human mind is the origin of meaning; knowledge of the social world affects human behaviour and the social world does not exist outside of human knowledge (Maree, 2011). Cohen et al., (2011) foreground that in the interpretivist paradigm; there are multiple interpretations and perspectives on single events and situations. In this study, multiple truths, realities and perceptions emerged from the experiences of the participants about the reasons, impact and mediation strategies of learner migration.

Epistemology relates to how we can know new things, how can we discover new things and how to disclose things that we have discovered (Maree, 2011). The basic assumption of interpretivists is that knowledge is socially constructed by those in the research process (Maree, 2011). It is the task of the researcher to understand the complex experience from the participants' point of view (Mertens, 1998).

Methodological assumptions relate to the fact that the interpretive paradigm assumes that there are processes of research. In this paradigm, researchers use qualitative methods in order to gauge perceptions of the participants Cohen et al., (2011). The methods which are widely used in this paradigm are observations, interviews and document reviews (Mertens, 1998). In this study I used semi-structured and focus group interviews.

3.3 METHODOLOGICAL APPROACH

This research study is a qualitative study. Qualitative research designs use methods that are distinct from those used in quantitative designs. They are not objective but they are subjective studies which emphasize the gathering of data on naturally occurring phenomenon. They attempt to interpret phenomena in terms of meaning that people bring to them. In this type of research, the researcher must search and explore using a variety of methods until a deep understanding is achieved (McMillan & Schumacher, 2010).

A qualitative research study relates to the generation of data that reflects the quality or nature of a particular phenomenon in the form of description (Best, 1989). In terms of this study, I set out to gather data on the experiences of principals, educators and SGB chairpersons with regard to learner migration and its impact on rural school organisation.

The qualitative approach is suited for this study, because Maree (2011) suggests that it helps the researcher to get under the skin of the participants.

I chose the qualitative approach for this study because the aim of this study is more relevant to qualitative research. This study seeks to explore the participants' experiences of learner migration. According to Neuman (2003) the goal of social science research is to develop an understanding of social life and to discover how people construct meaning in natural settings. In this case, the understandings and meanings of learner migration and its impact on school organisation emanated from participants' experiences. I also chose the qualitative approach because this approach allowed me to interact with the participants (Maree, 2011). One of the requirements of the qualitative approach is that 'qualitative researchers interact with those they study whether this interaction assumes the form of living with or observing the participants over a prolonged time' (Creswell, 1998, p. 26).

Another characteristic of qualitative research is truth. In qualitative research, truth is relative and subjective. Cohen, et al., (2011) attests that there are multiple interpretations and perspectives on single events and situations. In this study, it was expected that multiple truths, realities, and perceptions would emerge from the researcher's findings. Based on the three reasons given here, a qualitative research design was more suitable for this study.

3.4 METHOD OF DATA GENERATION

One data generation technique was used. That is interviews.

3.4.1 INTERVIEWS

In this study, the research interview was used to generate data. An interview is defined as a person-to-person interaction between two or more individuals with a specific purpose in mind (Kumar, 2005). It is also defined as a flexible tool for data generation, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen et al., 2011). Interviews provide access to what is inside a person's head. Interviews make it possible to penetrate a person's mind, and it makes it possible to measure what a person knows (knowledge and information), what a person likes or dislikes (values and preferences) and what a person thinks which are his/her attitudes and beliefs (White, 2003).

McMillan and Schumacher (2010) illustrate the advantages of an interview by indicating that interviews are a flexible and adaptable tool. An interview can be used in situations which could pose many different problems and involve different types of people, such as those who are illiterate or too young to read and write. Responses can be probed, followed up, clarified and elaborated on to achieve specific accurate responses. The other advantage of an interview is that non-verbal behaviour can be noted in face-to-face interviews and that the interviewer has an opportunity to motivate the respondent. An interview results in a much higher response rate than a questionnaire. White (2003) and Cohen et al., (2011) concur in suggesting that interviews have an advantage of spontaneity. Here, spontaneous answers may sometimes be more informative and genuine than answers which are pre-thought. I was convinced that interviews as a research tool were suitable for generating data to answer the research questions in this study. I was also able to probe and repeat the questions where need arose. More clarity could be sought by posing follow- up questions.

McMillan and Schumacher (2010) present the disadvantages of interviews stating that there is potential for subjectivity and bias. Another disadvantage of the interview is that it has a lack of anonymity. McMillan and Schumacher point out that, depending on the training and expertise of the interviewer, the respondent may be uncomfortable in the interview and unwilling to provide true feelings; the interviewer may ask leading questions to support a particular point of view; or the interviewer's perceptions of what was said may be inaccurate. Because interviewing is labour intensive, costly and time consuming it usually results in sampling fewer subjects than could be reached with a questionnaire (McMillan & Schumacher, 2010).

Cohen, et al., (2011) attest that interviews can be costly and time consuming; this manifests itself in planning the interviews, and conducting and analysing the scripts. In the case of this study, travelling costs were unavoidable because the participants were scattered far apart from each other in schools in rural areas. Some of these disadvantages were unavoidable. Some interview appointments had to be rescheduled due to unforeseen circumstances on the part of some participants especially the principals. This led to more costs being incurred and further loss of time.

In generating the data, I used both semi-structured face to face interviews as well as focus group interviews. The reason for using the semi-structured interviews was that it helped me to build a relationship between the interviewer and the participant (Maree, 2011). White (2003) adds that to a certain extent, semi-structured interviews carried both structured and unstructured interview advantages. These advantages include the fact that, the sequence and the wording of the questions are determined by means of a schedule. It also offers the researcher some flexibility and freedom to probe further and seek clarity from the participants.

The focus group interview was also used to generate data with the teachers in each school. The reason for selecting focus group interviews was to bring triangulation into this study. Triangulation explains more fully the richness and complexity of human behaviour by studying it from more than one standpoint. It is a powerful way of demonstrating concurrent validity in qualitative research (Cohen et al., 2011). Focus group interviews are productive in widening the range of responses, activating forgotten details of experience and releasing inhibitions that may otherwise discourage participants from disclosing information (Maree, 2011). The focus group interview was conducted with the teachers.

3.4.2 THE INTERVIEW SCHEDULE

An interview schedule was used as an instrument to generate data in this study. An interview schedule assists the researcher to outline the topic of the research in advance. The researcher decides the sequence and wording during the interviews and interview probes increases the comprehensiveness of the interview (McMillan and Schumacher, 2010), Cohen et al., (2011) define an interview schedule as the research instrument that supplies a frame of reference for respondents' answers but puts a minimum of restraint on the answers and their expression.

In this study three sets of interview schedules were used which were formulated from the critical questions that were presented in chapter one. One set of the interview schedules was directed to the principals of each school. The other set was directed to the chairpersons of the School Governing Bodies of the participating schools. The last set was directed to the teachers who were participating in the focus group interviews.

Each set of the interview schedules asked the respondent to give their perceptions of: the reasons for learner migration from rural schools; the impact of learner migration on school organisation; and the ways of mediating the impact of learner migration in their schools. Each question in the interview schedule allowed the respondents to respond without interruption and the interviewer could probe the participant if his/her response fell short.

3.4.3 SAMPLING

I used convenience sampling to sample the schools which are situated at Gingindlovu because it was convenient for me to go to these schools because they are within my area of residence. Gingindlovu is a rural area in which the majority of schools are facing learner migration. Maree, (2011) says that convenience sampling refers to situations when population elements are selected based on the fact that they are easily and conveniently available. I used purposive sampling to sample one secondary school and one primary school both of which experienced learner migration. Maree (2011) says that qualitative research is generally based on a purposive sampling approach which he says simply means that participants are selected because of some defining characteristics that make them holders of data needed for the study.

I selected the teachers who had long experiences in each school. Principals of the purposively selected schools were interviewed because they handle their school's affairs. I also interviewed the Chairperson of the School Governing Bodies because they govern the schools and liaise with parents. Lastly, I conducted focus group interviews with 6 teachers in each participating school to check if the responses of the principals and chairpersons concurred with theirs.

3.4.4 THE SCHOOLS AND THE RESEARCH PARTICIPANTS

A brief narrative on the sampled sites and the research participants is presented. Cohen *et al.*, (2011) emphasize the importance of the context in which the phenomenon is studied.

Pseudonyms were used in order to anonymise the schools and the research participants.

3.4.4.1 SOMHASHI SECONDARY SCHOOL

This school is located in the Macambini East area called Wakho. It is approximately 35 km away from the active industrial area. This is a full section 21 school. This means that all its budget allocations from the Department of Education are transferred to its account, so that it can control all of its finances.

In terms of infrastructure, the school is wire fenced although it is dilapidated. It is electrified but thugs keep cutting the electric cables which supply power to the school. The school keeps on replacing the stolen electric cables so that computer classes can continue. The school has no running water. It has 24 pit toilets for both boys and girls. There are 36 classrooms in two double-story face brick buildings with tiled roofs as well as tiled floors. The roof has decent ceiling boards in all classrooms.

There is a separate administration block with the Principal's office, Administration clerk's office, Deputy Principal's office, five HOD's offices, a sick room, a staffroom, and a kitchen. All of these are well furnished. There is a computer lab; two well equipped science laboratories, a home-economics class which has all the necessary equipment; and a well resourced library. All the classes have desks, and chalkboards, and display boards at the back of each classroom, however some of these classrooms have been vandalised. There are no soccer and netball pitches. The current learner population is 198, but it used to have more than 1200 learners. All are African boys and girls. Currently, there are 12 educators because the school is under-enrolled, previously there were 36 educators. There are 2 HOD's and there is no Deputy Principal. There is one principal who was serving his notice for resignation.

Six teachers from this school participated in the focus group interview. They are; Miss Ngobese who is 38 years old and has 18 years of teaching experience in the same school- she is teaching science subjects; Mrs Msweli who is 32 years old, has been teaching for 13 years- she teaches mathematics; Miss Ngiba, who is 46 years old, has been teaching in the same school for 27 years- she teaches languages; Mrs Biyela is 52 years old, and has been teaching for the past 32 years, she was transferred to this school twenty years ago; Mr Mngadi is a maths and science teacher, he is 49 years old- he has been teaching for the past 19 years in the same school; and lastly Mrs Ngiba who is 29 years old- he has been teaching English for the past 9 years.

3.4.4.3 WAKHO PRIMARY SCHOOL

This school is a stone's throw away from Somhashi Secondary School. It is a section 21 school without function (c). This means that it controls 40% of its financial allocation from the Department of Education which is transferred into its account.

It uses the 60% of its financial allocation to procure books, stationery and teaching aids by expressing orders through suppliers who are identified by the Department of Education.

In terms of infrastructure, it is wire fenced, although the fence is dilapidated. It is electrified, but its electricity supply is constantly disrupted by thieves who steal its cables. This causes the school to be without power at times during the year. It has no running water. It has 12 pit toilets for both boys and girls; one toilet for male teachers and two toilets for female teachers. There are 14 classrooms, which are built with face-bricks in a double story building. The classes are roofed with tiles. The floors are covered with floor tiles as well.

The school has surplus furniture. There is a separate administration block which has a Principal's office, an administration clerk's office, a Deputy Principal's office (no longer used as there is no deputy principal), three HOD's offices, a library, a sickroom, a kitchen and a staffroom. All of these have appropriate furniture and appropriate equipment. The school does not have a soccer pitch and a netball pitch. **The learner population is 278.** There are 7 teachers, previously it had 18 teachers and there is only one HOD, previously it had 3. The school caters for Foundation Phase, Intermediate and Senior phase. It has one principal who was appointed two years ago after the retirement of the previous incumbent.

Six teachers participated in the focus group interview. They are Mrs Mzi who is 56 years old and has 32 years of teaching experience- she teaches in the foundation phase; Miss Zolo who is 44 years old. and started teaching 24 years ago- she is the intermediate and senior phase educator; Mrs Sandusky who is 39 years of age and started teaching 21 years ago- she is the foundation phase educator; Mrs Nsor who is 55 years old and has been teaching 32 years ago - she is the intermediate and senior phase educator; Mr Zikhali who is 49 years old, has been teaching grade seven for the past 20 years; and finally Miss Mthembu who joined the staff two years ago. She is 42 years old and had taught for 20 years before resigning from her previous school where she was a principal. She joined Wakho Primary School staff as a post level one educator.

3.5 DATA ANALYSIS

Researchers approach data analysis in different ways (Masondo, 2010). There is no single and correct method of analysing and presenting qualitative data (Cohen *et al.*, 2011).

In this study, I used content analysis. Maree (2011) says that content analysis is used when working with narratives such as journals, to analyse open-ended questions in surveys, interviews or focus groups.

Guided by Creswell (2003) and White (2003), the data analysis in this study adhered to the following four stages: stage one was tape-recorded interviews which were transcribed verbatim. Stage two was a thorough reading of the transcripts. This was conducted in order to identify patterns and get an overall sense of the data. Thirdly, the transcripts of the interviews were organised under thematic headings. In this study, the research questions were used as thematic headings to classify the gathered data. Lastly interpretation was completed, where the interpretation had to give logical answers to the research questions.

3.6 ETHICAL ISSUES

In this study, all ethical issues were observed. Leedy and Omrod (2001) and Kvale (1996) emphasize that strict adherence to ethical issues must be observed. These authors emphasize confidentiality, anonymity, right to participate, informed consent, and on understanding of the nature and purpose of the research.

I solicited permission for entering the research sites to conduct interviews from the gate keepers who were the principals of the participating schools. I also requested informed consent from the participants. The participants had to sign the informed consent. I obtained clearance from the board of the University of KwaZulu Natal. I used pseudonyms to ensure confidentiality and anonymity to participants and research sites and ensured non-maleficence by being sensitive to potential harm that might befall participants in my study.

3.7 TRUSTWORTHINESS

I ensured trustworthiness in as far as credibility, applicability or transferability, dependability and conformability were concerned.

The criteria for trustworthiness in qualitative research are credibility, applicability, dependability and conformability (Maree, 2011). I ensured credibility by using the principles of triangulation.

I conducted focus group interviews with teachers in each school after interviewing principals and School Governing Body Chairpersons. Cohen *et al.*, (2011) say that triangulation is the use of two or more methods of data collection or the use of different participants to collect data to verify already generated data.

To ensure transferability, I made a paper trail of data generation instruments and interviews so that other researchers who want to do the same study, can use them to replicate the study. I ensured dependability by using the services of a critical reader who ensured that my findings came from data and that there was congruence. I ensured that my study was generalisable by providing a clear, detailed and in-depth description so that others can decide the extent to which findings from my research are generalisable to other situations. Cohen *et al.*, (2011) suggest that it is possible to assess the typicality of a situation in which participants and settings identify possible comparison groups and to indicate how data might translate into different settings and cultures.

3.8 LIMITATIONS OF THIS STUDY

This study was conducted in a relatively small area involving only one Circuit. Only two schools were selected for this study. The results of this study may therefore not necessarily be transferable to other areas.

3.9 CHAPTER SUMMARY

This chapter presented the research paradigm, and covered the issues of ontology, epistemology and methodology. It also covered the methodological approach of this study. An account on data generation method, sampling, data analysis techniques, ethical issues and limitations of this study was also presented. The next chapter deals with the presentation and analysis of the data.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The previous chapter outlined the research design and methodology employed in this study. This chapter focuses on the findings, analysis and discussion of the data generated from the semi-structured interviews and focus group interviews. The focus of my data generation was on the school principals and the SGB chairpersons. I therefore present their voices first. In order to triangulate the data obtained from the principals and SGB chairpersons, I used focus group interviews. Cohen, *et al.*, (2011) state that triangulation is the use of different methods of data generation; or use of different participants to verify the generated data. I have used the following critical questions as an organising framework for my data presentation:

- Why is there learner migration from rural schools?
- What is the impact of learner migration on school organisation in rural schools?
- How do school stakeholders mediate the impact of learner migration on school organisation in rural schools?

In presenting my findings I begin with themes that emerged from the data. I present the data generated from the principals, followed by SGB chairpersons and lastly the teachers. In presenting the data I wanted to ensure that the voices of the participants were not lost. Therefore, I used *verbatim* quotations in presenting the data. After using verbatim quotes to substantiate what I had found in the data, I then made deductions and inferences from the evidence presented. I thereafter engaged in an analytical interpretation of the data by drawing on the theoretical framework and related literature that I presented in chapter two to critique the data.

4.2. REASONS FOR LEARNER MIGRATION FROM RURAL SCHOOLS

The experiences of the participants about the reasons relevant for learner migration were grouped into the following themes that emerged from the data: relocation of parents; poor school management; poor quality education; lack of resources and infrastructure; and desire to be taught English as a Home Language.

4.2.1 RELOCATION OF PARENTS

When parents move from one area to another, they take with them their children who will be attending schools that are close to where they are staying. The participants expressed views which suggested that the relocation of learners led to learner migration. Mr Bika the principal of Somhashi Secondary School said:

Some parents relocated to Mangethe where they were living before coming to stay here at Wakho. The new democratic government allowed them to return to their former areas. They moved with their children which resulted in the establishment of the new school there called Ifalethu School.

Echoing similar sentiments Mr Nduna, the SGB chairperson of Somhashi Secondary said:

Somhashi Secondary School and Wakho Primary School serve the people of Wakho area. These people were forcefully removed from Mangethe during the apartheid era. They settled here at Wakho. The new government has allowed them to go back to Mangethe, so they have moved back with their children. This has resulted in the establishment of a new school there at Mangethe and this has led to our loss of learners.

Four out of six focus group participants concurred with both their principal and with their SGB chairperson in that the relocating of some parents and learners to Mangethe area had resulted in learner migration from their school.

Mr Mathaba the principal of Wakho Primary School stated:

Parents tell me that they are moving away from this area to other places where they will get jobs because there are no jobs here. Obviously when they have to move, they relocate with their children from my school to other schools.

The SGB chairperson of Wakho Primary School stated:

The democratic government allowed people to relocate to their original land of Mangethe. This caused people to go back to Mangethe, and a new school was established there called Intshayethu. A lot of learners left our school in this fashion.

Three out of six participants in the focus group at Wakho Primary School concurred with their principal and their SGB chairperson in that the relocation of learners led to learner migration.

It would seem that according to participants, the relocation of people caused learners to migrate to where their parents will be relocated to. Goetz's (2008) equilibrium theory highlights that there is need for harmony in all living things for them to survive. But if external conditions continue to be harsh to any living organism it may die. If this balance is not maintained the organism will not survive; for instance if plants continue to lose water into the atmosphere, it may result in the wilting of the plant, this also happens to schools which continuously lose learners to other schools no matter what reasons. If learners relocate from one school to another, the harmony is disrupted within the school. Fligstein's (2001) **organisational theory** states that what happens outside the organisations affect what is happening inside the organisations. Therefore, if community members outside the school relocate, the schools will be negatively affected.

According to Jonsson (2009) in African countries learner migration is influenced by the relocation of parents due to business interests and sometimes due to wars. Torre and Gwynne (2009) illuminate that one of the reasons why learners change schools, is that they change a place of residence; they are admitted to schools which are situated in their new residential areas.

4.2.2 POOR SCHOOL MANAGEMENT

Participants expressed views which suggested that learners migrated from rural schools due to poor school management. This poor management was manifesting itself in the form of poor monitoring of learners at school resulting in some learners engaging in sexual activities without the teachers noticing that this is happening. Such poor school management resulted in parents being angry, hence removing their learners from the school. This is what was stated by Mr Bika the principal of Somhashi Secondary:

There were many unacceptable things which happened here, some learners became pregnant and this resulted in parents transferring their learners to other schools.

The SGB chairperson of Somhashi Secondary School stated:

*Actually, former Model C schools have better systems of management than rural schools' management. I think that school management teams of rural schools have something to learn from suburban schools' leadership. Our schools lack management systems. **Consequently**, parents transfer their learners to schools which are better managed.*

Likewise, **three of the six** participants in the focus group interviews of Somhashi secondary school expressed views which suggested that poor school management at their school in terms of not checking teacher's work led to learner migration.

Mr Mathaba, the principal of Wakho Primary School stated:

The parents took their learners from this school to other schools because they could see that some of the things were not in place in this school, for instance the checking of the curriculum section. We need to make sure that educators teach effectively, the management of the school seems to be poor.

Miss Ngobe, the SGB chairperson of Wakho Primary stated:

When you talked to parents outside the school, they will tell you that if their learners fail at our school, Wakho, they will take them to Emthethweni Primary School. Surprisingly these learners were admitted into the next grade without valid documents. This tells you that quality of education is compromised by school management which is poor.

Similarly, **four** focus group participants concurred with the principal and the SGB chairperson in that poor school management led to learner migration. Mrs Mzi of Wakho Primary School also concurs:

Sometimes school management can cause learners to migrate. Our school had poor management such that many negative things were happening. Teachers were absenting themselves, using corporal punishment, the principal applied poor financial practices, was not transparent, and there was no feeding scheme. This benefited other schools at our expense in terms of enrolment.

It would seem that according to the participants, poor school management caused learners to migrate from rural schools that were poorly managed to those that were properly managed. Barnard (1968) in Fligstein's (2001) **organisational theory** states that, management is a kind of general social skill whereby managers get people with very different interests and agendas to cooperate in order for a company to produce goods reliably. Therefore if the schools management was poor, the teachers underperformed and the school lost trust of the parents this resulted in learners leaving for better managed schools, even to former Model C schools that were efficiently managed.

According to Maile (2004) parents enrol their children into schools which have good management in terms of time on tasks. Msila (2008) concurs adding that good management helps in ensuring that schools are effective. According to Lombard (2009) parents like to enrol their learners in former Model C schools because they are managed with pride, their buildings and schools' grounds reflect good management when compared to problematic rural schools' managements.

Kadt (2011) and Van der Merwe (2011) indicate that learners are transferred from rural to sub-urban schools because former Model C schools are viewed by parents as having better leadership from their principals.

4.2.3 POOR QUALITY EDUCATION

The participants expressed views which suggested that another cause for learner migration from rural schools was that of poor quality education.

Mr Bika, the principal of Somhashi Secondary stated:

Parents said that they were transferring learners from my school to other schools even to township schools, because those schools did better in terms of the results.

Mr Nduna, the SGB chairperson of Somhashi Secondary stated:

Black parents undermine their schools and regard them as offering poor quality education ... , they take learners to former Model C schools.

Three participants in the focus group concurred with the principal and the SGB chairperson in that parents transferred learners because they wanted them to get quality education in former Model C schools.

Mr Mathaba, the principal of Wakho Primary School stated:

I think what was lacking, was on the side of our school whereby we needed to make sure that we gave them good education. We needed to educate them in such a way that they could see that this school was also good, it matched the standard of the former Model C schools.

Miss Ngobe, the SGB chairperson of Wakho Primary School stated:

Learners migrated to other schools because of problems in this school. The first problem was the drop in quality education in our school. You find that education in this school was not of the same quality as it used to be. This had caused learners to migrate to former Model C schools.

All participants of the focus group at Wakho Primary School agreed that poor education in their school led to learner migration. For instance Mrs Mzi an educator who took part in the focus group said:

The quality of education at this school is very poor because of our previous principal, who allowed laziness in some teachers. There were teachers who stayed in his office with him chatting and drinking juice and tea during teaching time, that compromised the level of education at this school.

It is evident that according to the participants poor quality education in rural schools cause learner migration from those rural schools. In terms of Equilibrium Theory, if the physiological activity of the school which is its teaching and learning in this case; was not good, the school produced poor quality education. Poor quality education was viewed by parents as a disease in the school which made the school “sick” hence they removed their children from the “sick” school and enrolled them in healthy schools which in their view were former Model C schools. **Similarly, in terms of organisational theory the internal organisational structure works to motivate participants to produce outcomes which are consistent with the goals of those who control the organisation. Therefore, if the learner results of the school are unacceptable to the parents, they conclude that the school is providing poor quality education and remove their children from a school and enrol them in a school which provide good quality education.**

Parents were of the opinion that former Model C schools were able to provide a better quality education than rural and township schools (Maile, 2004); Lombard (2009). Msila (2008) and Van der Merwe (2011) concur in that good matriculation results play a significant role in attracting learners to former Model C schools. On the other hand, Chauke (2014) points out those black parents who were seeking quality education for their children have continued to enrol their children in faraway former Model C schools which were previously reserved for whites. More importantly Nishimura and Yamano (2008); Harma (2009); Grey (2012); and Sua, Ngah, and Darit (2012) **condemn** the standard of education in national government schools which serve the majority in that they deteriorated. That is the reason why some parents decided to transfer their learners away from these schools.

4.2.4 LACK OF RESOURCES AND INFRASTRUCTURE

The participants expressed views which suggested that lack of resources and poor infrastructure caused learner migration from rural schools. Mr Nduna, the SGB chairperson of Somhashi Secondary stated:

Parents took their learners away from their school because they wanted their learners to access the facilities and good resources in former Model C schools. We had good facilities in this school, but due to carelessness they now look old and ugly. This school has become unattractive to the learner which is why they leave.

The participants in the focus group of Somhashi Secondary corroborated with their SGB chairperson in that some learners left their school in search of schools which had better resources and good infrastructure.

At Wakho Primary School, the principal stated:

There is a lack of resources in terms of infra-structure in the area. For instance there are no RDP houses; there is no electricity or water. So parents move learners to other schools because they want schools with resources.

The SGB chairperson was silent on this issue.

But **five out of six** focus group participants in the same school expressed that theft and vandalism had led to the shortage of resources and this had led to parents removing their learner from this school.

Miss Zolo stated:

What about vandalism? Theft and vandalism which has taken place several times at this school has led to the dilapidation of buildings and shortages of resources like electricity and water, Parents became angry and removed their learners from this school.

However Mr Bika **only**, the principal of Somhashi Secondary School expressed views which refuted the point that lack of resources and infrastructure caused learner migration at his school, he stated:

Ideally, parents should not be taking learners away from this school because it is a very well built school. It is built in face brick, as you can see. It is a double storey, well resourced and fully equipped with relevant teaching facilities. We should be enjoying bigger enrolment comparatively speaking

The majority of the participants concur in that, lack of resources and infrastructure in rural schools caused learners to migrate to other schools. Fligstein (2001) suggests that all organisations need to be sufficiently resourced in order to survive in their environments. The shortage of teachers was also viewed as a causal factor for poor quality education by most parents.

It is evident that some parents transferred their learners to urban schools which in their view were sufficiently resourced. Maile (2004) Bisschoff and Koebe (2005); Msila (2008); Lombard (2009); agreed in that the migration of learners from rural schools to sub-urban schools was highly influenced by the lack of resources in the traditionally black schools. Van der Merwe (2011) posits that learners and parents preferred schools that were better resourced when applying for admission. All in all, that contributed greatly to the movement of learners.

4.2.5 DESIRE TO BE TAUGHT ENGLISH AS A HOME LANGUAGE

Views suggested that parents removed learners from rural schools to former Model C schools because they wanted their children to learn English. Mr Bika, the principal of Somhashi Secondary School said:

Some parents removed their learners from our school and took them to former Model C school, simply because they wanted them to be fluent in English.

The SGB chairperson of Somhashi Secondary school stated:

They migrate to former Model C schools because they think that they will get a better education. Plus, there is a perception in our community that if you don't know English, you are nothing, you are uneducated. So they want to know English as well.

Four participants in the focus group of Somhashi Secondary concurred with their principal and with their chairperson in that some parents removed their children from their school to former Model C schools for this reason.

At Wakho Primary School the principal stated:

When it comes to curriculum issues; parents attached great value to the teaching of English. If your standard of English in a school is low because it didn't have teachers, they removed their learners to schools which they believed will teach their learners proper English. Those are former Model C schools.

The SGB chairperson stated:

I think parents and their children thought that learning to talk English would enhance employment opportunities for their learners. That was the reason why they encouraged their children to leave our rural school.

Focus group participants were silent on this issue.

According to the participants, the desire to learn English as a Home Language caused learners to migrate from rural schools to former Model C Schools. In terms of Orrenius (2008) in Van der Merwe (2011) English was viewed as a prerequisite for business success in knowledge based economy. According to Weber (1978) in Fligstein's organisational theory (2001) organisations were at the heart of modern economy and polity which is a society as a political unit. If one draws from this, it means that successful organisations in the economy are served by competent human resources who are fluent in English. Schools were responsible for developing the human resource for the country. If a rural school is failing to teach English Home Language to the learners effectively, parents motivated learners to migrate to Ex-Model C schools. Actually schools were viewed as limiting the learner chances of benefiting in educational growth and in the eventual economic success if they failed to teach English Home Language.

According to Maile (2004) parents who sent learners to former Model C schools wanted their learners to master English which would enable them to function globally. According to Msila (2008) participants in his study made comments which suggested that parents would like their children to be taught in formal English at former Model C schools.

Lombard (2009) expressed that parents wanted their children to be fluent in English that's why they transferred them to former Model C schools. Bisschoff and Koebe (2005) suggest that to stop learner migration from rural schools, white educators ought to be recruited to come and teach in rural schools so that learners could receive first hand exposure to English.

4.3 THE IMPACT OF LEARNER MIGRATION ON SCHOOL ORGANISATION

The experiences of the participants on the impact of learner migration on school organisation are presented under the following themes that emerged from the data: disruption of teaching and learning; crippling of school budgets; reduction to the resource acquisition; the reduction of subject streams in secondary schools and the formation of multi-grade classes in primary schools.

4.3.1 DISRUPTION OF TEACHING AND LEARNING

The participants expressed the views which suggested that learner migration led to the disruption of teaching and learning. The principal of Somhashi Secondary School stated:

Learner migration led to a decrease in the post provisioning norms (PPN). This led to the loss of quality educators. Obviously that would affect teaching and learning in classes which led to poor learner results.

Mr Nduna, the SGB chairperson stated:

Learner migration negatively affects teaching and learning because we as the school lose quality teachers ..., We replace them with unqualified teachers to teach our learners and this cripples our results.

The focus group debated this issue. Mr Mngadi stated:

Learner migration reduced the class size such that as an educator you remained with learners with one set of abilities. The slow learners only remain because high flyers and mediocre learners left. This caused teaching and learning to suffer because learners become demotivated in a class of one set of abilities.

Miss Ngiba debated this issue by stating:

I, for one agree to disagree. Teaching and learning should not be disturbed by this. My concern is what are we as teachers doing here to make learners learn because that is our duty ..., each teacher should cause learners to want to learn. We are partly to blame for poor performance because a smaller class is easy to teach and to discipline, so it should be learning without disruptions.

Mrs Biyela stated:

Because of learner migration, we didn't screen learners during admission. We ended up taking rejects from other schools ..., We took learners who had repeated a grade 3 or 4 times. As long as there were learners in front of us our jobs were safe, but that backfired later when learners showed their true colours by bunking classes; misbehaving etc. We even accept people who drop out in March and return later in August, just because we are desperate for enrolment. The majority of learners that form our classes at this school cause the disruption to teaching and learning.

Mrs Msweli said

It is true; to most of them the school is part time because girls are sex workers who move with trucks, selling sex to truck drivers after school. Boys are involved in stealing, housebreaking etc. You actually could not demand homework from a person who did not sleep, who is tired, whom you are afraid of, and whom the parent is also afraid of. These learners in our classes cause disruption to teaching and learning. Some parents have taken their learners away because of these disruptions which take place in classes.

Mr Mathaba the principal of Wakho Primary School stated:

I have noticed that learner migration affects teaching and learning in the school in terms of this thing called Annual National Assessment. We drew plans for allocating teachers for the following year, and then if learners migrated the teachers went away on CTT and some classes were left without teachers. So teaching and learning are disrupted.

Miss Ngobe, of Wakho primary said:

Learner migration led to higher failure rates because educators were demotivated which resulted in low standards of teaching and learning.

The focus group participants of Wakho Primary School **totally** concurred with their principal. They stated that learner migration caused disruption to teaching and learning. Miss Zolo said:

Learner migration led to the decrease of PPN which further caused the loss of quality educators, when that happened teaching and learning was affected. Some learners leave our school in February and later in July return, this affects us because we have to design catch up programs for them which delay the class progress.

According to the participants, learner migration caused the disruption of teaching and learning in the rural schools. Goetz (2008) indicates that body health was controlled by proper nutrition which supports physiology. In school life, learners (nutrition), teaching and learning (physiology) were the inputs, body health was the output. If learners migrate, teaching and learning would be disrupted because quality teachers were transferred to other schools through the redeployment of surplus educators. The school would be left with few teachers who cannot teach all the subjects in the curriculum. This would result in compromised teaching and learning. **Fligstein (2001) posits that what happens inside the organisation can affect the organisational survival. Therefore if learners migrate from a school, teaching and learning is affected and its survival chances are threatened.**

According to Bisschoff and Koebe (2005), Nishimura and Yamano (2008), Harma (2009) if learners left government schools and go to affluent schools the teaching and learning was disrupted and quality education evaporated. According to the data that was generated, learners left the schools in the first school term and returned in the third term. These learners created class disruptions because they were always behind with their work, since the teacher had to stop teaching and attend to them. Torre and Gwynne (2009) emphasize that changing schools could impede learning because stable learners were affected if teachers slowed the pace of instruction to accommodate the needs of the incoming learners.

Van der Merwe (2011) stated that learner motivation was jeopardised and responsible behaviour challenged if learners migrated because some learners exploited the chaotic situation which was created by the exodus of learners. In addition Musset (2012) concurs in that school choice affects school's productivity and student's achievement.

4.3.2 LEARNER MIGRATION CRIPPLES SCHOOL BUDGETS

The participants made comments which suggested that learner migration crippled a school's budget. At Somhashi Secondary School, the principal Mr Bika stated:

You see the allocations of Norms and Standards is based on the learner numbers. The fewer the learners the fewer funds you get as a school. Therefore learner migration affected our budgets because we have fewer learners.

Mr Nduna, the SGB chairperson of Somhashi Secondary School stated:

Everything is allocated according to the number of learners that the school has. Everything even the budget is influenced by the numbers of learners. If learners leave in numbers, the budget is affected as well.

The focus group participants of Somhashi Secondary School concurred with their SGB chairperson and with their principal in saying that learner migration led to the decrease of funds allocated to the school which adversely affected the school budget. Miss Ngobese stated:

All resources that we get as a School are determined by the number of learners that are enrolled at the school. Now if learners have left in numbers the allocation decreases, because when we budget in September we use an indicative budget which carries the current year's enrolment yet, a final allocation is based on ten days statistics of the following year.

The principal of Wakho Primary School stated:

The migration of learners crippled our budget in many ways, because we ended up procuring limited resources.

Similarly, the SGB chairperson Miss Ngobe did mention the fact that learner migration affected their budget by stating:

Learner migration caused havoc to our school; it caused our money allocation to be reduced. It affected our budget. When learners migrated we got a final allocation in March which differed from the indicative budget letter that we used to draw up the school budget.

The focus group participants of Wakho Primary School were silent on this issue.

Fligstein (2001) indicates that entrepreneurs who make the right kinds of investments in plants reflect entrepreneurs who are making the right choices. Similarly school's investments in education which is in the form of offering quality education to the learners attract more learners onto their roll. This translated into more financial injections to the school's account. If learners left the school, the cash injection in the form of funds allocated by the Department of Education was reduced as it was determined by the number of learners that the school had enrolled, therefore the school's budget was crippled and it becomes very hard for it to operate. It became difficult for the school management to maintain its resources and to make the school to be attractive to new learners. This threatened the school's survival.

Maile (2004) indicates that when learners left rural schools to enrol in former Model C schools; there was a financial loss in rural schools. Williams and Echols (1993) in Msila (2008) indicate that the migration of learners from their home schools left their schools in a financially precarious position. Msila (2008) concurs and adds that traditionally black school became poorer while former Model C schools became richer due to **learners'** flocking because of migration. Musset (2012) indicated that inefficient schools lost learners and funds as consumers, who were parents, and learners chose other alternatives. Evidently, as Chauke (2014) points out rural **schools** ended up living on handouts because of shortages as a result of learner migration.

4.3.3 REDUCTION OF RESOURCE ACQUISITION

The participants expressed the view that learner migration led to the reduction of resources that the school acquired from the Department of Education in a given financial year.

At Somhashi Secondary School, Mr Bika the principal said:

Like finances, we struggled to get enough resources, because the number of teachers was reduced also ..., food, cooks, teaching aids, books, and stationery are all reduced which made this school unmanageable.

Mr Nduna, the SGB chairperson of Somhashi Secondary School stated:

The migration of learners affected everything because we fail to get electricity, water and teaching aids. If the enrolment decreased, the ability to afford these resources was also reduced. The quantity of resources becomes insufficient.

The entire focus group participants were silent on mentioning that school resources were reduced because of learner migration, but they emphasised that it also reduced the number of educators. Mr Mngadi said

The number of educators has been reduced substantially at this school when compared to the number of educators this school once had. I can say that was the major impact of learner migration at this school.

At Wakho Primary School, Mr Mathaba the principal said:

It happens that this year we have 300 learners, and the following year we enrol 200. When we order this year for next year we order for three hundred learners. Yet we end up getting an oversupply of resources.

It would seem that according to the participants, learner migration caused a discrepancy in the allocation of funds for schools depending on their status as either full section 21 or partial section 21. A section 21 school receives an allocation to spend on teaching materials and maintenance. A partial section 21 school only receives 40% of the allocation for maintenance. 60% of the allocation is withheld by the Department of Education and the school has to apply to the Department for teaching materials. In terms of Goetz (2008) nutrition provides the raw materials for organs such as trace elements and vitamins which are necessary for life. The availability of learners in a school provides a school with the ability to acquire essential resources such as finances, teachers and books that are necessary for school's life.

If learners migrate, the school's ability to procure these essential resources was compromised and its chances of survival were challenged. It would be important for a school to recruit more learners so that it could regain its ability to procure needed resources.

According to Msila (2008) if learners migrate, from the historically black schools these schools were left under resourced and a number of administrative problems arise. Lekota (2008) in Lombard (2009) indicates that the provision and availability of resources such as textbooks was a problem in historically black schools due to learner migration. According to Gray (2012) learner migration drained the school resources. This was also supported by Van der Merwe (2011) who posits that learner migration led to the withdrawal of social capital from rural schools.

4.3.4 THE REDUCTION OF SUBJECT STREAMS IN SECONDARY SCHOOLS

The participants suggested that the other impact of learner migration was the decrease of subject streams in secondary school. At Somhashi Secondary School, the participants indicated that due to learner migration, they were forced to do away with the commerce and the general streams and remained with a science stream only. Mr Bika the principal stated:

If very few learners are left at the school as the result of learner migration, subject streams are affected at this school because the Department policy stipulates that 35 to 40 learners make a stream. We ended up with a science stream only and have done away with other streams. This means that the school cannot produce certain types of professionals such as CA's.

The SGB chairperson was silent on this issue.

Four focus group participants concurred with the principal that learner migration caused their school to remain with the science stream only. Miss Ngiba stated:

Due to the shortage of learners who were enrolled at this school, only science subject's stream is offered. The other subject's streams like commerce and general streams had been dropped.

According to the participants in the Secondary School, the learner migration led to the decrease of subject streams. Goetz (2008) states that the body's response to internal needs and external forces lies within and must adhere to the four part harmony which is created by the supply of nutrients, that enables the body to heal, manage stress, provide immunity and that provide the body with energy needs accordingly. Similarly, the school depends on the sufficient number of learners as its nutrients to enable it to form a science subject stream, a general subject stream, a travel and tourism subject stream and a commerce subject stream. If the learners migrate from the secondary school, its ability to create different subject streams was compromised and the school was forced to offer limited number of subject streams. It is important for a school to attract more learners in order to offer the different subject streams so that it can produce different types of professionals to serve the community.

Ngubane (2001) in Chauke (2014) indicates that the issue of limited subjects in rural traditionally black schools was a major concern for most black parents. Ajayi (2012) indicates that subject streams which were offered by the secondary school play a pivotal role in school choice by the applicants. In my view, when drawing from these, the subject streams in a secondary school played an important role in the selection of schools by parents or learners.

4.3.5 THE FORMATION OF MULTI-GRADE CLASSES IN PRIMARY SCHOOLS

The participants made inputs which suggested that the other impact of learner migration was the formation of multi-grade classes in the primary schools. At Wakho Primary, the participants expressed that the migration of learners led to the formation of the multi-grade classes. Mr Mathaba of Wakho Primary School stated:

It was difficult to deal with some of the problems which were caused by learner migration. If some classes were left without teachers due to PPN, I combined the different classes in one class and let one teacher teach them, which is known as multi-grade classes. It is difficult to teach in such a class.

The SGB chairperson of Wakho Primary School was silent on this issue.

Half focus group participants concurred with their principal in that learner migration led to the formation of multi-grade classes in their school. Mrs Nsor of Wakho Primary School stated:

In this school we were forced to teach the multi-grade classes due to PPN decreases. This man, who is our principal, simply told us to combine two classes in one classroom and to teach it. It was very challenging to teach such classes.

It would seem that according to the participants, learner migration caused a primary school to form multi-grade classrooms. Fligstein (2001) suggests that if the organisation is facing strong competition, the manager must study the nature of the challenge and strategically create organisational structures and procedures that will help to mitigate the effects of these factors. Similarly in schools, if the principals notice that the enrolment has dropped due to learner migration, such that mono-grades classes were impossible, he would introduce multigrade classes to mitigate the challenge of the shortage of the teachers. The multigrade classes assisted the schools to continue with its existence by providing quality education with limited educators while it tried to regroup itself back to its original establishment. It was therefore important for the school to market itself in its environment so that its establishment was not shaken by the migration of learners.

According to Tzanoglos, Anastasiou and Mazarikos (2005) multigrade classes provide isolated communities in remote and disadvantaged areas with pedagogy and community service of good standards. Wing (2013) agrees saying that it was an important and appropriate way to help communities to provide good quality education and served students better. Brown (2010) highlights that multi-grade classes were established for the reasons which were motivated by the declining of population density resulting from rural- urban migration or insufficient numbers of students in certain grades. Cifti and Baykan (2013) indicate that multigrade classes were opened in areas which had few settlements to cover the requirements of citizens. According to Du Plessis (2014) multigrade education as a practice was not a choice but it is a necessity to provide education to learners in remote areas.

4.4 MEDIATION OF THE IMPACT OF LEARNER MIGRATION ON RURAL SCHOOLS

The experiences of the participants about the mediation of the impact of learner migration are presented in the following themes that emerged from the data: parents' meetings; involvement of stakeholders in different ways; recruitment of learners; fundraising; and promotion of extracurricular activities.

4.4.1 THE PARENTS' MEETINGS

The participants presented views which suggested that all SGB's and teachers of participating schools used parents' meeting to deal with the impact of learner migration in their schools. At Somhashi the principal said:

It was important to involve parents when there was a problem. Where possible I invited parents to a parents' meeting and asked them, why they were taking their children away from this school, I treated their responses seriously.

The SGB chairperson stated:

What we did if learners were leaving in numbers, we invited parents to a parents' meetings. We sensitised them about the negative things that took place at school as a results of learner migration, so that they would be touched and begin to discourage this massive learner transfer.

According to **four of** Somhashi Secondary focus group participants the invitation to parents' meetings was one of the tactics that they used to mitigate the migration of learners. However, the participants expressed concerns that the parents' turnout to meetings was often not good. Miss Ngobese said:

I have mentioned previously that even if the parents had been called into the school to deliberate on issues that affected our school, so that we could motivate them to motivate their children, they did not turn up in numbers as expected.

At Wakho Primary School the principal said:

We, as the governing body, set up meetings where we talked about the problems that were caused by the massive transfer of learners from our school.

The SGB chairperson stated:

We made an effort to help the teachers by appealing to parents to bring the learners back and to stop the existing learners from leaving school so that teaching and learning would not be further disturbed.

Four participants in the focus group corroborated both with their principal and their SGB chairperson in that one of their strategies to deal with the impact of learner migration was to talk to the parents at meetings. Mrs Mzi said:

As a way forward for us we called upon the parent to assist us in the parent's meetings that they appealed to the community to bring back the learners so that the school did not die.

It would seem that according to the participants, both schools used parents' meetings to deal with the impact of learner migration. Fligstein (2001) indicates that organisations which are facing difficulty, must involve stakeholders to work with them in order to overcome the opposition so that their organisation survives. Parents were an essential stakeholder in the school therefore they ought to be involved in mitigating the impact of learner migration in the school. If the school was suffering from learner migration, it was then important to invite the parents to a meeting and to address them about the problem so that they can come up with solutions that could assist the school to overcome its difficulties.

Maile (2004), Msila (2008), and Lombard (2009) are in agreement in that parents were not forced to transfer their learners to former Model C schools, but they wanted quality education, thus they might alter their school choices and bring back learners if conditions were improved in black rural school. Van der Merwe (2011) implied that parents were important determinants in learners' development and academic achievement are therefore pivotal to the decisions of choosing a school for the

learners hence speaking to them was important. Involvement of parents could be of benefit to the schools in various ways such as rebuilding the depleted school's facilities and improved its finances (Tyler et al., 2006). To develop a positive attitude towards traditional public schools, Gray (2012) points out that parents, taxpayers, policy makers, and students need to know the negative impact of policy on traditional public schools.

4.4.2 THE INVOLVEMENT OF THE DIFFERENT STAKEHOLDERS IN DIFFERENT WAYS

The participants' comments in both schools suggested that they involved different stakeholders to mitigate the impact of learner migration. At Somhashi Secondary School, the principal said:

The Induna, Mr Msesi, had promoted this school extensively. He organised meetings with his subjects where he always talked positively about Somhashi School. He told the parents that they were not supposed to remove their children from this school because it would cause the death of the school.

The SGB chairperson refuted what was said by the principal by stating:

Up until now the stakeholders, like the Induna and others, had never responded positively to our calls to assist in this school. They did nothing. We received help from Moses Kotane Institute only.

Three focus group participants of Somhashi Secondary School refuted what was said by their principal and concurred with their SGB chairperson in that no stakeholders ever assisted them in this school except Moses Kotane institute. Mrs Biyela stated:

Community members passed negative remarks when they went past this school. One said that this school was dead. She said that she blamed herself for enrolling her children in this school.

Miss Ngobese said:

Most of the Department officials are useless. They come to inspect us only. They never bring solutions. They came in numbers and inspected the school; thereafter they went and published negative comments about our school on the internet. It was painful.

At Wakho Primary School, the principal stated:

We went up to Inkosi to the tribal authority there, together with Mr Bika of Somhashi to try and address these problems that we have here because normally we shared similar problems.

The SGB chairperson refuted what had been said by her principal, she said:

In my view, there was nothing that was done by stakeholders such as the Induna, the Inkosi, and councillors ... The Induna for instance never came close to the school even when he heard that the school had been broken into by thugs from his own area.

Four focus group participants concurred with their principal in that they involved stakeholders to mediate the impact of learner migration in their school. Mrs Sandusky said:

Our principal involved the stakeholders like the Induna and the local politicians to persuade these parents to support the school, to bring back learners.

Clearly according to the participants, in both schools, stakeholders were involved in different ways to mitigate the impact of learner migration. Fligstein (2001) illuminates that organisations could aid their survival by co-opting important actors in their environment and had to utilise government's structures to intervene on their behalf for the good of the society. Similarly, if the school is facing challenges which are brought up by learner migration, it ought to invite the stakeholders like local headmen (Induna), councillors and others to come and assist in persuading parents to support their school by bringing back learners into the school.

Bisschoff and Koebe (2005) highlights that SGB's and school management could involve other community services in matters that were beyond their control, for instance they might involve social workers, health services, home affairs, NGO's, councillors etc. According to Musset (2012) different political groups argued in favour or against school choice, there were needs to step away from ideological debate and provide solid evidence on the impact it has on performance so that public schools could benefit from school choice as well.

4.4.3 RECRUITMENT OF LEARNERS

The participants made comments which suggested that they dealt with the impact of learner migration by recruiting learners into their schools. At Somhashi Secondary School, the principal said:

Firstly, the best way for us was to recruit learners otherwise we as the educators would be out of jobs. We made sure that we recruited learners so that we got enough learners before the year ended.

The SGB chairperson corroborated with his principal by stating:

We tried to attract some parents and learners into this school by recruiting through a door-to-door campaign. We did this to save the school from closing down because we love this school.

Two focus group participants alluded to the fact that there was recruitment which was done at their school. However, this was done only to protect teachers' posts. When admitting learners, rules were not followed and this led to the further downfall of the school. Mr Mngadi stated:

Actually we were desperate: we were hungry for learners in this school because we wanted to protect our posts, we were scared of PPN, and we just took any learner that came in our recruitment periods.

At Wakho Primary School, the principal stated:

We actually had some campaigns of moving around the community reminding parents to register their children before the end of October.

The SGB chairperson of Wakho Primary School stated:

We are still working on ways of trying to attract learners back to our school by recruiting them because it worries us that our school, being so beautiful, runs short of learners.

Three participants in the focus group of Wakho Primary School corroborated with the principal and the chairperson of the SGB in that they mitigated the impact of learner migration by recruiting learners for their school. Mrs Sandusky said:

As a way forward we had to move to the areas where these learners lived and discovered that some were not going to school at all because they were running short of clothes and shoes. We persuaded them to enrol at our school and supplied them with their needs.

According to the participants, both schools engaged in recruitment activities to mediate the impact of learner migration. Nelson and Winter (1982) in Fligstein (2001) posit that firms were constantly being confronted by unstable market conditions, therefore in response they attempted to find ways of reproducing themselves over time by creating competencies that embedded organisational procedures. Similarly, schools that were confronted by challenges which were created by the migration of learners, engage in recruitment drives in order to attract more learners onto their roll so that there will be stability in the school existence. It was therefore important for a school to have ways and methods of curbing the level of the migration of learners because if nothing was done about it, the school may be closed.

Bisschoff and Koebe (2005) posit that schools should market themselves by sending brochures, prospectus, fliers and posters to the community before the schools close at the end of the year. They further suggest that the school could invite parents with their friends and neighbours on prize giving days for outstanding achievements of learners. They state that learners could perform cultural items to entertain the audience.

According to the researchers this could be a way of recruiting new learners because parents would be guided by this to make rational school choices.

4.4.4 FUNDRAISING

The participants expressed views which suggested that at the two research sites they engage in fundraising activities in order to mitigate the impact of learner migration. At Somhashi the principal said:

We did try to fundraise although it did not help us that much because the learners here were negative when it came to payments.

The SGB chairperson of Somhashi Secondary School was silent on this issue.

The participants in the focus group corroborated with their principal in that they tried to do fundraising although it didn't help them that much in mitigating the challenges which were brought up by learner migration. Miss Ngobese said:

We tried our best to raise funds for the school in order to address the financial challenges at school. When it came to the issues of finances we had a problem because the parents here did not want to contribute even a cent towards the school activities.

At Wakho Primary School the principal said:

In this school we did fundraising activities because we had a fundraising committee.

The SGB chairperson said:

One way to deal with this problem was to do fundraising activities. We did this for one week where we asked the community to stop selling at school and the school sold items to learners for itself.

Four focus group participants of Wakho Primary School corroborated with their principal and the SGB chairperson in that they did the fundraising to mitigate the challenges of learner migration in their school. Miss Zolo of Wakho said:

Our learners planted vegetables in the garden and they sold these vegetables to the community to fundraise for the school.

According to the participants, both schools engaged in fundraising activities to mitigate the financial challenges that were brought up by learner migration. This relates to the section of the theory by Fligstein (2001) which suggests that organisations produce efficient outcomes under uncertain conditions. Fligstein indicates that organisations in real life situations were ubiquitous and they took the place of markets. In markets, financial transactions take place. When the school was running short of funds due to learner migration, it engaged in market activities in order to generate income for the school. It was important for the school to have strategies of fundraising in its plans and implement them.

In terms of Maile (2004) education is based on providing services at a fixed cost therefore it requires enormous capital investments. Blem (1995) in Msila (2008) points out that in order to uplift their standards, organisations must apply marketing concepts, formulate and implement business strategies. Musset (2012) suggests that the introduction of market mechanisms in education brings remedy to the inefficiencies in schools. Doyle and Feldman, (2006); Julian, Lorie, Andrew, Tang and Koedel, (2006); Ozek (2011); and Grey (2012) concur and add that it encourages competitions between schools and causes underperforming schools to perform better.

4.4.5 PROMOTION OF EXTRA-CURRICULAR ACTIVITIES

The participants made comments which suggested that their schools promoted extra-curricular activities to mitigate the impact of learner migration. At Somhashi Secondary School the principal said:

We promoted sports and cultural activities because learners love these activities especially if they win in competitions. We, as teachers, made sure that these were successful.

The SGB chairperson of Somhashi Secondary School was silent on this issue.

The participants in the focus group concurred with the principal in that their school promoted extracurricular activities to mediate the impact of learner migration. Mrs Biyela stated:

We were trying our best to make this school function but the parents are letting us down. We exposed learners to different types of extra-curricular activities, but it was difficult because we sometimes failed to reach the prescribed numbers for group activities.

At Wakho Primary School, the principal said:

We have inculcated a love for different sports codes so that we can compete with the best schools in this circuit. This made learners who left us see that there was no difference between their new school and ours. We had introduced rugby and cricket in our school.

The Wakho Primary School SGB chairperson said:

It was very important to involve children in sports and cultural activities because I have noticed that children love to participate in these activities. I stressed to the principal that he should ensure that learners participated in these activities in the hope of winning them back.

Three participants in the focus group concurred with their principal and the chairperson of the SGB in that their school involved learners in extra-curricular activities to deal with the impact of learner migration. Mrs Nsor of Wakho Primary School stated:

We used sports to keep the present learners in this school. Learners loved sports and other activities.

According to the participants, both schools promoted sports as way of mitigating the impact of learner migration. In terms of the theory by Fligstein (2001) organisations must be flexible and they need to make constant adjustments to environmental conditions. There must be a link between the environment, organisation, its internal structuring and its ability to alter its course of action in the face of failing to meet organisational goals.

If the school was vigorously incorporating extracurricular activities in its programmes, it made appropriate adjustments and exercised some level of flexibility within its environment. It was important for the school to make adjustments so that the school community could give support to the efforts of marketing the school through extra-curricular activities.

According to Bisschoff and Koebe (2005) the black learners were attracted to former sub-urban schools because these schools had sports facilities and offered different sports codes such as soccer, basketball, tennis, and swimming. According to Msila (2008) learners from rural areas move in numbers to former Model C schools because they wanted to access different sports activities which were offered in these schools.

5. CHAPTER SUMMARY

In this chapter, I presented the data which was generated from the semi-structured interviews. I generated themes after subjecting the data to content analysis. Under each theme a discussion of the data was presented using relevant theoretical framework and the related literature. In the next chapter, I present the main conclusions of this study and make certain pertinent recommendations.

CHAPTER 5

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter dealt with the presentation, analysis and discussion of the data. In this chapter I present the summary of the study, the main conclusions and recommendations which emerged in terms of the following critical questions formulated in chapter one:

- Why is there learner migration from rural schools?
- What is the impact of learner migration on school organisation in rural schools?
- How do school stakeholders mediate the impact of learner migration on school organisation in rural schools?

5.2 SUMMARY OF THE STUDY

The first chapter outlined the background of the study. Over the past few years, there has been movement of people from rural areas to settle in urban areas. This has resulted in the migration of children from rural schools to urban schools, hence the purpose of my study. I further discussed problems that were faced by rural schools as a result of learner migration. I also discussed the rationale and motivation of the study which came from my observation as a principal. I noticed that with learner migration the educator post provisioning norms were reduced and teachers were redeployed to other schools, thus leaving the rural schools with fewer teachers to cover all the subjects offered in the curriculum. This compromised the quality of education in the rural schools.

I then discussed the significance of the study. The motivation for the study emanates from the literature where I discovered that research has been conducted on learner migration nationally and internationally. The gap is that it focused on the reasons for learner migration only. In this study I further investigate the impact of learner migration on school organisation. Towards the latter part of the chapter, I presented the aims and the objectives of this study.

Thereafter, I stated the three critical questions for the study. I further presented definitions for key terms used in this study which are: learner migration, school organisation, leadership, management, leadership and management. I also presented a brief outline of literature reviewed which is later presented in chapter two. This is followed by a brief outline of the research design and methodology which is presented in chapter three. I also discussed the delimitation of the study.

In chapter two, I reviewed literature. The literature review commenced with theoretical frameworks employed in this study. These are equilibrium theory and organizational theory. Equilibrium theory emphasizes that there must be harmony in all living things which is the result of nutrition and physiology. Organizational theory highlights what happens outside the organisation and its effect on what is going on inside the organisation. I further explained how the two theories link and relate to this study. These theories are then followed by national and international studies related to the topic of this study. Some of the key debates from the literature include the influence of political changes to reasons for learner migration and the depletion of school facilities as a result of learner migration. I also presented the gaps that exist in literature.

Chapter three outlined the methodology used in this study. The study is a qualitative study which is underpinned by the interpretive paradigm. I used the case study methodology. The case is two rural schools and it is a case of learner migration. The data was generated through semi-structured interviews and focus group. I gained access to the research sites by sending letters to the school gate keepers and getting permission letters from them. I conducted face-to-face semi-structured interviews with two Principals and two SGB Chairpersons, and focus group interviews with six teachers in each school of the two schools. I furnished information on how piloting the research instruments assisted me to refine them. I then gave some information about the research sites and participants that were involved in this study. I described how the data was analyzed using content analysis. I presented all ethical issues and trustworthiness issues that were observed in this study. Lastly, I presented the limitations of the study.

In chapter four, I presented, and discussed key findings. The findings were presented using themes that emerged from the data. In terms of critical question one, some key findings indicate that the relocation of parents causes learner migration from rural schools.

When families around the school relocated to other areas they moved their children too. The findings further suggest that poor school management also lead to learner migration from rural schools. Furthermore, the findings also indicated that poor quality education is the other cause of learner migration from rural schools. It was also discovered that lack of resources and infrastructure also leads to learner migration. It was also pointed out that some learners move to former Model C schools because they want to learn the English Home Language.

In terms of critical question two, the findings revealed the impact of learner migration on school organisation. One of the impacts is that learner migration causes the disruption of teaching and learning in classes. The findings further indicate that learner migration leads to the crippling of school budgets. Furthermore, the findings indicate that learner migration leads to a reduction in the acquisition of resources. It was also discovered that learner migration leads to the formation of multi-grade classes in primary schools. It was also discovered that learner migration leads to the reduction of subject streams in secondary schools.

In terms of critical question three, the ways of mitigating the impact of learner migration in rural schools was discussed. The findings indicated that schools hold staff meetings to discuss strategies to counter the impact of learner migration. The findings further indicated that schools involve stakeholders such as the local headman, traditional chief, and councillors in different ways. Furthermore, the findings indicated that schools engaged in recruitment campaigns to mitigate the impact of learner migration. It was also discovered that schools engage in fundraising activities in order to mitigate the financial challenges which are the result of learner migration. It was also discovered that schools promote extracurricular activities in order to attract more learners in order to mediate the impact of learner migration.

5.3 CONCLUSIONS

After a careful consideration of the findings of this study, certain conclusions based on the findings within the context of key research questions emerged.

From the findings of this study, I conclude that rural schools are facing enormous challenges linked to learner migration. Some of the challenges that rural schools are facing cannot be solved by the schools themselves.

They need the attention of the Government and private sector. Challenges such as lack of jobs and service delivery, have been identified as causes of learner migration. I further conclude that the gap between urban schools and rural schools is widening because resource allocation is dependent on the availability of learners at a school. If learners leave rural schools for urban schools, it means urban schools will continue to be better resourced than rural schools because they receive more funds.

Furthermore, I can also conclude that learner migration has a negative impact on school organisation. If nothing is urgently done by rural schools to increase their enrolments, the intensity of the negative impact could ruin the chances of the school's survival within their environments. This may lead to the closure of schools. Rural schools could change the existing negative image in people's minds by improving their learner performances in national assessments such as National Senior Certificate examinations and ANA results in order to attract more learners into their schools.

I further conclude that all activities that the rural schools are engaged in, focus on doing damage control, in mitigating learner migration. This in my view is a short term solution. It does not provide long term solutions which these schools need. Rural schools should be focusing on turning themselves into effective learning organizations by establishing strong professional learning communities (PLC) within themselves. This could assist them to reflect on their practices with an aim of improving them.

5.4. RECOMMENDATIONS

The following recommendations have implications for all education stakeholders.

RECOMMENDATION ONE

The SMT's need to acknowledge and reward excellence in staff performances, this may assist in improving staff dedication and hence the quality of education that is offered in rural schools. Principals and SMT members of rural schools must upgrade their qualifications.

This will enable them to acquire effective leadership and management skills which they could apply in their schools to upgrade their general school management which is currently viewed as being poor. The SMT's in rural schools must ensure that the teachers in these schools are capacitated to teach effectively and efficiently.

RECOMMENDATION TWO

Educators who are English Home Language speakers must be recruited to teach English Home Language in rural schools. The provision of a rural allowance to educators can be an incentive and can help retain them. This may assure parents that their children have a bright future after completing school because most of the parents believe that English boosts the chances of getting employment.

RECOMMENDATION THREE

Rural schools must utilize various fundraising strategies in order to procure necessary school resources essential for teaching and learning. These schools must network to find out how fundraising is done. They must search for available corporate managers, recruit and co-opt them into their SGB's so that they can assist in steering successful fundraisings events.

RECOMMENDATION FOUR

Neighbouring schools must share their resources in order to assist one another. They must negotiate during the planning stage that one school must procure resources which are different from another school so that they end up having different resources which they can use interchangeably. The Department of Education must review the PPN because the current policy is not helping rural schools.

5.5 RECOMMENDATION FOR FUTURE STUDIES

This study did not cover the views of the parents who send their children to former Model C schools. It did not cover the views of the learners about moving from rural schools to urban schools. It would be enlightening if the future studies could be conducted on parents and learners about their views on leaving rural schools. It would be beneficial if future studies can be conducted on the views of the community leaders about this phenomenon of learner migration. Future studies could be conducted on the views of the Department of Education about the phenomenon of learner migration.

5.6 SUMMARY

This chapter outlined the summary of the whole study. It further presented the conclusions which were drawn from the findings of this study. I further gave the recommendations which emerged in terms of the critical questions of this study.

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94/3 Omega Street

Omega Park

Gingindlovu

3800

The Principal

————— Primary School

Dear Sir

Request for permission to conduct research at ————— Primary School in Gingindlovu Circuit.

I, Mr I.C. Simelane (student no 213570060), currently an educator requests permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master in Education at the University of KwaZulu-Natal. In order to successfully complete my studies I am required to compile a dissertation. My study will focus on learner migration. Learner migration as a phenomenon is taking place in South Africa. Learners migrate to affluent schools and I believe that your teachers and School Governing Body members have the potential and can provide valuable insight in extending the boundaries of our knowledge on this concept.

Please note that this is not an evaluation of performance of your teachers and governing body members and by no means is it a commission of inquiry. The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal.

I undertake to uphold the autonomy of all participants. They will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. Participants will be asked to complete a consent form. In the interest of the participants, feedback will be given to them during and at the end of the study.

You may contact my supervisor or myself should you have any queries or questions you would like answered. My contact number is 0829367511 or 0836944554.

Supervisor's details:

Dr Inba Naicker

Faculty of Education

School of Education and Development

University of KwaZulu-Natal

Cell no. 0823775253 Edgewood Tel. No 031-2603461

Yours faithfully

Mr I. C Simelane

Researcher's contact details:

Name: Ishmael C. Simelane

Address: P. O. Box 948

Gingindlovu

3800

Phone number 0829367511/0836944554

Student number: 213570060

University of KwaZulu-Natal

Edgewood Campus

I, (Please print your full name clearly) _____

Have read the letter requesting access to conduct the research at this school and understand all the issues in the letter. I hereby grant permission for the research project to be undertaken by the researcher.

Signature

Date

INFORMED CONERT BY PARTICIPANTS

Nkunzemalunda Primary School

Private Bag X 03

Sundumbili

4491

25 October 2013

Attention: The Principal ————— Primary School

REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS

I am Ishmael Chibelihle Simelane, a Masters student specialising in Education, Management and Leadership. I am studying through the University of KwaZulu-Natal. I therefore seek your permission to conduct an interview with you. The title of my study is:

Learner migration and its impact on school organisation: A case study of two rural schools in KwaZulu-Natal

The purpose of this study is to explore the impact of learner migration on school organisation. Through my survey of literature on learner migration, there is much evidence that much has been written on learner migration. However, not much has been researched or written on the impact of learner migration in rural school organisations. This study aims to fill the gap that exists in literature.

The study will use semi-structured interviews. Participants will be interviewed approximately for forty minutes and each interview will be voice-recorded. Responses will be treated with strict degree of confidentiality and pseudonyms will be used instead of actual names in the reporting of data. You will be contacted well in advance for interviews. Your participation will always remain voluntary which means that you may withdraw from the study for any reason, at any time if you so wish.

For further information on this research project, please feel free to contact me on 0829367511 or email at Nkunzemalunde @gmail.com: or my Supervisor Dr Inba Naicker at 031-2603461 or email at Naickeri1@ukzn.ac.za.

Your anticipated positive response in this regard is highly appreciated.

Yours sincerely

Mr I.C. Simelane

(student)

Declaration _____ (Full name of participant)
hereby confirm that I have been informed about the nature, purpose and procedures for my study:

Learner migration and its impact on school organisation: A case study of two rural schools in KwaZulu-Natal.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent to voluntarily take part in the study. I consent to interview being recorded.

I understand that I am at liberty to withdraw from the research project at any time, should I also desire.

Signature of Participant: _____ Date: _____

Signature of witness: _____ Date: _____

Thanking you in advance.

I.C. Simel

Interview schedule for Principals

Section 1 : Biographic details

Age :

Gender :

Educational qualifications :

Positions in education :

Maximum time for interviews:

Section 2 : **Importance of the person being interviewed**

directly : The school principal is very important because he deals

: with problems which face the schools. He/she ensures that the

that : school continues to function effectively despite challenges

: affect the school.

Section 3: **Reasons of learner migration from rural schools.**

3.1 There is evidence of learners who leave this school in numbers to other schools for

example former Model C schools. What do parents provide as reasons of transferring children from this school to other schools when asking for transfer letters? Explain in details.

3.2 Do you think that parents provide you with genuine reasons for asking the transfer

letters? Why do you think so? Explain in detail.

3.3 What do you think are the reasons for parents to move children to other schools beside those that they gave you? Elaborate please.

Section 4: **Impact of learner migration in rural schools**

4.1 How does learner migration impact on teaching and learning? Explain

4.2 What is the impact of learner migration on school management? Elaborate in detail

4.3 How does learner migration impact on resource acquisition in your school? Please explain.

Section 5: Dealing with the impact of learner migration in rural schools.

5.1 How does the school management deal with the effects of learner migration on curriculum planning in your school? Provide examples.

5.2 How does school management deal with the effects of learner migration on resource Allocation in your school? Give examples

5.3 What is being done by stakeholders to minimize the effects of learner migration from Your school? Elaborate

Section 6: General

Before we conclude, is there anything you would like to add on learner migration from Rural schools?

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CHAPTER ONE BACKGROUND AND ORIENTATION TO THIS STUDY 1.1 INTRODUCTION Rural schools are losing learners to

3former Model C schools and this places them in

danger of becoming not viable. This is a dangerous status for the school to be in. It can lead to the shut-down of the school which is commonly known as the consolidation of non viable schools (Department of Education KwaZulu-Natal, 2011). In terms of South African Schools Act of 1996, resource allocation depends on a learner enrolment. "This means that more resources are to be allocated to previously disadvantaged schools, despite this intention, more children are moving to former Model C and private schools" (Maile, 2004, p. 94). Rural schools are backwards in terms of infrastructure and resources when compared to their counterparts who are former Model C schools. This makes them to offer poor quality education. According to Van der Merwe (2011) the determining factor for school choice is quality education. Quality of education includes amongst other things school location, discipline and size of the school (Van der Merwe, 2011). To offer quality education, the school need to have sufficient resources such as human resources (teachers and support staff) and material resources (equipments, books and stationery) and financial resource (Department of Education, 2000). Black learners migrate to seek quality education which is offered in the former Model C schools (Nkomo, McKinney & Chiholm, 2004; Kadl, 2011; Lombard, 2009; Van der Merwe, 2011; and Maile, 2004). Former Model C schools have become magnets that attract large number of learners from rural and township schools (Maile, 2004). Learner migration causes a number of problems because in the eyes of the public, rural schools and township

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Dr Saths Govender

25 NOVEMBER 2014

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

LEARNER MIGRATION AND ITS IMPACT ON RURAL SCHOOLS: A CASE STUDY OF TWO RURAL SCHOOLS IN KWAZULU-NATAL, by I.C. Simelane, student no. 213570060.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



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