Exploring South African Primary School Teachers' Experiences on the Implementation of the School Administration and Management System

Thesis submitted in fulfilment of the requirements for the Degree of

MASTERS IN EDUCATION AND CURRICULUM STUDIES

UNIVERSITY OF KWAZULU-NATAL

School of Education: Curriculum Studies

BY

DAPHNE PILLAY

216074163

SUPERVISOR: DR MLAMULI NKOSINGPHILE HLATSHWAYO

MARCH 2020

DECLARATION

I, **Daphne Pillay** declare that:

a. The research reported in this thesis, except where otherwise indicated, is my original work.
b. This thesis has not been submitted for any degree or examination at any other university.
c. This thesis does not contain other persons' data, pictures, graphs or other information unless specifically acknowledged as being sourced from other persons.
d. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
    i. their words have been re-written but the general information attributed to them has been referenced;
    ii. Where their exact words have been used, their writing has been placed inside quotation marks and referenced.
e. Where I have reproduced a publication of which I am author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
f. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the reference section.

Signature: _____

Date: _____

As the student's supervisor, I, **Dr. Mlamuli N. Hlatshwayo**, hereby approve the submission of the thesis for examination.

Signature: _____

Date: _____

ACKNOWLEDGEMENT

I am sincerely grateful to God almighty for giving me the strength, wisdom and guidance to allow me to complete this thesis. Without him I would not be where I am today. “I can do all things through Christ who strengthens me” Philippians 4:13.

I express my deepest gratitude to my supervisor, Dr Mlamuli Hlashwayo, for his assistance, motivation, support and wisdom through this educational journey. I really appreciate your guidance and clarification whenever I needed it. I really learnt a lot from you.

I must also acknowledge my family who have been by my side through this journey. Firstly, my husband, Thamoderan Pillay for his continued support from the time we met, through the good and bad times. Secondly, my parents, Saroj and Krish Naidoo for their support and motivation. Most importantly my children, Nikita and Dana Pillay for their patience.

I must also acknowledge my deputy principal, Mr. BP Mudaly for the constant support, motivation and encouragement through it all. I finally completed it. God bless you abundantly.

DEDICATION

"For I know the plans I have for you', declares the LORD, 'plans to prosper you and not to harm you, plans to give you hope and a future". Jeremiah 29:11

ABSTRACT

This study is an interpretive case study research of eight public primary school teachers who reflect on their experiences on the implementation of the South African School Administration and Management System (SA SAMS) at a public school in Kwa Zulu Natal, South Africa. The teachers' experiences of the uses of the SA SAMS were conceptualised and broken into four emergent themes namely: training, time, resources and technical issues. Semi-structured interviews were used to generate data. The eight teachers, who were deemed to be rich data sources, were selected through non-probability sampling.

The following research question framed the study: What are South African primary school teachers' experiences of the implementation of the School Administration and Management System? Why do South African primary school teachers' Experience the Implementation of the School Administration and Management System in the way that they do?

Phenomenology was adopted as the theoretical framework for the study. The phenomenological concepts (lifeworld of teachers, intentionality, noema-noesis, bracketing) are vital for teachers to understand their experiences on the implementation of SA SAMS. The literature review highlighted the uses of Information Communications Technology (ICT) in developed and developing countries.

The study revealed that teachers experienced stress, frustration and annoyance while implementing SA SAMS which was due to lack of training, lack of time, inadequate resources and technical issues.

This study recommends that teachers implementing SA SAMS be given more technical support, undergo workshops for SA SAMS training, have better resources and time to complete the SA SAMS. The implementation of SA SAMS can be effective if teachers are given adequate support and training from the Department of Education.

Keywords

South African School Administration and Management System; Department of Education; Teachers; Experiences; Phenomenology; Information Communication Technology

LIST OF ACRONYMS

BE	-Basic Education
CAPS	- Curriculum Assessment Policy Statement
CRQ	-Critical Research Question
DoE	- Department of Education
HE	-Higher education
HEI	- Higher Education Intuition
ICT	- Information Communication Technology
IT	- Information Technology
LMS	- Learner Management System
NSFAS	- National Student Financial Aid Scheme
QR	- Qualitative Research
SA	- South Africa
SA SAMS	- South African School Administration and Management System
UNESCO	- United Nations Education Scientific Cultural Organisation
UKZN	- University of KwaZulu-Natal

LIST OF FIGURES

LIST OF TABLES

LIST OF ANNEXURES

TABLE OF CONTENTS

CHAPTER ONE

OVERVIEW, CONTEXT AND OBJECTIVES

1.1 INTRODUCTION

The South African School Administration and Management system (SA SAMS) was introduced in early 2000s. The system was used by province, districts and almost 90% of the schools in all provinces for their data administration, management and reporting to parents (Zenex Foundation, 2016). At school level, SA SAMS is the basic standard for all school data collection to improve and standardise data collection at schools (South Africa, 1996). SA SAMS is a customised computer application specifically designed to meet the management, administration and government requirements for South African schools (South Africa, 2006). SA SAMS contains information about learner data, parent data, class list information, fee information, school budget, curriculum, maps, timetabling and human resource modules (Patel, 2007). In this chapter, I present the focus of the study, the rationale, summary of literature reviewed, the research questions and objectives, research methods, data generation methods, data analysis, data production, limitations, sampling and ethical issues that were addressed.

1.2 TITLE

The title of this study is

- Exploring South African primary school teachers' experiences on the implementation of the School Administration and Management System

1.3 FOCUS AND PURPOSE OF THE STUDY

The purpose of this study was to explore South African public-school teachers' experiences on the implementation of the SA SAMS.

1.4 LOCATION OF THE STUDY

This study was conducted in one school where eight educators who have worked with the SA SAMS, were the participants. The targeted school was in South Africa in the District of Umlazi in KZN. The school is within the Durban Central Management Centre. It belongs to the Durban

Central Circuit. This school has been selected as it was convenient to the researchers, as the participants are from the same school and the teachers use the SA SAMS in their daily work.

1.5 RATIONALE OF THE STUDY

My interest in this study emanates from my personal experience. I have been working on the SA SAMS for the past 3 years and have observed that teachers experience many challenges working on the SA SAMS. I have witnessed that teachers are, as a result often stressed, frustrated and annoyed because they battle to complete the SA SAMS loading.

In my conversations with teachers, they have indicated their frustration with the SA SAMS. As a result, I was motivated to conduct this study to explore teachers' experiences in implementation of the SA SAMS.

1.6 LITERATURE REVIEW

The SA SAMS was developed by the Department of Education in early 2000 s (Zenex Foundation, 2016). At school level, SA SAMS is the basic standard for all school data collection to improve and standardise data collection at schools (South Africa, 1996). SA SAMS is a customised computer application specifically designed to meet the management, administration and government requirements for South African schools (South Africa, 2006). It contains information about learner data, parent data, class list, fee, school budget, curriculum, maps, timetabling and human resource modules (Patel, 2007).

The SA SAMS is meant to ensure that

> The South African School Administration and Management System (SA-SAMS), is designed for the South African Education Sector and is therefore aligned to educational policies in that it is released quarterly. This ensures standardised implementation across all provinces and aims to assist schools with their administration and reporting. Specific updates e.g. Curriculum updates are targeted for the first release of the year after verification by the relevant Subject Specialists (SA SAM,2020)

International studies suggest that Information Communication Technology (ICT) has been effective and efficient when applied to the classroom (Juma,2015). Juma (2015) argues that there are many uses of Information Communication Technology application for the administration at Universities as follows: Information Communication Technology can process large volumes of

records and data quickly, impeccably and meticulously; can generate reliable and consistent data; allows records and data to be searched and retrieved quickly; records can save space and are cost effective; technology saves human resources for data entry and servicing student admission and registration.

According to Mlambo et al. (2018) the world these days has become information and knowledge-based because of its elevated dependence on ICT and the demands for innovation and the production of a modern citizenry for the new economy. In order to achieve the new knowledge economy requires technology-orientated teachers who are capable of applying their ICT skills in the teaching and learning process. Thus in this study, I locate SA SAMS within the broader emerging literature on the uses of Information Communication Technology in the classroom and its pedagogical contribution in the school.

1.7 OBJECTIVE OF THE STUDY

The objectives guiding the study were as follows:

- To explore South African primary school Teachers' Experiences on the implementation of the School Administration and Management System
- To understand why South African primary school Teachers' Experience, the implementation of the School Administration and Management System in the way that they do

1.8 RESEARCH QUESTION

The research questions that framed the study were:

- What are South African Primary School Teachers' Experiences on the implementation School Administration and Management System?
- Why do South African primary school teachers' Experience the implementation of the school Administration and Management System in the way that they do?

1.9. RESEARCH DESIGN AND METHODOLOGY

1.9.1 Research paradigm

This study adopted an interpretive paradigm. Interpretive research seeks to understand values, beliefs and meanings of social phenomena and thereby extracts an understanding of human social activities and experiences (Hussain, 2015). This paradigm was suitable for this study because the researcher aimed to explores South African primary school teachers' experiences on the implementation of the SA SAMS. The interpretive paradigm yields insight and understandings of behaviour, and explained actions from the participant's perspective, without the researcher dominating the participants, this was the right paradigm because the researcher was able to explore South African teachers 'experiences on the implementation of the SA SAMS and why they experience SA SAMS in the way that they do.

1.9.2 Research approach/style

This study was conducted within a case study. Crewell (2013) notes that a case study research style is used as it is directed at understanding the uniqueness and peculiarity of a particular case in all its complexity. Starman (2013) defines a case as a specific bounded system where it is possible to identify that some features are within the case whilst others are outside but are significant as context. An interpretitivist case study was relevant as it enabled the researcher to obtain rich and open ended answers in understanding South African primary school teachers' experiences on the implementation of the SA SAMS.

1.9.3. Sampling

According to Omair (2014) notes that selecting a sample that is representative of the general population is an important part of quantitative research. The author defined a sample as a subset of the total population that is of interest for the study topic. Bertram and Christiansen (2014), note that sampling involve making decisions about people, setting events, and behaviours to include in the particular study. For this study, eight teachers who have experienced the implementation of SASAMS, were selected. The participants were chosen through convenience sampling because of their convenient accessibility and proximity to the researcher

> Convenience/purposive sampling: This is the most commonly used sampling method. The sample is chosen on the basis of the convenience of the investigator. Often the respondents are selected because they are at the right place at the right time. Convenience sampling is most commonly used in clinical research where patients who meet the inclusion criteria are recruited in the study. The advantages

> are that they are most commonly used, less expensive and there is no need for a list of all the population elements (Acharya et al., 2013, p332)

These eight teachers who have experienced the implementation of the SA SAMS, were selected by the researcher based on their convenience and accessibility to the researchers, by virtue of the researcher having worked in the selected school.

1.10 DATA GENERATION

Data collection techniques were developed as part of a study's total research design in order to systematize the collection of data and to ensure that all participants were asked the same questions in the same order (Saunders et al., 2003). Akmese (2016) noted that the most frequently used techniques in qualitative researchers are observation, interviews, document analyses and focus group discussions. For this study the researcher used semi-structured interviews. The participant responses where derived from questions in the semi-structured interviews.

1.10.1 SEMI-STRUCTURED INTERVIEWS

The study used semi-structured interviews as the data generation method. Leedy and Omrod (2010) note that "in a semi-structured interview, the researcher may follow the standard questions with one or more individually tailored questions to get clarification or probe a person's reasoning". Semi- structured interviews can be defined as a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking probing question. Interviews are meant to find out what research participants think, feel, perceive, their attitude, and to make sense of their reasons for thinking in a certain way. The researcher can probe the participants by asking more questions which are not rigid. This study utilizes semi-structured to probe and clarify questions where necessary. It enabled me to explore participants 'responses through probing teachers' experiences in the implementation of SA SAMS. Each interview was scheduled to last 30 to 60 minutes in a conducive place that suited the participants and was audio recorded with their consent. Please see appendix 5 for the semi-structured interview schedule.

1.11 DATA ANALYSIS

Creswell (2012) define qualitative data analysis as the classification and interpretation of linguistic material to make conclusions based on the given by the participants. This suggests that raw data cannot make sense on their own. Stuckey (2015) note that the first step in data analysis is transcribing and managing qualitative research data. Followed by coding or the process of organizing and sorting the data, which takes time and creativity. This suggests that after data generation, the researcher has to transcribe, read and make meaning of the raw data that has been generated. Thereafter the researcher has to code the data by sorting the data. I used data from the semi-structured interviews to categories participants' response into themes and made conclusions. Themes that arose from the data and theoretical framework were identified and liked to the literature in the following chapter.

1.12 ETHICAL ISSUES

Codes of ethics are formulated to regulate the relations of researchers to the people and fields they intend to study. Principles of research ethics ask that researchers avoid harming participants involved in the process by respecting and taking into account their needs and interests (Flick, 2014). Basic principles of ethic research include: respect for democracy (guaranteeing the participants freedom to give information), respect for the truth (ensuring the research process does not involve any deception), and respect for the participants ensuring that the study does not infringe on the dignity and privacy of the participants. In this study, I obtained permission from the University, Department of Education and the principal of the school where the study was to be conducted. I also requested ethical clearance to conduct the research before data was generated. Prospective participants were given letters of consent to sign containing details of the study, with the option of participating or/and withdrawing at any stage of the research. Participants' anonymity and confidentiality were guaranteed and the guiding principles were strictly adhering to.

1.13 TRUSTWORTHINESS

According to Denzin and Giardina (2016), trustworthiness is used in research to ensure that the research process is truthful, careful and rigorous enough to qualify to make the claims that they do. Guba and Lincoln (1994) state that there are four key aspects of trustworthiness that we need to

pay attention to: transferability, dependability, conformability and credibility (all these key concepts are extensively discussed in Chapter 3, section 3.1.).

Rennie (2014) notes that transferability refers to the extent to which a study's findings can be generalized or the extent to which we can make some form of broader on the basis of the research. In this study, transferability would depend on conducting the same study in a South African primary school that use SA SAMS as that used in this study.

Transferability refers to the potential for extrapolation. It relies on the reasoning that findings can be generalized or transferred to other settings or groups. (Elo et al., 2014). In this study, transferability is not possible as teachers' experiences on the implementation of SA SAMS in one particular schooling context may differ from other teachers' experiences in the next school.

Dependability refers to the stability of data over time and under different conditions (Elo etal.2014). It can be ensured by making clear and detailed descriptions of the steps that were followed in the study: this means to create as many steps as possible and to conduct research as if someone was following you. In this study, I made use of recorded semi-structured interviews as a tool to generate data.

Conformability refers to the objectivity, that is, the potential for congruence between two or more independent people about the data's accuracy, relevance, or meaning (Elo et al.,2014). To ensure conformability, I ensured that the research questions were relevant to answer the critical research questions. To ensure this, I took the data generated with the interpretation back to the participants so that they could verify the interpretations were correct and in line with their responses. I also quoted participants exact responses in the data presentation section, to show exactly what participants said in response to the questions.

According to Cowan (2017) credibility is the extent to which the study actually explores what it claims to explore and report what occurred in the field. In this study, the questions of credibility can be addressed by getting an experienced researcher to review and comment on the guidelines for the interview questions, to help establish that they were appropriate.

1.14 ANTICIPATED PROBLEMS/LIMITATIONS

The major limitation of this study, may be that it would not be a reflection of all the teachers who implement the SA SAMS in the country but may be limited to the selected participants. Another limitation, may be that if I do not generate data on time, I might not find teachers available to interview before the end of term. Teachers may not provide sufficient data, since some teachers may not have sufficient experience with the SA SAMS. However, I plan to overcome these challenges by being flexible with my time, so that teachers are able to conduct the interviews preferably afterschool or after the examinations, when they are free to be interviewed. I will ask probing questions to get adequate data for my study. I will also report every step taken in the research process.

1.15 CHAPTER OVERVIEW

1.15.1 Chapter one

The chapter provided the reader with the general overview of the study. This chapter outlined the title, focus, research objectives and research question of the study as well as the location of the study. This chapter highlighted the rationale of the study, outlined the researchers' personal reasons for conducting the study, discusses what literature says about the study phenomenon (teachers' experiences) and study focus (SA SAMS); and discussed the significance of the study.

1.15.2 Chapter two

The chapter provides the reader with the reviewed literature on specific areas related to the study namely: South African School Administration and Management System (SA SAMS), Information Communication Technology (ICT), ICT in developed countries and developing countries.

1.15.3 Chapter three

It provides details on the methodology adopted by this study in order to achieve the research objectives. The adopted research design approach was the interpretive paradigm. This chapter outlines the participants (eight teachers) and research method (case study, semi-structured interviews) as well as the sampling (convenience sampling), trustworthiness (credibility, transferability, dependability and conformability), ethical issues and the limitations of the study.

1.15.4. Chapter Four

The chapter presents a discussion of the theoretical framework employed in this study. It begins by discussing Phenomenology, then moves to discussing the history of Phenomenology. There-after, it discusses the concepts of phenomenology and focus on the key characteristics of phenomenology. I end with phenomenological studies Internationally and in African countries.

1.15.5 Chapter five

The chapter presents, analyses and discuss the findings from teachers' accounts generated in a case study approach. In this chapter the results of the data generated through data generation method (semi-structured interviews) are discussed. The semi-structured interviews were audio recorded, transcribed, coded and placed into themes. There were eight participants, who had worked with SA SAMS from one particular school in the Durban area, were used for data generation. Participants' direct quotations are included in the data presentation in order to support the research findings.

This chapter was one of two that presented the findings and discussions in the study. In this chapter, a thematic analysis is provided and focus is on allowing the data to speak for itself. The following chapter then moves to theorising the findings and attempts to abstract the findings in relation to the critical research questions of the study.

1.15.6 Chapter six

This chapter provides the data discussion and analysis of the findings. In the preceding chapter, I provided a thematic analysis of the different themes emanating from data on teachers' experiences on the implementation of the SA SAMS. In this chapter I provide the theoretical discussion on the lifeworld of teachers and their personal lived experiences with the SA SAMS, I then move to the intentionality of teachers which is a conscious act involving the SA SAMS. Then I move to discuss Noema-noesis which is the objective and subjective experiences teachers have with the SA SAMS. Thereafter I move on to discuss how the researcher purposefully sets aside any preconceived knowledge or beliefs to influence the study, then end with a conclusion.

1.16 CHAPTER SUMMARY

This chapter provided the reader with the general background of the study. It also outlined the title, the focus, research objectives and research questions of the study as well as the location of the study. Chapter one indicated the rationale of the study, outlined the researchers' personal reasons for conducting the study, what literature says about the study phenomenon (teachers' experiences) and study focus (SA SAMS). In addition, this chapter highlighted the research design and methodology of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to provide a broad overview of the role of information technology in Education in developed and developing countries. It locates the use of the SA SAMS in South Africa. This chapter begins by providing a conceptual definition and explanation of the SA SAMS. It then locates the SA SAMS in the broader field of ICT. The study discusses how ICT is being implemented in developed and developing countries. Then it ends by mapping the gaps in the field where this study sought to make a contribution.

2.2 The South African School Administration Management System (SA SAMS)

The South African School Administration Management System (SA SAMS) was developed by the Department of Education in the early 2000s (South Africa,1996). At school level, SA SAMS is the basic standard for all school data collection to improve and standardise data collection at schools (South Africa,1996). SA SAMS is a customised computer application specifically designed to meet the management, administration and government requirements of South African schools (South Africa, 2006). SA SAMS contains information about learner data, parent data, class lists, school fees, school budget, curriculum, maps, timetabling and human resource modules (Patel, 2007). According to the Department of Basic Education's SA SAMS website,

> Schools used separate applications on their day-to-day running, e.g. separate administration systems for learners, curriculum related data, finances, timetabling, the library, etc. and an enormous amount of manually prepared reports and lists. This resulted in a continuous, time-consuming, counter-productive cycle of duplication of data into two, or more, separate systems that were not speaking to one another. Incompatible systems, regular updates, expensive training, exaggerated licensing fees, as well as development and support costs, were frequently prevalent. Thus SA-SAMS was developed (SA SAMS,2020)

SA SAMS was designed to assist School Administrators to track the above-mentioned data , enable an easier school life and create a database for district, provincial and national departments (Murithi & Masinde, 2016). This information is also used for tracking curriculum, marks across different subjects and various other information. The annual school survey is submitted to the Department

of Education using this system (Murithi & Masinde, 2016). Murithi and Masinde (2016) note that the SA SAMS was meant to make simple the daily operational functioning of the school.

> SA SAMS was designed to enable school administrators to track operational data and make school life easier, while also creating a database of operational data for district, provincial and national use. The system's core modules allow schools to record basic information about learners, teachers and the school. It also has modules for tracking task-level learner marks across different subjects, a financial module which allows schools capture, track and submit fee receipts to their respective districts, a timetabling module for allocating teaching duties, a module to record and track Learning and Teaching Support Material (LTSM) as well as modules for transport and nutrition. The system also helps schools in compiling an annual school survey that is submitted to the DBE for important school statistics (Murithi & Masinde, 2016, p. 2)

At school level, SA SAMS is installed on a standalone computer, and is operated by the secretary of the school or a designated teacher (Murithi & Masinde, 2016). All data, such as learner admission, school fee payments, parent information and other relevant details, is captured by the secretary or the designated teacher. The teacher's role is to capture marks and absenteeism on the system (Murithi & Masinde, 2016). The architecture of the system can be graphically represented thus:

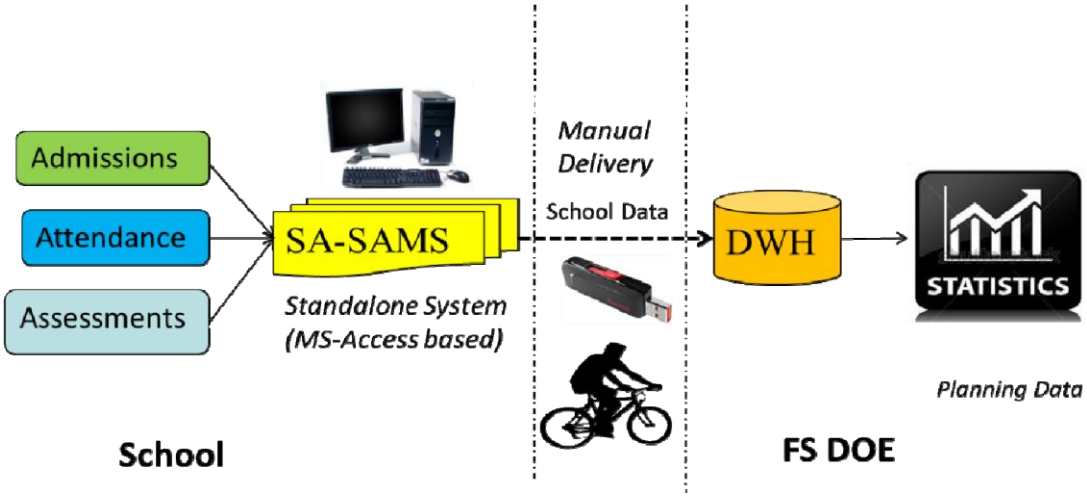

Table 2.1 The uses of the SA SAMS as adopted from Murithi and Masinde (2016, p. 2).

According to the Susan Dell Foundation (2015), many schools and some provinces were not using the SA SAMS. The study identifies lack of technical; support and training as causing the poor use of SA SAMS. The provincial Department of Education struggles to get resources such as funds and staff to support schools. Because of insufficient technicians / support staff, schools are

sometimes forced to endure lengthy delays, sometimes months, before the issues are addressed (Murithi & Masinde, 2016). These challenges are captured by Muriithi and Masinde (2016) who posit that;

> Because SA-SAMS is not linked to the systems at DoE, schools find it tedious and cumbersome to submit data to DoE. Schools extract requested data from SA-SAMS, copy it to CDs or flash disks and physically send it to DoE (see figure 2 above). On receiving data from the schools, the MOE embarks on another lengthy process of uploading the data to their data warehouse. This manual submission results in significant delays in releasing school statistics. For example, school statistics for the year 2013 were only released in March 2015[9]. Given the importance of timely data, these delays sometimes render these statistics meaningless, because both schools and the DoE cannot rely on it to timeously identify areas that need interventions (Murithi & Masinde, 2016, p. 4).

Furthermore, Murithi and Masinde (2016) found that there are many challenges that impact on the implementation of SA SAMS. Firstly, they identify that since the system is a standalone installation, access becomes limited to a few users, mainly the secretary or administration clerk who handles all data related tasks in the school. This leads to frustration on the part of teachers who have to capture marks and absenteeism on the computer by the end of the term (Murithi & Masinde, 2016). Many schools have too few computers and too many teachers waiting to capture their information (Murithi & Masinde, 2016). Secondly, since there is only one access point, teachers find it difficult to access the system to do the simple task of capturing assessment marks which leads to teaching time being wasted because they have to follow the various steps that are prescribed by the schools (Murithi & Masinde,2016). Murithi and Masinde (2016) identify the following as the steps that have to be followed: the administrative clerk giving the teacher a blank mark sheet; the teacher then has to manually record the marks on the blank mark sheet; these marks are then verified by a member in management; the marks are captured by the teacher on SA SAMS ; the marks are verified again by a member of management ; absenteeism of learners and remarks about the learner's results are captured onto the computer and after all the information is captured, the reports are printed by the administration clerk and distributed to the parents.

I now turn to exploring the literature on the use of technology in Education and how ICT is increasingly employed as a useful pedagogical tool in teaching and learning. In this study, I locate

the SA SAMS within the broader use of technology in Education meant to facilitate access to education.

2.3 Information and Communication Technology (ICT)

Information and Communication Technology (ICT) is a field that "includes technologies such as desktop and laptop computers, software, peripherals, and connections to the Internet that are intended to fulfil information processing and communications functions" (Statistics Canada, 2008). Another definition for ICT comes from the United Nations Educational, Scientific and Cultural Organization (UNESCO), which sees ICT as "the combination of informatics technology with other, related technologies, specifically communication technology" (UNESCO, 2002). Thus, ICT uses the newest technologies to process and communicate information.

ICT plays a vital role in the work place; banking, education, medicine, business and entertainment (Mikre, 2011). It has the ability to make changes in handling and exchanging information, in working conditions, learning approaches, teaching methods, scientific research, and accessing information (Mikre, 2011).

The use of ICT in school Management has increased exponentially due to its effectiveness and efficiency (Mikre, 2011). As a result of better technology school managers/principals do not spend large amounts of time in staff allocations, timetabling and resource allocations (Mikre, 2011).

Juma (2015) notes that there are many uses of ICT application for the administration in both basic and higher education. ICT can process large volumes of records and data quickly, impeccably and meticulously; generate reliable and consistent data; allows records and data to be searched and retrieved quickly; can save space and be cost effective; and saves human resources for data entry and servicing student admission and registration.

In more recent work on the role of ICT in education Qureshi and Abro (2016) observe that there are many problems encountered by employees when using administration systems such as costs (manpower and transportation), wastage of resources (time, space and paper), complexities (data storage, data sharing, data receipt, data accuracy, repetition and duplication. Albyyami & Ahmed (2015) highlight the following factors that may be a challenge when implementing ICT: lack of ICT policy and strategy; lack of proper infrastructure and access to ICT resources; lack of management roles; lack of teacher's roles; lack of school staff training; lack of technical support

and maintenance; and negative attitudes, beliefs and behaviour towards ICT tools. Thus, both Qureshi (2016) and Albugami and Ahmed (2015) show that although the use of ICT is useful in making our transactions more effective, it nonetheless has its own challenges.

I now turn to exploring the uses of ICT in education, shedding spotlight particularly on developing and developed countries, as well as illuminating some of its pedagogical challenges.

At a global context, ICT is being used more due to it being influential and accessible (Albugami & Ahmed, 2015). Both developed and developing countries realize the value of ICT for economic development (Albugami & Ahmed, 2015). Many countries have spent large amounts of money on ICT (Albugami & Ahmed, 2015). For example, Australia spends around AUD $8 Billion annually (Lane, 2012), and in USA the government spends more than US$10 billion annually in their development of technology in their public school (Brunk, 2008).

In a study conducted by Albugami and Ahmed (2015) in Saudi Arabia, although the government had spent massive amounts of money (more than UK £36 billion in 2015) the educational sector still lagged behind. The gap that was identified was between the availability of ICT technology and methods of implementation. This resulted in teachers having computers but lacking training or skills to make use of the ICT technology.

Albugami and Ahmed (2015) identify the greatest challenge that impacted the implementation of ICT in Saudi Schools was the school culture (view, attitudes and beliefs) towards ICT. Although all participants had positive views and attitudes towards ICT usage, the use of the internet was restricted due to moral and religious beliefs. Although in South African teachers are not restricted by school culture, they are nevertheless restricted by language as in other developing countries (Mdlongwa, 2012), English is not the mother tongue of most people and this can prevent both teachers and learners from effectively using ICT software or hardware. This is because English is the dominant language of the internet, with about 80 percent of online content is being in English (Mdlongwa, 2012).

Albugami and Ahmed (2015) found that the headmaster was regarded as the facilitator of ICT implementation at the school level, the teacher was responsible for the implementation in the classroom. The reluctance on the part of the teacher to use ICT due to lack of confidence in their skills resulted in the failure of the ICT in the schools (Albugami & Ahmed,2015). Further to this

the study found that although the government did provide training, teachers found that the training times were inconvenient as they were planned outside of working hours without any incentive which resulted in nonattendance (Albugami & Ahmed, 2015). This concern applies to South African case where teachers struggled to adapt to using ICT (Mdlongwa, 2012). Due to lack of confidence in their skills and there not being enough qualified teachers to teach ICT. Drawing on the Tanzanian context, Kihoza et al. (2016) caution us against what they refer to as the "fragmented ICT knowledge" when teachers and principals are not trained properly on the different technologies that are supposed to enhance the quality of education.

> The education systems in Tanzania, suffer from lack of relevant ready to use curriculum based e-contents. However, previous ICT initiatives carried out by the government and donor agencies put a foundation for ICT use in education, they could not manage to come up with a sustainable ICT use solution. Existing teacher training colleges and Universities that offer teacher professional training do not have a harmonized teacher professional ICT training programs, hence suffer from unrealistic and fragmented ICT knowledge transfer on teacher trainees. The findings of this study indicated a low level of ICT usage by the respondents irrespective to their education level. Tutors have to be equipped with sufficient ICT use skills and competencies in order to be on par with teacher trainees' prerequisites prior to their entry into the job market (Kihoza, Zlotnikova, Bada, & Khamisi, 2016, p. 121)

Lindberg et al (2017) found a challenge which refers to the teacher's digital competencies and the lack thereof. There were different level of competencies in ICT. Teachers have difficulty keeping pace with modern technology and the demands of teaching. This is similar in South Africa where teachers are often trained to use ICT but are often hesitant to use it in the classroom (see Mdlongwa, 2012). This suggests that teachers have different levels of competencies.

Qureshi and Abro (2016) found that administrators were using manual system more than electronic systems because most of the people who had resources available had little expertise and people who had skills lacked very important application expertise. Furthermore, it was found that people were not satisfied with the ICT infrastructure because they were not motivated or encouraged enough to use resources. This lack of motivation was due to lack of appreciation from their heads (Qureshi & Abro, 2016). The study also found that participants were facing many problems because they were using more manual systems. The same is also a concern from a South African perspective as teachers have to manually load their marks onto blank mark sheets (Murithi &

Masinde, 2016). These mark sheets are then verified by a member of management before they are loaded onto the computer (Murithi & Masinde, 2016).

Pavel et al. (2015) highlighted the challenges of ICT implementation in European education lack of knowledge in ICT and insufficient information, resistance to change, absence of comprehensive and coherent management and quality management approaches, lack of high-quality materials, difficulties in using ICTs and less communication and interaction between students and teachers. The above challenges re-emphasise the importance of training as teachers' knowledge would increase by getting sufficient information (Pavel et al., 2015).

Alamin et al. (2015) highlighted that the United States had lack of technical skills amongst staff. Further to this the United Stated recognised that the use of technology had not been adequately shaped as providing computers without sufficient training did not benefit the educational process. After receiving resources such as computers, teachers need training to use them. In South Africa, many teachers have access to computers and laptops but if teachers are not adequately trained to work on them, that renders the computers useless (Alamin et al.,2015). Albugami and Ahmed (2015) found that the use of resources, maintenance and technical support, was viewed as the main barrier that hindered ICT application in Saudi schools. All the participants in the study agreed that there was an absence of maintenance and technical assistance which impacted on the teacher's confidence owing to constant fear of technical breakdowns and failures (Albugami & Ahmed, 2015).

Lindberg et al. (2017) found that one of the challenges faced by Swedish teachers was the use of Learner Management Systems. The Learner Management Systems refers to the digital system that Swedish schools use for Administration and Management are resources where assignments are submitted, information and messages are left. The challenge highlighted is that they have computer but did not know how to use them. In South Africa resources like computers or laptops are very limited, creating a challenge to teachers when they have to wait for resources to be made available to them (Mdlongwa, 2012).

Qureshi & Abro (2016) found lack of ICT tools and application and lack of an advanced Management Information System in Pakistan schools. Management Information System is a system that includes software system, an entire set of business and resources used to pull together information systems.

Pavel et al. (2015) identified the following mistakes in introducing ICT in European education; installing learning technology without reviewing student needs and content availability, imposing technology systems from the top without involving faculty and students, using inappropriate content from other regions of the world without customising it appropriately. and producing low quality content that has poor instructional design and is not adapted to the technology use.

Alamin et al. (2015) noted that in the United States there was a need to support resources for teaching and learning in schools with improved internet access. The United States had a plan to re-emphasise the ICT infrastructure, but did not equip schools with internet connections, because they had already equipped schools with computers. The study also identified that China had inadequate ICT infrastructure and resources (Alamin et al. ,2015).

Lindberg et al. (2017) suggests that one of the challenges with the use of ICT in Sweden was time and subject, whereby the time allocated to subjects on the timetable restricted teachers from using ICT. This meant that although teachers saw the importance of ICT in their subjects, they did not have sufficient time to use it. Lindberg et al. (2017) argue that

> *The challenges that the teachers experience or imagine mainly appear to relate to aspects of time, curriculum and subject. For some teachers, the time that is allocated to a subject is too restricted to allow for the use or support of ICT.* Put differently, it is not time spent well enough. Time is also an issue for the teachers when it comes to designing and preparing lessons with the support of ICT. It often takes a lot of time to find relevant and stimulating digital teaching and learning resources in their subjects. One example given by the teachers is finding YouTube links for certain course content (emphasis added) (Lindberg et al, 2017, p. 126).

From a South African perspective, teachers are also restricted as there is no time for teachers to use ICT at school (Murithi & Masinde, 2016). Time plays an important role, especially when the department is waiting for statistics from SA SAMS. South Africa follows the CAPS curriculum which is very prescriptive in terms of time, there for teachers have to follow the curriculum and there is no time to use ICT or SA SAMS.

The study found that the Saudi educational policy was not clear as there was a contradiction in the ICT instructions and ICT responsibility. This refers to the instructions on how to use the ICT in schools and who was responsible for the implementation of ICT at schools. From a South African perspective ICT policy has not been coordinated adequately.

> South Africa consists of nine provinces and each province is responsible for national policy implementation. One of the greatest challenges has been the coordination of EMIS with provincial Education Departments (South Africa, 2007). "EMIS as a national system is dependent on the implementation of the Information Systems in the provinces. EMIS nationally can only move as fast as the slowest province" (South Africa, 2007). If provinces lack the necessary resources or accurate schedules, full implementation of EMIS will be impossible (Sello, 2014, p.77).

2.4. The pedagogical Benefits of ICT use in developed countries

Lindberg et al. (2017) found the following advantages of ICT for both teachers and learners. The first major advantage expressed by both students and the teachers were the number of options for teaching and learning that are provided by ICT namely; facilitation of learning, flexibility in time and space, simulation and updating materials online.

In a recent study by Pavel et al. (2015) conducted in Europe. He identified the following uses of ICT in education: facilitates the absorption and acquisition of knowledge, offering opportunities to developing countries to enhance educational system, improving policy execution and formulation, and widening the range of opportunities for business and individuals.

I now turn to the use of ICT in developing countries.

2.5 ICT in Developing countries

Mbodila and Muhandji (2013) note that ICT are not effective in the same ways for organisations and societies in developed and developed countries. The availability and accessibility of ICT is different in different countries of the world (Mbodila et al., 2013). The challenges faced by developing countries are: poor governance, poor funding for education, over-crowded classrooms, poor medium of instruction, curricular and no action plan for the execution of educational policies (Mbodila et al., 2013).

Lack of resources

Zimbabwe (Munyoro & Mutula , 2018) found that the biggest challenge it faced in the use of ICT was there was insufficient resources directed to ICT. Nour (2016) who conducted a study in Sudan concurred that Sudan had inadequate budget to pay for access to scientific and technical

information. Amuko et al. (2015) highlighted that Kenya experienced overcrowding due to lack of computers. They further explained that Kenya had a challenge with power surges which made computers to breakdown and affect learning. Mdlongwa (2012) highlighted that South Africa had limited use of computers as can be seen by the table below

Table 1 Distribution of computers in South African schools by province		
Provinces	**Schools with computers**	**Schools using computers for teaching and learning**
Eastern Cape	8.8%	4.5%
Free State	25.6%	12.6%
Gauteng	88.5%	45.4%
KwaZulu-Natal	16.6%	10.4%
Mpumalanga	22.9%	12.4%
Northern Cape	76.3%	43.3%
Limpopo	13.3%	4.9%
North West	30.5%	22.9%
Western Cape	82.4%	56.8%
National	39.2%	26.5%

Table 2.2 Department of Education (2003, pp.12–13)

From the table it can be identified that three (Gauteng, Western Cape, Northern province) of the nine provinces had progressed significantly as regards ICT implementation while the other six provinces lagged behind. For South Africa to implement SA SAMS successfully all schools need more resources.

Looking at the review of other countries, it can be seen that lack of resources restricts the implementation of ICT in schools. Resources such as computers and internet access are vital to

implement ICT successfully. Interestingly, developed and developing countries struggle with inadequate resources making ICT implementation a challenge.

Lack of Training

The second important challenge highlighted was the lack of training, Nour (2016) noted that in Sudan, there was a lack of technical skills among the users and users did not know how to make use of the internet. Amuko et al. (2015) also found that the biggest challenge faced in Kenya was teachers' lack of knowledge about what technologies were available and did not know how it was to be used. Kihoza et al. (2016) identified the same challenge in Tanzania but further explained that to use ICT, Tanzania not only needed ICT infrastructure but also personal skills, knowledge, competencies and a change in behaviour and attitude by teachers.

For ICT to be effective it is imperative that teachers are trained in the use of ICT. When users are trained in implementing ICT, they improve their personal skills, increase their knowledge in ICT, and better their competencies, behaviour and attitudes in terms of ICT use. When users are untrained, they become frustrated or stressed when they are forced to use ICT (Singh & Chan, 2014). Providing resources alone without training teachers on how to use them, does not benefit the educational process. Singh and Chan (2014) observed that teachers who receive intensive training, followed by continual professional development training in ICT, are more prepared and more successful at integrating ICT across the curriculum when compared with teachers who do not receive intensive training.

Poor Governance

Mbodila et al. (2013) highlight that developing countries struggled with poor governance. Similarly, Munyoro and Mutula (2018) found that in Zimbabwe there was a lack of government and political commitment to fund and develop the required ICT infrastructure. Mdlongwa (2012) posits that the biggest challenge for implementation of ICT across all South African schools is that the Government of South Africa does not have enough funds to purchase computers and build infrastructure with regard to ICT in various provincial educational department. He further explains that the government does not prioritise the issue of ICT implementation. Mdlongwa (2012) comments on how ICT is introduced in schools as well as what he sees as the language barrier when dealing with technological advancement;

> Another major challenge to ICT implementation in schools is that the introduction of IT-based methods of working may be resisted by staff at school due to fear of change and also due to the fear that they will not be able to cope with the new technology and thus their work will become ineffective…. another major challenge of ICT implementation in schools, which is often not discussed, is the issue of the language barrier. English is the dominant language of the internet, with about 80 per cent of online content being in English, and most educational software packages are produced in English. The challenge in most developing countries like South Africa is that English is not the mother tongue of most people, and this can prevent both teachers and learners from effectively using the ICT software or hardware available (Mdlongwa, 2012, p. 3-4).

From the above, it can be noted that government commitment to ICT implementation is vital especially with regards to budget and infrastructure. Institutions need to purchase resources such as computers and internet access to allow teachers and students to access the internet for information (Mdlongwa, 2012) Without government funding, schools have to use school funds to purchase resources creating a financial burden to schools.

ICT as an Administrative Tool

Tosun and Baris (2011) have identified that ICT use in education was one of the most effective factors in school improvement not only for the purpose of teaching and learning but also for administrative use. It can be used for effective teaching and learning to achieve quality education and general development of students or it can be used for administrative purposes by teachers, staff and management (Ghavifer et al., 2013). They further explain that there are many ICT application tools that have been used in education administration and management. Some of the ICT applications that were identifies for educational purpose were the internet, websites, software and hardware's such as printers, scanners, photocopy machines and computers (Kawade, 2012).

According to Mwalongo (2011) the most frequently used application by school administration and management were office tools such as Microsoft Office and tally. It was also found that administrators were familiar with software that handled information, especially spread sheets and data buses. The paper identified that data bases offered a more effective and efficient ways to manage information that schools use.

Ghavifer (2013) explains that ICT is used in administration by keeping records of all levels and aspects of school including teachers, students, staff, details of meetings' minutes, school publicity, curriculum development materials and all management information. Further to this Mwalongo (2011) adds that ICT is also used to prepare reports, school announcements, letters for parents' meetings, registration of students, employment records for teachers and staff. Kwade (2012) includes financial documents such as balance sheets, pay slips, audit reports, non-salary grants and stock keeping to the list of ICT use.

As can be seen above ICT can be used as an effective and efficient tool in the administration and management in all sectors of society.

2.6 Chapter Summary

The evidence shows that both developed and developing countries face the same challenges with regard to the implementation of an ICT system. These challenges also inhibit the integration of ICT- Teaching-Learning. Despite the fact that developed countries have finances and the infrastructure available for effective implementation and utilisation of ICT, they still have issues with attitudes of teachers when using ICT. Developing countries have more challenges in terms of availability of finances, electricity, infrastructure and others. They also have issues with training of teachers. From the literature South Africa has similar challenges. This study explored South African primary school teachers' experiences on the implementation of the School Administration and Management System. In the following chapter, I move to discussing the research methodology that was employed in the study.

CHAPTER: THREE

RESEARCH METHODOLOGY

3.1. Introduction

The previous chapter concentrated on the literature review. This chapter introduces the research design and methodologies for the study. Leedy and Omrod (2013) are of the opinion that research is a systematic process of collecting and analysing information and finding a methodical way to solve a research problem. Mouton (1996) defines research design as a set of guidelines and instructions that need to be followed in responding to a research problem. The definition of methodology according to Naicker (1998) is a theory of getting knowledge through the use of the best ways or procedures. Research methodology can be seen as an attempt at finding out how research is carried out and how social scientists go about finding out information about human life (Naicker 2016). Babbie and Mouton (2001) and Babbie (2010) describe research methodology as focusing on the research process, tools and procedures. It is the way in which researchers go about their work of describing, explaining and predicting phenomena. Research methodology guides the researcher on how to solve problems as. The main function of a research design is to allow the researcher to anticipate what suitable decision should be made. This chapter aims to indicate the research approach adopted in this study (qualitative approach), cover the research paradigm (interpretive paradigm), research style/approach (case study), sampling (convenience sampling, data generation method (one-on-one semi-structured interviews), trustworthiness/ authenticity (credibility, dependability, transferability, conformability), data analysis, ethical issues and limitations of the study.

3.2 Location of the study

This study was conducted in one school where eight educators who had worked with SA SAMS were the participants. The targeted school was in South Africa in the District of Umlazi in KZN. The school was within the Durban Central Management Centre. It belongs to the Durban Central Circuit. This school was selected as it was convenient for the researcher and the teachers share similar experience with SA SAMS as they have all used the SA SAMS (Acharya et al., 2013, p.332). It is against this background that I decided to use this school.

3.3 Qualitative Research

According to Leedy and Omrod (2010)

> Qualitative research involves looking at characteristics, or qualities. A qualitative researcher typically aims to examine the many nuances and complexities of a particular phenomenon. (e.g., people's in-depth perspectives about a particular issue, the behaviours and values of a particular cultural group) (Leedy & Omrod, 2010, p. 94).

In the above quotation, Leedy and Omrod assert that qualitative research involves a process of looking at characteristic or qualities. The researcher gets data from participants who have relevant knowledge and experiences, in the context the phenomenon occurred. This study used the qualitative case study research approach to gather information and report on the findings and of the study. Qualitative research is imperative to this study as it is more descriptive, holistic, explorative and contextual in its design and it intends to produce rich description of investigated phenomena (Creswell, 1994). This study showed the researchers understanding of the teachers' personal experiences (Johnson & Onwuegbuzie, 2004) in using the SA SAMS. According to Hancock (2002) qualitative research is concerned with developing explanations of social phenomena that inform understanding about the world in which people live and why things exist the way they are.

According to Leedy and Omrod (2010) the term qualitative research includes many approaches, yet all the approaches have two things in common: firstly, they focus on phenomena that occur in the real world. And secondly, they involve studying those phenomena in all their complexities. Here researchers try to explain what they have observed.

Creswell (2012) and Jwan and Ong'ondo (2011) highlight seven important features of qualitative research, namely that: it studies human participants in natural settings; focuses on perspectives; interpretation and understandings of individuals; places emphasis on the process; mostly uses inductive analysis; intends to work with unstructured data and emphasises the need for flexibility. Therefore, qualitative research is concerned with life as it is lived. Lived experiences are explored in real-life situations. The qualitative field of research allows the researcher to be deeply involved with participants and in the study itself to explore real life situations.

In research, there are many paradigms. Critical, interpretivist and positivist paradigms are three examples of paradigms (Cohen, Manion & Morrison, 2007). Interpretivist research is driven by a set of views, beliefs and opinions on the world and how it should be interpreted and studied (Denzin & Lincolin, 2003). Individuals understand that every person has his or her own interpretation of everything that happens around them. Therefore, this study employed the interpretivist paradigm as the research is driven by teachers' views, beliefs and opinions about their experiences of SA SAM. This is their subjective reality (Falconer & Mackay, 1999). Further to this, a paradigm can be understood by the way data is interpreted, for example, interpretive and critical paradigm makes use of inductive reasoning when analysing the data, although theories are also used (Bertram & Christiansen, 2014)

This study was positioned in the interpretive research paradigm, which sets out to understand human behaviour. The purpose of using the interpretivist paradigm was to develop a greater understanding of how people make sense of the contexts in which they live and work (Christiansen & Bertram, 2010). Interpretive research is steered by a set of views, beliefs and opinions on the world and how it should be interpreted and studied (Denzin & Lincolin, 2003). This suggests that interpretivists do not expect the same responses from the participants, but allows different perspectives. Further to this interpretivist are concerned with understanding the beliefs, values and perception of individual; participants (Marshall & Rossman, 2014). According to Taylor and Medina (2013) interpretivism permits researchers to build rich local understanding of the life-world experiences of lectures and students and of the culture of classrooms, schools and communities they serve. More importantly, interpretive paradigm focuses on the principles of the relationship created between the researcher and participant. This includes fairness: how fairly are the participants represented? Educative: did the participant benefit by learning about their social world? Catalytic: did the participants benefit by identifying problems associated with their social world? Tactical: did the research empower the participants to improve their social situations. (Taylor & Medina, 2013)

As this study took the form of a case study, I allowed individual perspectives from different participants, especially their views and thoughts about SA SAMS implementation. I did not expect to get the same responses as might be expected from quantitative research.

3.4 Case Study

This study was a case study of teachers' experiences with the SA SAMS in one school in KwaZulu Natal. Zawal (2007) defines a case study as a method that enables a researcher to closely examine data within a special context. Yin (1984, p.23) defines a case study as an empirical inquiry that investigate a contemporary phenomenon within its real-life context, when the boundaries between the phenomenon and context are not clearly evident, and where multiple sources of evidence are used. The teachers' experiences with the implementation of the SA SAMS lends itself to being studied as a case study. Cohen et al. (2011) find that a case study explores an incident or example in detail and intensively analyses the different examples or phrases that make up the unit being explored. In this research, the case was teachers in a school in Kwa Zulu Natal and the unit of exploration or investigations were teachers' experiences with the implementation of the SA SAMS.

Stake (1995) and Yin (1994) have identified at least six sources of evidence in a case study such as documents, archival records, interviews, direct observation, participant observation and physical artefacts. Interviews are the most important sources of case study information. Direct observation refers to when the researcher visits the field where the study takes place. Participate observation occurs when the researcher is an active participant in the events being studied. Physical artefacts refer to physical evidence that may be collected during the investigation such as instruments or tools. This study made use of semi-structured interviews as I, in this case study, aimed to collect the lived experiences, thoughts, perceptions and meaning making process about teachers' experiences on the implementation of the SA SAMS.

Noor (2008) states that although case studies have been criticized by some researchers as lacking scientific rigour and reliability and not address the issues of generalization. The benefit of case studies is that it enables the researcher to get a holistic view of a phenomenon and it can provide a clear picture as it has many sources of evidence that can be used.

According to Kothari (2004) there are many advantages of case studies. Only a few will be mentioned. First, the case study enables us to understand fully the behaviour pattern of the concerned unit. This means that it deepens our perceptions and gives clearer insight into life of the participants. Second, the researcher can get a real and enlightened record of personal experiences which would reveal man's inner strivings, tensions and motivations that drive him to action along with the social factors and forces that direct him to adopt a certain pattern of behaviour. The

researcher will get a better understanding of the participants challenges and benefits of a phenomenon. Third, case studies enhance the experience of the researcher and this in turn increases his analysing ability and skills.

According to Yin (2009) there are four designs of case study: single case study, embedded single case study, multiple case designs and embedded multiple-case design. The single case design deals a critical example, revelatory example, a unique example, representative, longitudinal or an extreme example. While an embedded single case study design deal with more than one unit of analysis and this unit is added into the design. The multiple case design focuses on more than one case study, the researcher wants to compare the results of one case to create a more comprehensive and trustworthy result. The embedded multiple case study design, also focuses on more than one case study, but the researcher takes it further by including different sub-units in each of the cases and making use of many instruments such as interviews, questionnaires and reports. This study makes use of a single case design, as there is not much literature on SA SAMS and the implementation of it. This study could add to the literature on this critical example.

Yin (2003) and Stake (1995) identify different terms to explain different types of case studies. Yin highlights case studies as explanatory, exploratory or descriptive. Stake describes case studies as instrumental, collective or intrinsic. The explanatory case study focuses on answering questions to explain a link in real-life interventions that cannot be explored by using surveys or experiments. Exploratory case study is used to explore situations in which the phenomenon being evaluated has no clear, single answer. The descriptive case study is used to describe a phenomenon and the real-life context in which it occurs. This study is conducted as an exploratory case study using a single case study design as this provided me with detailed exploration of the experiences of teachers on the implementation of the SA SAMS.

3.5 Sampling of Participants

According to Acharya et al. (2013), a sample can be defined as a smaller part of the entire population, chosen to represent the larger population. A sample is selected for research purposes as it is not possible to study the entire population. The researcher has to use a specific sampling method to select the participants.

According to Acharya et al (2013) there are many types of sampling methods including non-probability sampling and probability sampling. Probability sampling means that each individual in the population has an equal chance of being selected in a study. The non-probability sampling method is a sampling method where participants or a specific group of participants are chosen by the researcher with the complete knowledge that it does not represent the entire population. In this case, not all members of the population selected will represent the entire population. For this study, the used of a non-probability sample.

Wilson (2014) identifies various types of non-probability sampling such as: accidental or convenience sampling, quota sampling, snowball sampling, purposive sampling and self-selected sampling. Convenience sampling means selecting the case at hand until the desired number of participants are reached. This study adopted convenience sampling, where subjects are selected because of their accessibility and closeness to the researcher (Bertram & Christiansen, 2014; Jwan & Ong'ondo, 2011). This suggests that the researcher selects potential participants that can be easily reached or accessed. This based on teachers in a school in Kwa-Zulu Natal had eight teachers as participants. These eight teachers who had experienced the implementation of the SA SAMS, and had been selected by the researcher based on my personal judgement of them and with the clear understanding that they have in-depth knowledge or experiences about the phenomenon being studied. The researcher used verbal conversation as a means to recruit the participants. Denzin and Giardina (2016) note that one of the limitations of convenience sampling is that the researcher might select participants that do not really represent the population, although they are easily accessible. To ensure that the researcher avoided this, eight teachers who were permanent staff who have worked on SA SAMS in one particular school were selected as the participants.

The criteria of purposive sampling that was used in this study was that participants were chosen on the basis of the convenience to the researcher. They were selected because they were at the right place at the right time. Convenience sampling has the advantage that they are most commonly used, less expensive and there is no need for a list of all the population elements (Acharya et al., 2013).

Table 2. Study participants /profile

NAME	AGE	GENDER	QUALIFICATIONS
Participant A	27	Female	Bachelor's Degree in Education
Participant B	59	Female	B.Ed.
Participant C	39	Female	B. Ed
Participant D	48	Male	B. P.Ed. Degree
Participant E	47	Female	Bachelor of Art and Higher Diploma in Education
Participant F	44	Female	Diploma in Education
Participant G	49	Female	J P Teacher's diploma
Participant H	37	Female	LDPE diploma in Education and Ace in Education

3.6 Method of data Generation

The study utilised one method to generate data: semi-structured interviews. These interviews were audio recorded and transcripts were formed from them. The semi structured interview was conducted at one school in Kwa Zulu Natal.

3.7 Semi-structured Interviews

According to Longhurst (2010), a semi-structured interview is a verbal interchange where one person, the interviewer attempts to elicit information from another person by asking questions. The researcher prepares a set of questions that the interviewee/ participant would answer.

According to Maree (2007) there are three types of interviews: structured interviews, unstructured interviews and semi-structured interviews. Cohen et al. (2007) defines structured interviews as a natural extension of participant observation, involving a rigid list of question requiring specific answers. Maree (2007) highlight that semi-structured interviews require participants to answer to a set of predetermined open-ended questions. The researcher could probe the participants by asking

more questions and are not rigid. This study utilized semi-structured interviews to allow the researcher to probe and clarify questions where necessary.

According to Wilkinson and Birmingham (2003) the importance of semi-structured interviews is that they give the researcher an insight into the meaning and significance of what is happening. The researcher is able to collect in-depth information by probing for more and deeper information (Kumar, 2005). According to Thaanyane (2010) since the researcher is present the questions can be restated to make them clearer to the interviewee. Thus semi-structured interviews were used in my study in exploring South African public primary school Teachers' experiences on the implementation of the SA SAMS.

3.8 Data Analysis

Leek (2013) defines data analysis as a process of finding data to answer research questions. It involves identifying important patterns in the data collected. While analysing data, themes begin to emerge. The researcher has to code the data generated and place them into major themes. Literature is then used to discuss the emerging themes. According to Rallis and Rossman (2012) analysing and interpreting qualitative data is a difficult process because the researcher has to make meaning to the large amount of data that is gathered. The responsibility of the researcher is to give meaning and interpret the data. The data were analysed in a descriptive way. Bertram and Christiansen (2014) explained that data analysis can be done in two ways namely; inductive reasoning which starts from specific to general (e.g. raw-data to theme and then concludes), or deductive reasoning which starts from general to specific. I used deductive reasoning to make sense of the data generated.

Qualitative research emphasises the step by step process of analysis of the phenomenon being studied; the process between the input and the output (Creswell, 2012; Richard,2003). Qualitative researchers should clearly indicate how they came to conclusions based on the participants' understandings, perceptions and interpretations. Ritchie and Spencer (2002) assert that in qualitative research inductive reasoning is usually used, and analysis does not usually begin with the theory, but the themes that from the data generated. However, this does not mean that researchers cannot start with the theory, but many qualitative researchers seek to generate concepts or theories from the data obtained. I used themes that were generated from the data.

This process took me about two months to complete. To ensure that I understood my data I read the transcripts many times because I was dealing with one theme at a time, to ensure that I made justifiable arguments about each theme and its propositions. During transcription, the researcher needs to write down every single thing that is recorded, including, laughter, affirmations and pauses. The researcher may want to use the same data for further publications (Jwan & Ong'ondo, 2011). Transcription is very tedious and time-consuming, but is a valuable process (Creswell,2012). Jwan and Ong'ondo (2011) introduce six steps to analysis data in qualitative research: transcribing the data, familiarizing with the data, first phase coding, second phase coding, third phase coding and producing a report. Crewell (2012) states that transcription might produce too much text that may be a problem for the researcher to control and identify for each participant. Rice (2000) and Jwan and Ong'ondo (2011) concur that, although researchers may understand their data during transcription, they still need to re-read them to understand the data in a deeper way.

Coding is an analytical process in which data in both qualitative and qualitative research are categorised to facilitate analysis (Jwan & Ong'ondo, 2011; Ritchie et al., 2013). Coding involves highlighting extracts of the transcribed data and labeling these in a way that they can be easily grouped: (Denzil & Lincoln, 2003). Transcription also helps the researcher not to have to write too many notes during the interviews, since all what the participants are saying are recorded. Moreover, I took the initiative to transcribe the recordings myself without any assistance, which enabled me to have a deeper understanding of the data even more.

The second stage is for the researcher to familiarize themselves with the data. Jwan & Ong'ondo (2011) assert that this should be done in three stages which are; first phase coding- starting with a Microsoft word file; second phase data-dealing with codes generated during first phase, third phase coding-by grouping categories into themes. Transcription involves turning raw data from verbal into written texts (Crewell, 2012: Jwan & Ong'ondo, 2011) and is recognised as the first step in qualitative data analysis. Here I removed all the unnecessary words such as "like" or expressions. To avoid this limitation, I labelled my transcribed data using pseudonyms for easy access and to assist with remembering. I needed to have a thorough understanding of the data before getting to the actual analysis to make reliable claims as well as reliable conclusions based on the participants' responses. I ensured that transcription was done according to each theme of this study which made it a little more interesting because I was dealing with one theme at a time across all participants'

responses. Flick (2014) as well as Jwan & Ong'ondo (2011) suggests that the researcher transcribes the data personally, to internalise and thoroughly understand the data.

Phenomenology helped in making sense of the data. The theoretical concepts of life-word of teacher, intentionality, bracketing and Noema-Noesis were identified. The themes that were generated in the data findings where then explained using the four theoretical concepts from the theoretical framework.

3.9 Ethical Considerations

Christiansen et al. (2010) note that ethics is a matter of honouring the rights of people. Ethics also emphasise respect for human dignity. Pooran (2011) highlights that when research is being conducted, the researcher has an obligation to the participants to protect their rights to informed consent, anonymity and confidentiality. Therefore, I obtained permission from the University, Department of Education and the principal of the school where the study was conducted. I intended on keeping the identity of the school and the participants of the study anonymous. The names of the eight participants were replaced by designations: Participant A, B, C, D, E, F, G, H. All participants were given a consent form to read and sign before the interview was conducted. Participants were informed by word of mouth and through consent forms, that their participation was entirely voluntary and that they could withdraw their participation at any time during the research if they felt uncomfortable or they changed their minds. Information that they had contributed to the study could also be withdrawn at any time. This is to ensure that no ethical principles would be compromised.

3.10 Trustworthiness

According to Fenton and Mazulewicz (2008, p.7) highlighted that the main purpose of trustworthiness in a qualitative study is to show that the researcher's findings are worth paying attention to. Guba and Lincoln (1994) state that there are four aspects of trustworthiness that need attention: transferability, dependability, conformability and credibility. Transferability means how much of the finding on a phenomenon explained from one study can be useful or applicable to other studies (Lincoln and Guba, 1994). Dependability refers to the researcher's findings being consistent and reliable. All research procedures must be well documented so that another researcher can follow, critique and audit the process easily (Sandelowiki, 1986). Conformability

means that the study must be objective. This implies that there must be a potential for two or more independent people to agree with the data's accuracy, relevance and meaning (Lincoln and Guba, 1994). Credibility means that the researcher must show the true meaning that the participants are implying. The information must be true and not distorted by the researcher (Lincoln and Guba, 1994). When making use of two methods to generate data and the same result is produced then that ensures trustworthiness. For this study I made use of semi-structured interviews. To strengthen the study, the audio recordings were transcribed which gave the participants an opportunity to examine and make reasonable adjustments where necessary before analysing the data.

As this study focuses on exploring teachers' experiences of primary school teachers in using SA SAMS, transferability, dependability and conformability. This study explored primary school teachers' experiences of using the South African School Administration and Management system.

3.11 Limitations of the study

The major limitation of the study was that the result would not be a reflection of all the teachers who implement the SA SAMS in the country but will be limited to the selected participants. Since the researcher used convenience sampling, participants selected for the study could be biased due to my prior encounters with the participants. Since the research study required the participants to explain their experiences with the SA SAMS, participants could give inadequate data for fear of appearing uninteresting. I encouraged participants by asking probing questions and explained to the participants that their experiences were valuable.

I believe that this study will benefit teachers as it will help them to better understand their conceptions of the SA SAMS. This study will enable the Department of Education to see if there are improvements that are needed on the system, whether access is easy for the users and any challenges that they may need to respond to ensure that SA SAMS is successful.

3.12. Chapter Summary

The aim of this study was to explore teachers' experiences in the implementation of the SA SAMS within the context of a school in Kwa-Zulu Natal. From the discussions, the best way for conducting the study was using a qualitative case study using semi-structured interviews as its method of data generation and convience sampling as a means of selecting participants. Measures

were taken to ensure trustworthiness of the study and all ethical concerns were dealt with. In the following chapter, I now focus on the theoretical framework.

CHAPTER FOUR

THEORETICAL FRAMEWORK

4.1 INTRODUCTION

In the preceding chapter, the research methodology of the study was discussed. In this chapter, the theoretical framework that was employed will be discussed. The chapter first begins by discussing phenomenology, then move to discussing the history of phenomenology which refers to where the term phenomenology was rooted. There-after it will move to discussing the concepts of phenomenology and focus on the key characteristics of phenomenology. Then end with phenomenological studies in internationally and in African countries.

According to Grant et al. (2014) a theoretical framework can be defined as a 'blueprint' or a guide for a research. This framework is based on existing theory in a specific field of study that relates to and/or reflects the hypothesis of a research study. Khanare (2012) postulates that a theoretical framework is needed in research because it explains why the research is done in a specific way. She goes on to further explain that it provides the basis for the researcher to theorize his/her work. The theoretical framework for this study is Phenomenology.

4.2 Phenomenology

According to Merriam (2014), phenomenology is rooted in philosophy and has been studied in many different forms throughout history. The term phenomenology is taken from the Greek word 'phainein' which means 'to appear'. The study of phenomenology focuses on the human experience and was founded by Edmund Husserl who 'argued that we should go back to the things themselves' (Smith, Flowers, & Larkin, 2009, p. 12). Phenomenology is a study which looks to describe phenomena/ things as people experience them. For this to occur it is important to study the subjective side of the human experience and human consciousness. "Phenomenology is a philosophical approach to the study of experience" (Smith, Flowers, & Larkin, 2009, p. 11). Phenomenology seeks "to determine what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it" (Moustakas 1994, p. 13). According to Cibangu et al. (2016, p.148)

> Phenomenology is understood as an approach with which to undertake research and its processes. Methodology is taken to mean a set of foundational positions, worldviews, or frameworks under which research is conducted. Any scientific research presupposes a worldview under which choices and actions are taken in ways that suit the selected research question and topic.

According to Finlay (2009, p.474) phenomenology is an umbrella term encompassing both a philosophy and a range of research approaches. The central concern of phenomenological research is a return to embodied, experiential meaning; to seek fresh, complex, vivid descriptions to a 'phenomenon' as it is concretely lived.

4.3 The history of Phenomenology

According to Groenewald (2004), Edmund Husserl (1859-1938) was a German philosopher who "sought to develop a new philosophical method which would lend absolute certainty to a disintegrating civilization" (Eagleton, 1983, p. 54). The origins of phenomenology can be traced back to Kant and Heggel. (Vandenberg, 1997, p. 11) regards Husserl as the "Fountainhead of Phenomenology in the twentieth Century."

According to Eddle-Hirsch (2015), Husserl (1859-1938) was considered the founder of transcendental phenomenology.

> Transcendental phenomenology refers to analysing the essences perceived by consciousness with regard to individual experiences (Padilla-Diaz, 2015, p. 103).

He believed that the scientific empirical approach should not be applied to human subjects in psychology because different people attached meaning to external factors and therefore some people did not respond automatically (Moustakas, 1994). He advocates a movement away from science and a return 'to things themselves'. He perceived that the phenomena of an object or lived experience of the everyday world of an individual should be reflected on. It is the way people experience the world around them and their interpretation of reality (Merriam, 2014). Langdridge (2007) explains transcendental phenomenology as being linked to being able to go outside of the experience, as though you are standing outside of yourself to view the world from a different angle.

Padilla-Diaz (2015) identifies the following types of Phenomenology: Descriptive or Hermeneutical phenomenology which refers to the study of personal experiences and requires a description or interpretation of the meanings of phenomena experiences by participants in an investigation.

> Description phenomenological research characteristically starts with concrete descriptions of lived situations, often first-person accounts, set down in everyday language and avoiding abstract intellectual generalizations. The researcher proceeds by reflectively analysing these descriptions, perhaps ideographically first, then by offering a synthesized account, for example, identifying general themes about the essence of the phenomenon. The researcher aims to reveal essential general meaning structures of a phenomenon (Finlay, 2009, p.10).

Descriptive phenomenology research involves both rich description of the lived experience and applies when the researcher has adopted a special, open phenomenological attitude which refrains from importing external frameworks and set aside personal judgement about a phenomenon.

Transcendental phenomenology analyses the essence perceived by consciousness with regard to individual experiences.

> In phenomenological research layered understandings emerge from a complex process of experiencing and reflection, engaged in by both researcher and participants. Participants reflect on their experience while simultaneously experiencing the research relationship. Researchers, in turn, experience moments of intersubjective connection as they try to empathise with, and iteratively make sense of, participants' reflections on their own lived experience (Finlay, 2006, p.2).

This suggests that transcendental phenomenology is a study of experiences of a phenomenon by both the researcher and the participants where they engage in a 'dance', moving in and out of experiences and reflection while simultaneously moving through shared intersubjective space that is the research encounter.

Constitutional phenomenology refers to the analysis of the self as a conscious entity. This type of phenomenology appeals to universal consciousness.

According to Finlay (2012, p.1),

> One way to teach or communicate embodied-relational existential understanding is to encourage the writing and reading of first person autobiographical

> phenomenological accounts. Finlay uses the first person phenomenological account and talks about her own personal experiences of coping with pain in the hope to show how rich poetic phenomenological prose may facilitate lived understanding in others. She argues that first person accounts can evoke powerfully lived experiences, especially when they focus on existential issues, use personal-reflexive and relational-dialogal forms, and draws on the arts.

In the above quotation, Finlay suggests that a way to understand or communicate a persons' experience is by them writing or reading personal accounts or autobiographical accounts of an event. Therefore, Finlay writes about her own personal accounts of her experience to give others a clearer understanding of her lived experience. Finlay explains that lived experiences can be communicated with art in the form of writing poetry or dance. This suggests that constitutional phenomenology refers to a person's autobiographical experience of a phenomena.

I now turn to exploring some of the key concepts that underpin phenomenology.

4.4 CONCEPTS OF PHENOMENOLOGY

Yusel and Yildirim (2015) highlights that in order to understand phenomenology, it is vital to understand the key concepts. These key concepts are identified as life world/lived experiences, intentionality, noema-noesis, epoche/bracketing and co-researchers.

Cilesiz (2010) has a diagram which is important to understand the phenomenological concepts of experience. She explained in the diagram that "The concept of reality in phenomenology are based on the ideal-material duality; every experience has a material and ideal component" (p. 496).

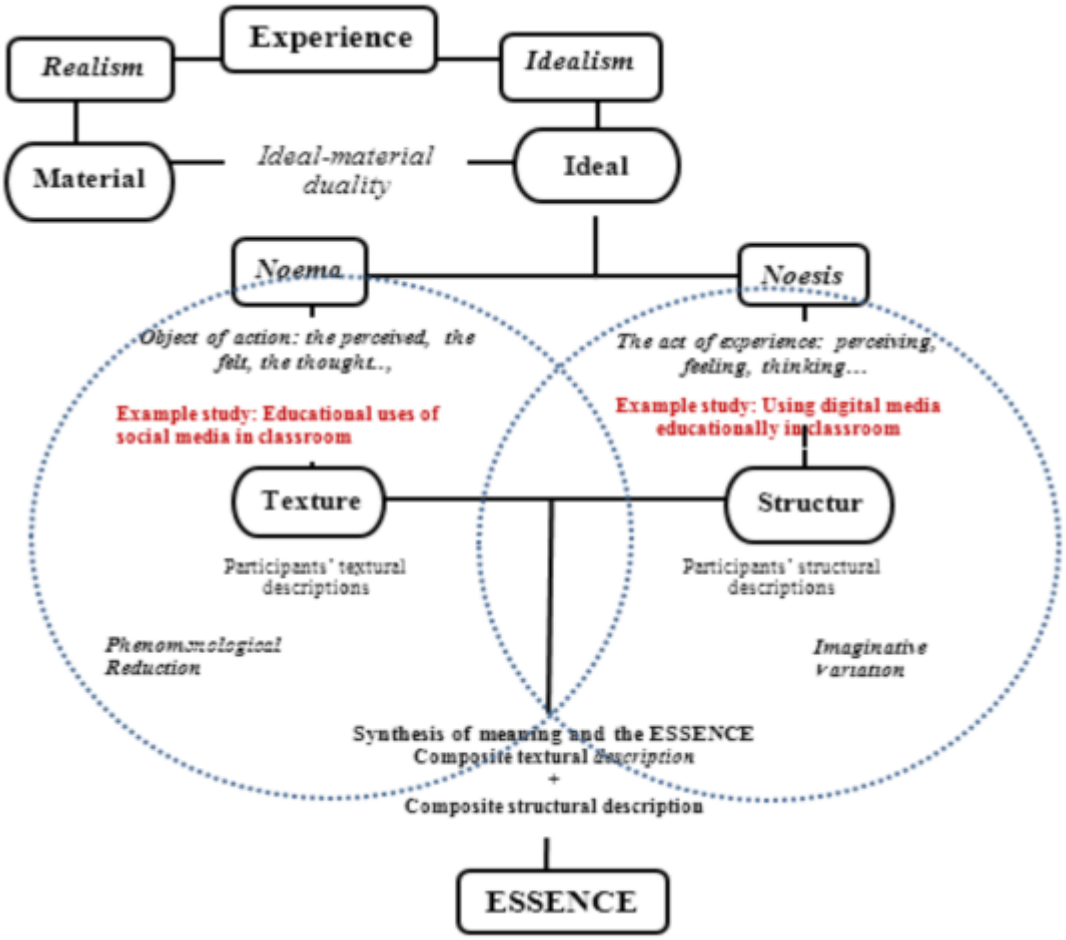

Figure 1.1. The Phenomenological Concept of Experience (as adapted from Cilesiz, 2010).

In the above diagram, we see that rectangles represent the elements while ovals represent the concepts. In this study the object of the phenomena is the SA SAMS. The subject is the teachers who work on SA SAMS and have been selected as participants. The study investigates teachers' experiences with the SA SAMS is dependent on teachers' experiences. The act of experience which is the meaning of the essence will occur.

For a clear understanding of phenomenological ideas, it is important to identify the key concepts of phenomenology. In the next section, some of the key concepts of phenomenological philosophy are explained: Lifeworld, Intentionality, Noema-Neosis and bracketing.

4.4.1 LIFEWORLD/LIVED EXPERIENCE

Eddles-Hirsch (2015) explains lifeworld as a term that is used to describe our everyday self-experience with the world around us. For participants in this study, this would relate to their experiences with the South African School Administration and management system.

Van Manen (1990) makes an example to explain the term 'lived experience' in a phenomenological study. At a particular school there are two teachers; Teacher A and Teacher B. Teacher A has no experience in teaching while Teacher B has ten years of teaching experience. Since it is her first day at school as a teacher. Teacher A has a different experience as compared to Teacher B. Teacher B forgets the presence of the students during the lesson while Teacher A feels the glances of the students. According to van Manen, Teacher A is constantly aware of her experience on the first day of school but Teacher B is unaware of her teaching during the lesson since she is used to teaching and behaves spontaneously. The analogy shows a lived experience, showing different experiences of two people in the same event. For example, Ashworth (2016) argues that;

> For Heidegger (1962/1927), all experience whatsoever is "within a world," and though there is debate, Husserl (1970/1954) followed him in introducing the closely parallel concept of lifeworld. This is for each of us "my real, subjective world." But what is a personal world for me shares with everyone else's world certain ever-present characteristics.

In the above quotation, we see that we all experience the world differently but we share similar characteristics which then is our lifeworld.

4.4.2 INTENTIONALITY

Eddle-Hirsch (2015) explains the concept of intentionality as being central to all phenomenological doctrine and as incorporating the concepts of noema and noesis. Intentionality connects people to the world around them, as every conscious act involves an object. Intentionality in phenomenology does not signify an action such as something we intend to do, but rather it applies to the mental relationship we have with the world around us.

As Budd (2005) puts,

> Our consciousness- including the mental acts that accompany many of our perceptions- is not merely a blank slate on which phenomena write. Consciousness is intentional; it is directed; it has a purpose…One of phenomenology's contributions to understanding and knowledge is its diminishing of the distance

> between the cogito (the thinking subject) and cogitatum (the content of thought) (pp.46-47).

Intentionality is directed at a something and it not just a mental act of doing something for no purpose.

Yuksel (2015) intentionality refers to doing something deliberate, such as going to the library for some purpose. It does not refer to doing something without thinking such as reading billboards while crossing a road.

4.4.3 NOEMA-NOESIS

The noema represents the objective experience of the object, while noesis represents the subjective experience. According to Cilesiz (2010) noema refers to the object of the action such as the perceived, the felt, the thought, the remembered, the judged; while noesis refers to the act of experience: such as perceiving, feeling, thinking, remembering or judging. Together noema and noesis make up the conscious, which constitutes the perceptions, thoughts, feelings, judgements of an experience. In other words, noema-noesis refers to the object of the experience. The object of this study is the SA SAMS and the experience is public primary school teachers' experiences.

4.4.4 EPOCHE/BRACKETING

The researcher purposefully sets aside any preconceived knowledge or everyday beliefs he or she believes may be used to explain the phenomena being investigated. This allows the researcher to listen and record the participant's description of an experience in an open manner.

According to Yusel (2015) epoche is a Greek word used by Husserl, which means to stay away or abstain from presuppositions or judgement about the phenomenon under investigation. It requires a different perspective in order to prevent prejudgment when faced with a similar object. Epoche gives the researcher a non-biased way to describe reality from an objective perspective. It is used during the phenomenological analysis process.

> "The aim of the epoché is to enable the researcher to describe the 'things themselves' and (attempt to) set aside our natural attitude or all those assumptions we have about the world around us" (Langdridge, 2007, p. 17). "The phenomenological Epoché does not eliminate everything, does not deny the reality of everything, does not doubt everything- only the natural attitude, the biases of everyday knowledge, as a basis for truth and reality. What is doubted are the scientific 'facts', the knowing of

> thinks in advance, from an external base rather than internal reflection and meaning" (Moustakas, 1994, p. 85).

In the above quotation, Moustakas suggests that the aim of bracketing is to allow the researcher to describe things as they are, and the researcher should attempt to leave their own personal understandings or attitudes or assumptions aside.

4.5 The Key Characteristics of Phenomenology

According to Cibangu et al. (2016), there are few concepts that stand out as characteristics of phenomenological research. First, the concept claimed to be distinctive of phenomenology, especially in the early 1970 and 1980s, is the metaphor of surface and deep learning. Surface learning is memorialised and mechanical learning and the learning is the responsible and creative learning. Second, is the characteristic of variation, which refers to the range of possibilities in conceptualizing the experiences people have of a given phenomenon. Third, is the category of description referring to the units of meaning with which the researcher groups the data concerning the experiences under study. Last, the characteristic related to second order description, which implies the researcher's access to reality through people's experiences, as opposed to the researchers' direct access to phenomena.

According to Corby et al. (2015), the main characteristics of phenomenology can be explained as an attempt to describe the participants' experiences of a phenomenon and their insight into their world. Researchers conducting descriptive phenomenological research use a technique of phenomenological inquiry called ''bracketing'' where their previous experiences, personal beliefs or biases are put aside during the study. There are differences in the characteristics of descriptive and interpretive phenomenology which are also reflected in how findings are presented. Descriptive phenomenology describes the essential qualities of an experience, and interpretive or hermeneutic phenomenology seeks meanings and understandings in what people experience. Essentially, all phenomenological researchers seek to understand what a particular experience is like and what meaning people give to these experiences.

According to Zalta et al. (2018), the following are the main characteristics of phenomenology research: First, it seeks to understand how people experience a particular situation or phenomenon. Second, it is conducted primarily through in-depth conversations and interviews. However, some studies collect data from diaries, drawings, or observation. Third, a small samples sizes, often 10

or less participants, are common in phenomenological studies. Fourth, interview questions are open-ended to allow the participants to fully describe the experience from their own view-point. Fifth, phenomenology is centred on the participants' experiences with no regard to social or cultural norms, traditions, or preconceived ideas about the experience. Sixth, it focuses on these four aspects of a lived experience: lived spaced, lived body, lived time, and lived human relations. Lastly, data collected is qualitative and analysis includes an attempt to identify themes or make generalisations regarding how a particular phenomenon is actually perceived or experienced.

4. 6 Phenomenological studies in context

In a phenomenological study conducted by Oksuz (2016) in Turkey, on the evaluation of emotional literacy activities., the researcher explains that he/she selected a phenomenological study as it aimed at understanding students' experiences about emotional literacy. He/she further notes that phenomenological research allowed him to understand participants' lived experiences which is what all the participants had in common as they experienced a conceptual phenomenon. These conceptual phenomena were reduced to general descriptions. The researcher selected the participants using a convenient sample. The researcher made use of emotional literacy activities which included instructions to develop self-awareness, self-regulation, motivation, social competence, and social skills on the participants. The researcher made use of semi-structured interviews which allowed him to ask more questions about the phenomenon and focused on important characteristics of the phenomenon. Data were analysed using the three steps of phenomenology: data reduction, data display and conclusion and verification.

In an interpretative phenomenological study conducted by Ilias et al. (2017) on the well-being of mothers of children with Autism in Malaysia, the researcher explored how mothers gave meaning to their experiences of raising a child with Autism and their adaption and well-being. The researcher made use of hermeneutics (theory of interpretation) which is one of the theories of phenomenology. The researcher listened to participants' experiences and asking critical questions to gain a deeper understanding of the phenomenon being studied. The researcher made use of semi-structured interviews, and three themes were identified and explained.

In a qualitative phenomenological study conducted by Thompson (2018) on the emotional and cultural intelligences of international students in the United States of America, phenomenology was chosen because it allowed the participants within the study to give meaning to their experiences. The researcher applied a phenomenological approach based on the principles of transcendental phenomenology which is defined according to Moustakas (1994) as "a scientific study of appearance of things of phenomena just as we see them and as they appear to us in consciousness" (p.24). The study used purposeful sampling which comprised 8-12 participants, which is within the recommended size range for a phenomenological study. The study employed conversational, face-to-face interviews which were audio recorded for later transcription. The researcher then identified themes which were explained and discussed.

In a study conducted by Ntho-Ntho and Nieuwenhuis (2016) on religion in education policy in South Africa, the researcher explained that phenomenological research design was selected as it enabled the researcher to examine principals' experiences about religion based on their personal views rather than on the views of spokespersons for specific schools. This enabled the researcher to probe into what principals liked or disliked about the religion in education policy. The researcher began by describing the life story of the principals, followed by general themes on the essence of the phenomenon. Principals' narratives were then transcribed and data coded into categories. The raw data which included the audio recordings of the interview, interview transcripts, interview guidelines, list of participants, participant profiles and field notes were audited. The transcripts were then sent to the participants. Finally, the assignment was passed through 'turn-it-in' to ensure originality.

In a study conducted by Nkoma et al. (2017) on educational psychologists' support roles regarding the implementation of inclusive education in Zimbabwe, a phenomenological study was undertaken. It was a phenomenological study of trainee/ educational psychologist' lived experiences with regard to the support role in the implementation of inclusive education practices in Zimbabwe. The researcher made use of in-depth phenomenological interviews with 16 purposely selected participants. Data was then transcribed and themes analysed. The themes and findings were then explained and discussed.

Closer home, a phenomenological study conducted by Mackenzie et al. (2015) on volunteers' experiences in a South African waste management system found that phenomenological accents were used to uncover cognitive meanings and essential structures. Data was collected using 12 individual semi-structured interviews and two focus group discussions. Common cognitive meaning units were identified, leading to an understanding of the essence and structure underlying the volunteer experiences, beyond the focus of motives, functions and intentions of volunteer work, yielding insight into intended effects of volunteer actions on volunteers themselves and on the community they served.

4.7 Chapter summary

This chapter began with a definition of phenomenology and the explanation of the history of phenomenology. The key characteristics of phenomenology were identified according to literature and also explained. Some the advantages and disadvantages of phenomenology were identified. Some literature of international and local studies was identified and how phenomenology was used explained. In the following chapter, I focus on the data that was generated through data generation method (semi-structured interviews).

CHAPTER FIVE

DATA PRESENTATION AND FINDINGS

5.1 INTRODUCTION

In the previous chapter, the theory of the study was discussed. In this chapter, the results of the data that was generated through data generation method (semi-structured interviews) is discussed. The semi-structured interviews were audio recorded, transcribed, coded and placed into themes. Eight participants, who had worked with SA SAMS from one particular school in the Durban area, were used for data generation. The participants are referred to as participant PA, PB, PC, PD, PE, PF, PG, PH as detailed in Chapter 3. (see table 3.1 page 3). Participants direct quotations are included in the data presentation in order to support the research findings.

This chapter is one of two that presents the findings and discussions of the study. In this chapter, I provide a thematic analysis and will focus on allowing the data to speak for itself. In the following chapter, I then move to theorising the findings and to abstract the findings in relation to the critical research questions of the study.

5.2 FINDINGS AND DISCUSSION

According to Creswell and Creswell (2017), presenting data in more detail using direct quotations from the participants, ensures the credibility of the study. Data is presented here as themes. Discussion of the findings is linked with the related literature as discussed in the literature review. The quotations below each theme are taken from the responses of participants during the data generation process. It should be highlighted that although these themes are broken down and written as separate analytical categories, they intersect and are related with each other. Participants' experiences of using the SA SAMS is impacted by the amount of time they spend on the computer, the lack of adequate computers, technical glitches and others.

I now turn to outlining the themes that came up during data generation.

5.2.1 THEME 1: THE IMPORTANCE OF TIME

Participants gave time as the biggest challenge in implementing and engaging with the SA SAMS in a single term there are about 10 weeks, marks are captured after the examinations which are

done in the eighth week (Murithi & Masinde, 2016). Teachers are required to mark their examinations, then enter the marks on a mark sheet before they are checked by a supervisor (Murithi & Masinde, 2016). It is only after this, that they can enter their marks on the SA SAMS. One of the challenges that came up with the system was that of teachers finding time in the academic day to load their marks (Murithi & Masinde, 2016). A large number of the teachers who took part in the study commented on the difficulties of loading their marks during their non-teaching periods and after school. Some teachers had to stay in over a weekend to complete the loading of their marks: One teacher expressed annoyance because she had to fight for time to load her marks. This was evident when she said "*we fight for time to have the little time to load it and we think everything is fine and then you come back to restart it all again" (PA)*

For another teacher, she experienced difficulty in loading her marks as there was always another group of teachers in another phase working on the computer and she had to wait her turn. This can be seen in her words:

> *Now there are 2 phases. There is a foundation phase and senior phase, but personally, I have found it difficult as a senior phase teacher to load my marks there. Whenever I went there, there was always another phase. So, there was a problem with just having that half an hour and getting spare time. Especially when you are serving relief in your spare time. Then in the afternoon when you have half an hour, there is a lack of computers.* (PC)

Participant D experienced the SA SAMS to be inconvenient and time consuming especially when it came to adjusting marks after marks have been loaded. This is evident in her words:

> *Yes, one it's inconvenient, time consuming and when you can't, you have to adjust, you know initially we had to… it was difficult to… couldn't adjust. We didn't know how to initially and had to get information on how to do things. (PD)*

Evidence from the data also suggests that teachers felt annoyed, frustrated and stressed because of the lack of time allocated to them.

> *Annoying because the thing is, we fight for time. (PA)*

We make the attempt to come because we want our work done but the stress and that time, we lost our marks, we know we loaded our marks and it got wiped out and then we had to come over the weekend. (PC)
You're frustrated because you have to go and redo everything again (PD)

This suggests that time is one of the biggest challenge teachers experienced when implementing the SA SAMS. The data also suggests that there was not enough time allocated to teachers in which to load the SA SAMS data in the school day. Therefore, teachers had to stay in after school and during weekends to complete this task. As one participant explained, teachers had other commitments after school.

We had to do it after school and make our own time and sit out there, mind you we all have commitments after school. (PE)

Therefore, adequate time needs to be created for teachers to utilise the SA SAMS more successfully. They commented on the pressures of not having enough computers to populate the system at the school: the long waiting lines to use the computers and the challenges of sacrificing their teaching time to commit to uploading the needed information.

I now turn to the second theme that came up during the data generation, mainly the technical issues that teachers confront when working with the SA SAMS.

5.2.2 THEME 2: TECHNICAL CHALLENGES

Participants' responses indicated that technical issues they encountered limited the successful implementation of the SA SAMs. As argued by Qureshi (2016) and Albyyami (2015), although the use of ICT is useful in making our lives more efficient and effective, they nonetheless have their own challenges when they are not implemented properly.

> The task of managing higher education in such an effective manner that it leads to sustainable development cannot be attained if the full use of ICT related educational initiatives are not explored…So ICT has become a major component for educational administration, which provides several facilities and possibilities for administrators now to do their tasks easily. It also contributes to the efficiency and effective infrastructure to manage the whole process (Qureshi & Abro, 2016, p. 541-542).

From the data, there were many technical issues that teachers experienced while implementing the SA SAMS, such as computers being sometimes offline, computers jamming and freezing; loaded data being wiped out and requiring to be reloaded, logging into the SA SAMS, loaded marks not saving; some computers not being in working order, computers being unreliable and teachers having limited access to make changes at school level. Teachers noted that these technical issues made them exhausted, frustrated and stressed. They have had limited technical support and had to rely on information from other schools or to wait for the department of education to send technicians to assist them. This can be seen in teachers' comments when they noted that:

> *Most of the time it is offline. Many times, when we load our marks, it would just jam or freeze and pray that your marks got loaded and the next day when you go onto it, it is not there. Last term we had an experience when we loaded all our marks and then everything was wiped out* (PA).

> *One time I filled in all my marks and I went back the next day, everything was wiped. I was exhausted because it took me quite a while about three hours to do it. Now I was spending six hours on the same thing. Had to redo everything (PB).*

> *When you put in your attendance, well that was one occasion I don't know about others but the attendance that I put, and then I went back, it was changed. I asked the admin (administration)[1] person that was there, and she couldn't explain. That happened once. And sometimes I've notices logging on becomes a problem and this year when I tried to enter in marks, it said that my username was incorrect, and my password was incorrect. Then I tried, tried. I thought maybe I forgot my password, then I left it. I went back 2days later and it said my username was incorrect.* (PC)

In the above quotations participants are expressed the challenges of the SA SAMS.

1. The SA SAMS administrator is the person responsible for the administration of SA SAMS. They have unlimited editing functions on the SASAMS.

The problem that Participant C commented that oSn one occasion when she had loaded her attendance on the computer and when she went back, the information was changed. She asked the administrator, who could not give her an explanation. Upon investigation by the administrator it was found that teachers had access to other teachers' information and it has happened that teachers accidentally adjust the wrong class information. Therefore, the SA SAMS Administrator decided to restrict teachers' access to their class information only. She further explained that logging onto SASAMS was a problem as usernames and passwords had to be reset by the administrator due to teachers forgetting their usernames and passwords.

Overall, participants in this study experienced many technical challenges with the SASAMS. This led to teachers experiencing annoyance, frustration and at times stress. This was especially considering that the Department of Basic Education[2] sets a deadline for marks to be sent to them.

The SASAMS is a very important system as it generates reports and statistics. When there is technical problem these reports are delayed, creating problems for the school as parents wait for their children's' reports. The Department of Basic Education have to also wait for the statistics from the school.

I now turn to introducing my third theme, mainly focusing on the importance of resources.

5.2.3 THEME 3: THE IMPORTANCE OF RESOURCES

One of the themes that came up from the data was that since the South African School Administration and Management system is an offline system[3], teachers have to work off the central computer, which is the secretary's computer. This computer has to be logged on and the laptops at the school is logged on to the central computer where teachers load their marks. From the information from the participants all participants had their own personal computers where they set assessments and did other personal stuff but they could not log on to the central computer from their personal computers even if they had internet access. This was problematic as the school was the only place that the SA SAMS could be accessed from, and the computers at school were shut down at the end of the school day.

> *Yes, sometimes we have four computers. Three are working and one is not. One is working and two are not, or one is working and three are not. And then, if it is not our phase*

computer, we have to wait. One time we had to come over a weekend to load our marks. It was really hectic (PC).

There are only 4 computers at school for the staff of about 25 to load their data. Teacher were further hampered from loading their marks when there were technical issues as mentioned in the previous theme. The SA SAMS software is loaded only on the computers at school and teachers are not allowed to load the software on their personal computers as there is fear of the central computer being corrupted by viruses.

Participants' responses indicated that there was a shortage of resources especially computers for the SA SAMS to be implemented successfully:

> *We were very limited for a staff of 20 -25 adult staff we had only 3 or 4 laptops. That was not right but now it is much easier where we are going home and doing it where I emailed everything and we came to school and just put in the comments* (PF).

> *Other times I have found that some other phase is still in the computer, so we don't get access to the computer at that time when you are not finished, and you have to wait for others to finish and then you go there. It was a disaster, you have finished now and there are still others still there in the computer, so you can't load your things* (PH).

Most of the participants agreed that there were few computers. They noted that the school had 4-5 computers for about 25 teachers. Participant B highlighted that teachers had to wait in a queue to get to a laptop. Participant G added that they had to take turns. Participant A explained that teachers had to "fight" for a computer when they went to the office and when they had free time. This suggests that teachers struggled to access a computer to load their South African School Administration and Management system data. That had implications for the recording of marks, updating attendance records and submitting marks on time. They had to wait in a queue to get to a laptop. PD suggested that more computers at the school needed to be made available to the educators. PH mentioned that it was a "disaster", when teachers completed their hand written Marks and they go to the computers there are many teachers busy on the computer and they cannot load their information. Reiterating the lack of resources PH outlined that there was "lack of laptops" as well a shortage of technical support.

The cons are that there were lots of glitches in terms of loading of marks and then when you load. We do not have reliable computers; they crash and sometimes it does not save timeously. (PE)

The findings suggest that teachers were stressed and frustrated as they had limited laptops and computers to load their SA SAMS data.

I now turn to the fourth theme that came up during the data generation: the importance of training when working with the SA SAMS.

5.2.4 THEME 4: THE IMPORTANCE OF TRAINING

Participants mentioned lack of training in implementing the SA SAMS as a big challenge. One participant mentioned that she was not computer literate although she had her own personal computer. She relied on other colleagues to help her navigate the system.

I have basic training. Yes, because I do have my own personal laptop at home. So, I do get access to the computer. With the assistance of other educators. I remember first when I was coming here, introduced to the SAMS, it was very bad. I was doing slowly, typing one by one. So, there had to be someone sitting next to me calling out the marks for the learners in order for me to be fast. It was very bad (PH).

Not all teachers were computer literate. When teachers are not trained with the SA SAMS, this hampers the successful and effective use of the SA SAMS. Even though some teachers interviewed for this study were computer literate, they still struggled with the SA SAMS and had to rely on other teachers to assist them. This was frustrating on the part of both teachers as one wants to complete their work on the SA SAMS while others are waiting and they still have to assist other colleagues to complete their capturing. This was reflected in participants PA, PC and PD responses below;

The thing is we used to record marks on a mark sheet and then a new system came about. We were just briefly shown how to use it at school and last week we had that workshop. I was trained in my other school. We had to figure it out on our own. We worked with other teachers who shared information on how to do this and that. We helped each other (PA).

Personally, I haven't been trained. It was trial and error, it was asking colleagues who came and said this is how you do it. And when you sit and punch in your marks wrong; say it is 14 out of 20 and you type in 41. It tells you it is wrong. But it is through the assistance of colleagues and trial and error by myself (PC).

We had no formal training as such. I think someone from the department was sent to give support. Someone sent from the department or the teachers centre, and they came and explained. Initially, it was a department official. I think two of us were selected. ...together with management. I was included. And the training was just informing us to how, how to login, capture marks and which, what can I say, where to go to, to enter the marks. And that was about, no more than 15 minutes of explanation. And that person was only seeing the laptop. So basically, we were writing notes and writing down where you had to go like go to 13.1 or whatever (PD).

All 8 participants commented that they were not adequately trained to implement the SA SAMS. PA outlined that they were just briefly shown how to use the SA SAMS at school and the previous week they had had a workshop where it was explained but she was trained in her other school. Teachers had to figure it out on their own. They worked with other teachers who shared information on how to do this and that. They helped each other. Many teachers relied on trial and error, it was asking colleagues who came and said this is how you do it. PD agreed with participants PA, PB, PC by outlining they had no formal training as such and further explained that initially it was a department official. The departmental official explained that two teachers with management were selected for training. The training, according to him, was just informing them on to how to login, capture marks and where to go to, to enter the marks. The training was no more than 15 minutes of explanation. The department official was only able to see the laptop. This suggests that staff who were sent to the workshops conducted by the department of education were not adequately trained.

Participant E stated that at school level there was an initial workshop; someone did an initial workshop that's as far as it went and she had a little know how as to how the computer works.

We did an initial workshop, someone did an initial workshop that's as far as it we and I have a little know how as to how the computer works then you just need to load your marks basically and thereafter a whole lot of other things came along like validating,

validating your subjects , looking at your weightings, looking at mark scheme, changing mark scheme, that came later on, that was when there was a conflict of interest in terms of the policy documents and what was expected in SAMS and policy so as far as I know policy is what we follow.(PE)

And further explained that they had to adjust to the SA SAMS as it was not CAPS aligned, the marks and weightings were different. While PF argued that the SA SAMS was not a difficult system to work with but that training would have been good. They learnt on their own.

We haven't been trained. Think we learnt pretty much on our own. Where we tried our marked in and it actually self-explanatory as we go on and started. I don't think it is much of a schlep. (PF)

This suggests that Participant F did not find the SA SAMS to be difficult but would have preferred training as they had to learn on their own.

The findings indicated that all participants were not adequately trained to implement the SA SAMS and teachers relied on their own skills and assistance from other colleagues. Further to this they were given only one workshop conducted by one member of staff who attended a 15-minute workshop conducted by the department of education where that person themselves were not sure about what they were talking about as they were not even able to see the screen when the departmental official was explaining nor was there a power point presentation for everyone to be able to view what was on the screen and how to navigate the site.

I now turn to outlining the fifth theme that came up during the data generation, mainly the successes on the SA SAMS.

5.2.5 THEME 5: SOME SUCCESSES ON THE SOUTH AFRICAN SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEM

While were many challenges already mentioned with the SA SAMS there were also many successes such as PH highlights that it generates their reports.

It generates our reports, but you still have to do our comments. On our own, we had to type the comments. (PH)

Another participant mentioned that most of the work was done by the computer and there was no need to write or keep mark books. The computer also generated reports and printed mark-sheet.

It is a better system than the traditional writing in the mark book. (PD)

Participants mentioned that the SA SAMS weighted the marks for the term and showed progression of a learner immediately. While previously, when it was done manually, it took a lot of time for the teacher to calculate using a calculator.

It's better than writing in the mark book and in fact, the marks are processed, almost immediately. You are able to gauge the learner's performance. You are able to see where they are at that particular point in time and adjust after that (PD).

One participant mentioned that the SA SAMS made the teachers lives a little lighter in terms of calculating averages, mediums etc. The academic record is more easily accessible when learners transfer to other schools.

It does make our lives easier in terms of averages, mediums and things like that. And also, it is a good tracking system because we are using it across the board. So, even if a child moves from one school to the next, their academic records are easily accessible. So, it's not like chasing after a report or transfer card. Parents have to go and come back (PE).

Another participant explained that the SA SAMS was a more professional system of record keeping and all the information is kept in one area.

Okay, the good thing about SAMS is that all our marks are kept, it is not like carrying a mark book all the time. You can go to 4 A on the computer and find the information that you need. You can just print it out. That is good. It is professional. Everything is there, your average is there, all the information is there (PC).

Another participant highlighted that the SA SAMS was more convenient as marks are loaded, verified by an HOD and everything is done for the teacher.

> *Yes, it is convenient. Our admin is so much. To think about comments for the reports. Imagine our writing, not all our writing is neat. If you make one error, you have to do the whole report. It is consistent and professional and if there is a mistake, you can always go back. It's not a headache like the hand written one. Redo and double check your marks. It is loaded, verified and done (PC).*

PB explained that if you make an error, you do not have to do the entire report. It can be changed on the computer at the point of error and then reprinted. This saves time. It helps with the manual, physical work of the teacher. It is more accurate than when it is done manually.

> *It saves you time. Computer generates reports and you don't have to redo reports when we make errors when they are hand written. Helps with the manual physical work. (PB)*

There are many successes with the SA SAMS.

5.3 Chapter Summary

This chapter constitutes one of two that presents the findings and discussions of the study. This chapter began with a discussion and analysis of themes. The findings showed that primary school teachers had many challenges in implementing the SA SAMS. The themes identified were lack of time, technical issues, lack of resources and inadequate training. In the following chapter, I turn to theorising the findings of the study regarding what they mean for the field broadly.

CHAPTER SIX

THEORISING THE DATA

6.1 INTRODUCTION

This is chapter two of two in which I provide the discussion and analysis of the findings. In the preceding chapter, I provided an analysis of the different themes that emerged out of my data. In this chapter, provide the theoretical discussion on the lifeworld of teachers and their personal lived experiences of the SA SAMS. I then move to the intentionality of teachers which is the conscious act which involves the SA SAMS. Then I move to discuss Noema-noesis which is the objective and subjective experience that teachers have with the SA SAMS. Thereafter, I move to bracketing where I discuss how the researcher purposefully sets aside any preconceived knowledge or beliefs to influence the study. I then conclude this chapter.

6.2 LIFEWORLD OF TEACHERS

As mentioned in the theoretical chapter, the lifeworld is a term that is used to describe our everyday experience with the world around us. The lifeworld according to Finlay (2009) aims to capture subjectivities, insider meanings and what lived experience feels like for individuals. Lifeworld directly draws out authentic people' live situations rather than some inner world of subjective feelings. Put differently, this means that

> Personal accounts of the lived experience of health and well-being, illness, disability, pain, emotional trauma and so forth, are poignant and powerful. Such accounts offer us a way to get 'up close and personal' with specific experiences, to better understand and empathise with what others may be going through. They challenge our blind-spots and taken-for-granted assumptions. Reminding us of our own fragile existence, they can resonate and touch us in unpredictable ways (Finlay, 2012, p.7)

Although phenomenologist seem to hold different views on a particular subject, there is a fairly general consensus on a basic philosophical perspective, such as the belief that consciousness has some specific structures that can be used to obtain direct knowledge through reflection. Perhaps this philosophical position encourages researchers to understand phenomena, not through media culture and symbolic structures, but at the conscious level of their appearance, as phenomena appear directly in front of us (Cohen, Manion & Morrison, 2007).

The concept of improving experience contrasts sharply with the use of the term on a daily basis. The differences between the two concepts of experience for Husserl's work are described below. In general, there are two basic definitions of experience; (1) the apprehension of an object, a thought, or an emotion through the senses or mind; and (2) active participation in events or activities, leading to the accumulation of knowledge or skill (The American Heritage College Dictionary 2000). These definitions suggest that experience and education are intertwined. In fact, Dewey (1938) defines education as educative experience that involves intellectual and moral growth, interaction, and continuity. Similarly, Csikszentmihalyi's (1991) theory of optimal experience, based on the concept of flow— ''the state in which people are so involved in an activity that nothing else seems to matter'' (p. 4)— maintains that such a state is most conducive to learning. Parrish (2009) argues for a view of learning as experience, and suggests that this concept should be an integral part of instructional design.

From the above, the lifeworld of teachers are their personal lived experience of the SA SAMS. It helps us understand their lived specific experiences and to empathise with them as they work with the SA SAMS in this study.

From the data generated in this study, teachers have felt annoyed, frustrated, exhausted and stressed. This is evident in their words.

> *I was exhausted because it took me quite a while about three hours to do it. Now I was spending six hours on the same thing. Had to redo everything (PB).*
>
> *The cons are also having to deal with the classroom and then going there in your own time to load, in your non-teaching periods, making time to go and load and things like that is very stressful (PE).*
>
> *I felt so bad because I did my work and I have to redo it (PH).*
>
> *It was a disaster, you have finished now and there are still others there in the computer, so you can't load your things (PH).*

The frustration, stress and annoyance that teachers experience was due to lack of time. Teachers felt that they were not given sufficient time in the academic day in which to load their SA SAMS data. The SA SAMS were done after the examinations are complete. Teachers have to manually

enter their marks on mark lists and then have them checked by their supervisors before they can be captured on the SA SAMS. They often have to make time in their non-teaching periods and after school complete loading their marks. They have also experienced that when they do get the time, there is often another group of teachers at the computers and they have to wait for a computer to become available. For teachers to find time to adjust marks is also big challenge that teachers experienced. This suggests that teachers needed more time to load their marks on the SA SAMS.

Further to a lack of time, teachers experienced frustration due to technical issues with the computers. Thus, it appeared that the lifeworld of teachers included the frustration of dealing with the capturing of marks on a system that constantly has technical glitches. As mentioned in the previous chapter, some of the teacher mentioned that the computers were often offline, computers would jam and freeze, loaded marks were sometimes wiped out and had to be reloaded, logging into the SA SAMS was a challenge, loaded marks were not saved, not all the computers were in working order, the curriculum was not in keeping with the SA SAMS, unreliable computers and limited access for teachers.

From the above, it can be seen that teachers experienced many challenges working on the SA SAMS mainly due to lack of time, many technical issues, lack of resources and inadequate training as was mentioned in the previous chapter.

6.3 INTENTIONALITY OF TEACHERS

As explained in the theoretical framework, intentionality connects people to the world around them, as every conscious act involves an object. Yusel (2015) explains intentionality a doing something deliberate, and not doing something without thinking.

The phenomenological notion of “intentionality” - i.e. the mind’s orientation towards reality and its consequent unavoidable work of sense-making - was conceived as being at the core of the process of socialisation. Intentionality accounted for the transmission of knowledge and ways to cope with an already known world (of meaning) and – at the same time – the re-construction and transformation of this same world of meanings and domains of knowledge. Both expert and novice were considered as active minds: not just “passers” or recipients of culture, they were conceived as interpreters of culture. They engaged in making sense of the surrounding reality as well as cultural traditions, everyday routines, cultural meaning systems and domains of knowledge. Even

the reproduction of culture, social order and ways of thinking as well as the individual's alignment to social values were seen as accomplishments. As Derrida would have its decades later, there is no such a thing as "sameness" since even iteration is an active making of the identical (Derrida, 1988).

In the data teachers were conscious of loading their SA SAMS data on a computer but they experienced many challenges such as lack of computers. This was evident in their words:

> *Yes, sometimes we have four computers. Three is working and one is not, or two is working and two is not, or one is working and three is not. And then if it is not our phase computer we have to wait. One time we had to come over a weekend to load our marks. It was really hectic. We make the attempt to come because we want our work done but the stress and that time, we lost our marks, we know we loaded our marks and it got wiped out and then we had to come over the weekend. (PC)*

> *Everything. This thing when entering marks, you have to deal with certain column, so if you are entering your marks and you are doing reading aloud, you have to do first all the marks for the children in reading aloud from the first one to 45. Then save. You don't have to do everything and then save. Each and every column has to be done before saving. Done first, save and then go to the next one. There were some challenges. (PH)*

In the responses, it can be seen that teachers made an attempt to intentionally and consciously load their marks on the computer but because of inadequate resources and lack of time allocated to them, it created a challenge.

Teachers had many challenges caused by inadequate computer at school. At the school being studied, there were only 3 -4 computers for 20-25 teachers. Although all the teachers in the study had their own personal computers, they could not log onto the SA SAMS from their personal laptops. They had to wait for computers to be made available. This has implications for recording marks, updating attendance records and submitting marks on time. This caused further frustration when teachers had to wait for computers to be made available and they could not complete their work.

There was a deliberate act to load their information on the SA SAMS. It is done intentionally as reports and schedules are required.

6.4 NOEMA-NOESIS

As explained in the theoretical chapter, noema refers to the objective experience such as the perceived, the felt, the thought, the remembered and the judged (Cilesiz, 2010). While noesis refers to the subjective experience such as perceiving, feeling, thinking or judging. Together they make up the conscious which are the perceptions, thoughts, feelings, and judgement of an experience.

> *We did an initial workshop, someone did an initial workshop that's as far as it went and I have a little know how as to how the computer works then you just need to load your marks basically and thereafter a whole lot of other things came along like validating, validating your subjects , looking at your weightings, looking at mark scheme, changing mark, that came later on, that was when there was a conflict of interest in terms of the policy documents and what was expected in SAMS and policy so as far as I know policy is what we follow. So, we had to adjust to SA SAMS. They gave us a little note with the steps on how to get in and whatever. (PE)*

> *No, we haven't been trained. That is the obvious truth. we haven't been trained. Think we learnt pretty much on our own. Where we tried putting our marked in and it actually self-explanatory as we go on and started. no, it is not a difficult thing to work with I would think. Training would have been good. But we were not trained (PF)*

Every experience consists of two interrelated dimensions: noesis and noema (Husserl 1969; Moustakas 1994). Noesis refers to the act of experience, such as perceiving, feeling, thinking, remembering, or judging. Noema refers to the object of action, such as the perceived, the felt, the thought, the remembered, the judged. Together, they make up the consciousness (perception, feeling, thought, remembering, judgment) of an experience. Any existing noesis corresponds to a noema, and vice versa. This essential relationship between conscious subjects and their objects is referred to as intentionality (Audi 2001; Crotty 1998). It indicates that the mind inclines towards an object in the process of experiencing (Kockelmans 1994). From a phenomenological perspective, all experience is intentional experience. Consciousness is always consciousness of an object (one cannot be conscious without being conscious of something), and the consciousness of an object requires a subject (Kockelmans 1994; Moustakas 1994). For example, Cilesiz (2009) explains that in her study, educational uses of computers at Internet cafe ́s is the noema of the experience, and using computers educationally at Internet cafe ́s is the noesis of the experience.

These two dimensions are interrelated: neither can exist or be studied without the other. Finally, every experience consists of textures (varying outside appearances) and structures (what might account for or underlie the textures). Every experience is a manifestation of its essence. The essence of the experience of a phenomenon can be investigated by observing its multiple manifestations through a process of imaginative variation (discussed in detail below), and can be described through an investigation of the structures underlying the textures of that essence, focusing on the commonalities of the nature of the experience (Moustakas 1994).

In the data, teachers' perceptions of the SA SAMS was that it is a good system as all the information was stored in one central location but they would have preferred better training. Their training was done by one department representative with one computer and only two members of staff were sent for training which took about 15 minutes. Only the departmental official could see what he was explaining. They would have liked to have clear and precise training, instead of figuring things out on their own.

Further to this, not all teachers were computer literate. The teachers felt that they should have been sent for computer training instead to relying on other teachers to assist them. Some of the teachers who were computer literate became frustrated when they did not know what to do and had to rely on guidance from others to gain access to the relevant sections on the SA SAMS. Many of these teachers relied on trial and error to complete the loading of marks on the SA SAMS.

6.4 EPOCHE/ BRACKETING

From the theoretical framework, Epoche/ bracketing is where the researcher purposefully sets aside any preconceived knowledge or everyday beliefs, he or she may have to explain the phenomena being investigated (Yusel, 2015). This allows the research to listen and record the participants' descriptions of an experience in an open manner.

As a method of research, Husserl proposed epokhé, a word of Greek origin which means doubt. Giorgi (2009) held that the concept of epokhé, which refers to the suspension or suppression of judgments and the positioning of the researcher with regard to the experiences of the studied phenomenon. This suspension of judgment is a mechanism which ensures objectivity during the process of data analysis in a qualitative research. While it is true that the concept of epokhé stems

from pure phenomenology, it is also true that the term has been adapted to qualitative investigation in general.

The concept of bracketing (Gearing, 2004) seems similar to what Husserl (1939/1954) discusses about two negative procedures: (a) the epoch éof the natural sciences –return (from theories) to the things themselves (avoiding explanations) and; (b) the epoch é of the natural attitude – the phenomenological reduction – becoming unaware of the presumptions and presupposition that researchers keep in their mind and concentrating on original phenomena the way it manifests rather involving in it. Probably, these procedures allow researchers to focus on lived experience as it is itself given, rather than explained or analysed. Similarly, the two main positive procedures Husserl (1913/1962) developed are called intentional analysis - how experiential processes proceed and what is experienced, and eidetic analysis - Intuition of essences. These help researchers to understand the lived experiences not only how experience is experienced, but also how the role of intuition of essences adds meaning to that experience.

In the findings, participants mentioned many successes with the SA SAMS such as

> *It's good because everything is on the system you know we are not writing. We are getting a printed mark sheet. I would think it is so much better and we don't need to write it out although we do write it out before we do it but everything is done (PF).*
>
> *It is good because most of the thing is done by the computer, there is no need to write. It generates our reports, our schedules and our graphs. All of that is done. So, we don't have to do all that manually (PG).*
>
> *It weights the marks for you, it also shows you, it also shows you progression in terms of the learners, almost immediately. Previously when you do it manually, it takes a while. Then you do a composite mark sheet and all that. This here, SA SAMS has been good to give you all of that depending on what you feed into it, its outcome will be what you expect (PE).*

Although I, did not agree with the participants in terms of the SA SAMS being a good system for teachers, I did not impose my feelings during the interview process but allowed participants to express their feeling. This allowed the research to be conducted in an open manner.

6.5 Chapter Summary

In this chapter, I provided the theoretical discussion. This chapter was chapter two of two that focused on the findings of the study. I started with a discussion on the lifeworld of teachers, I then moved to the intentionality of teachers. Thereafter, I discussed noema-noesis together with the theoretical bracketing of the lifeworld of the teacher. In the following chapter, I now move to the summary, major findings, recommendations and conclusion.

CHAPTER SEVEN

SUMMARY, MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

7.1 INTRODUCTION

This study set out to explore South African public-school teachers' experiences on the implementation of the School Administration and Management System. The study sought to answer one research question: What are teachers' experiences on the implementation of the South African School Administration and Management system? The preceding chapter presented, analysed and discussed the data generated. This chapter presents the summary, recommendations and conclusion derived from the data analysis and discussions. It begins with a summary of each of the preceding chapters, then discusses the major findings of the study, followed by suggestions for further research and the recommendations made by this study, ending with the conclusion.

7.2 SUMMARY OF CHAPTERS

This study explored South African public-school teachers' experiences on the implementation of the School Administration and Management System. This study covered chapters one to five, with chapter two being the literature review and chapter five being the theoretical discussion, which was used to draw up the summary, recommendations and the conclusion of the study.

7.2.1 Chapter one

The first chapter provided an overview to the study, outlining the title of the study: Exploring South African Primary School Teachers' Experiences on the Implementation of the School Administration and Management System (section 1.2) after the introduction. I stated in section 1.3 the focus of the study, which was to explore South African public-school teachers' experiences on the implementation of the South African School Administration and Management System. The location of the study was also mentioned, which was the targeted school in South Africa in Umlazi District in KZN. The rationale of the study was given in section 1.5 outlining my personal reasons for conducting the study, and what the literature states about the study's phenomenon (teachers' experiences) and the study focus (South African School Administration and Management system). In section 16, the literature reviews discussed the SA SAMS, the benefits and disadvantages of ICT use, ICT in developed countries and ICT in local countries.

The study objectives were outlined in section 1.7 as follows:

- To explore South African primary school teachers' experiences on the implementation of the School Administration and Management System
- To understand why South African primary school Teachers' Experience, the implementation of the School Administration and Management System in the way that they do

Followed by the following research question:

- What are South African primary school teachers' experiences on the implementation School Administration and Management System?
- Why do South African primary school teachers' experience the implementation of the school Administration and Management System in the way they do?

Research design and methodology were indicated in sections 1.9 to 1.14 by discussing the research paradigm (the interpretive paradigm), research style used (the case study), sampling (convenience and purposive, research method (semi-structured interview), data analysis, limitations, ethical clearance issues and trustworthiness.

7.2.2 Chapter two

This chapter reviewed the literature on the different areas related to the study. These included literature on: SA SAMS, Information Communications Technology, ICT in developed countries and ICT in developing countries. The review showed that both developed and developing countries faced the same challenges with regard to the implementation of an ICT system. These challenges also inhibited the integration of ICT-Teaching-Learning. Despite the fact that developed countries have finances and infrastructure available for effective implementation and utilisation of ICT, they still had issues with attitudes of teachers when using ICT. Developing countries had more challenges in terms of availability of finances, electricity, infrastructure and others. They too had issues with training of teachers. Therefore, from the literature, South Africa had similar challenges. This study will have focused on teacher experiences with the SA SAMS to draw an understanding of teacher's beliefs and attitudes to this system. Compared with developed countries, the South African education department had no specific budget allocate to the SA SAMS. The study also

sought to identify the recommendations that teachers may have to improve the system that has been in existence since the 2000s.

7.2.3. Chapter three

The aim of this study was to explore teachers' experiences in the implementation of the South African School Administration and Management System within the context of a school in Kwa-Zulu Natal. From the previous discussion, it was clear that the best way for it to be studied is using a qualitative case study using semi-structured interviews as its method of data generation and non-probability purposive sampling as a means of selecting participants. Measures were taken to ensure trustworthiness and all ethical concerns were dealt with.

7.2.4 Chapter four

This chapter began with a definition of phenomenology and an outline of the history of phenomenology. The key characteristics of phenomenology were identified according to literature and also explained. Some the advantages and disadvantages of phenomenology was identified. Some literature of international and local studies was identified and how phenomenology was used explained.

7.2.5 Chapter five

This chapter constituted one of two that presented the findings and discussions of the study. It began with a discussion and analysis of themes. The findings showed that primary school teachers had many challenges in implementing the South African School Administration and Management system. The themes identified were lack of time, technical issues, lack of resources and inadequate training. In the following chapter, I turn to theorising the findings of the study regarding what they mean for the field broadly.

7.2.6 Chapter six

In this chapter I provided the theoretical discussion. This chapter is two of two that focused on the findings of the study. I started with a discussion on the lifeworld of teachers, I then moved to the intentionality of teachers, then I discussed noema-noesis. Thereafter, I moved on to bracketing and I ended with a conclusion.

7.3 MAJOR FINDINGS

The conclusions are drawn from the findings (literature reviewed, theoretical framework and data analysis) of the study and are discussed following themes that derived from school teachers' experiences in implementing the South African School Administration and Management System. The themes that were identified were: The importance of time; technical challenges; the importance of resources; the importance of training; lifeworld of teachers, intentionality; Noema-Noesis and Bracketing.

7.3.1 The importance of time

The findings suggested that teachers experienced annoyance, frustration and stress due to the lack of time. Time was one of the biggest challenges experienced by teachers in implementing the South African School Administration and Management system successfully. The findings suggest that insufficient time was allocated in the curriculum to load the South African School Administration and Management system data. Therefore, teachers had to stay in after school, during weekends and use their Non-teaching periods to complete their work.

7.3.2 Technical issues

Overall, participants in this study experienced many technical challenges with the SA SAMS. This led to teachers experiencing annoyance, frustration and stress especially when the department set a deadline for marks to be sent to them. SA SAMS also generated reports and when there was a technical issue and the SA SAMS was delayed, it created issues for the school.

7.3.3 Importance of resources

The findings suggested that teachers were stressed and frustrated as they had limited laptops and computers to load their SA SAMS data. They further explained that they had to wait in a queue and take turns to complete their work on the SA SAMS, there was little to no technical support.

7.3.4. Importance of training

The findings indicated that all participants were not adequately trained to implement the SA SAMS and teachers relied on their own skills and assistance from other colleagues. Further to this, they only did one workshop conducted by one member of staff who attended a 15-minute workshop conducted by the department of education where that person themselves were not sure about what

they were talking about as they were not even able to see the screen when the departmental official was explainingg nor was there a power point presentation for everyone to be able to view what was on the screen and how to navigate the site. The department had the SA SAMS manuals on their internet site and these were not given to the teachers who were selected for training: neither were they made aware that there were manuals that schools could download at their leisure.

7.4 SUGGESTS FOR FURTHER RESEARCH

- The literature that was reviewed revealed that few studies have been conducted on SA SAMS. In order to close the gap, other researchers can consider looking at the SA SAMS in this country (Sello, 2014).
- Further studies may be done on exploring teachers' experiences of the SA SAMS in rural areas in South Africa (Mdlongwa, 2012).
- It would be valuable to research how other schools (rural and urban) cater for lack of resources, time, training and technical issues when it comes to the SA SAMS (Mdlongwa, 2012).

7.5 RECOMMENDATIONS

7.5.1 Training of teachers in implementing the South African School Administration and Management system.

The findings revealed that teachers were not trained to work on the SA SAMS and often had to rely on other teachers for assistance. I suggest that the Department conduct more workshops to train teachers in implementing the SA SAMS. This can be done at each school rather than a single workshop with many schools present.

7.5.2 Allocate more time for teachers to load their data on SA SAMS.

The findings revealed that teachers were not given time in the school day to load data on the SA SAMS.

7.5.3 Employ more technicians to assist schools when there are technical issues.

The findings revealed that teachers experienced many technical issues, especially when the computers jammed or froze, marks did not save, or when marks were wiped off the system. Schools

often have to wait a long time for technicians to be deployed to schools to correct the technical issues. I suggest that the Department of Education employ more technicians to support and assist schools.

7.5.4 Allocate greater budgets to schools to fund much needed resources such as laptops, computers and Wi-Fi.

The finding revealed that there were too few laptops and computers for the SA SAMS to be loaded. I suggest that the department allocate more funds to schools to purchase computers and laptops. The funds could also assist schools to contribute to the payment Wi-Fi.

7.6 Chapter summary

The main purpose of this study was to explore South African Primary Teachers' Experiences on the Implementation of the School Administration and Management System and to understand why South African primary school Teachers' experience the implementation of the School Administration and Management System in the way they do. In order to fulfil these objectives, the following research question were asked: What are South African primary school teachers 'experiences on the implementation School Administration and Management System? Why do South African primary school teachers' experience the implementation of the school Administration and Management System in the way that they do?

The main answers to the questions were that teachers experienced stress, frustration and annoyance due to lack of training, poor resources, lack of technical support, and inadequate time allocated to them to complete loading data on the SA SAMS.

This chapter provided the summary of the whole study, where findings from the literature, Information Communication Technology (ICT) and South African School Administration and Management System (SA SAMS) was compared.

References

Acharya, A. S., Anupam, P., Pikee, S., & Aruna, N. (2013). Sampling: Why & How of it? Anita S Acharya, Anupam Prakash, Pikee Saxena, Aruna Nigam. *Indian Journal of medical specialities, 4*(2), 330-333.

Akmese, P. P. (2016). Examination of sign language education according to the opinions of members from a basic sign language certification programme. *Educational Sciences: Theory and Practice, 16*(4), 1189-1225.

Alamin, A. A., Shaoqing, G., & Le, Z. (2015). The development of Educational Technology Policies (1996-2012): Lessons from China and the USA. *International Education Studies, 8*(6), 142-150.

Albugami, S., & Ahmed, V. (2015). Success factors for ICT implementation in Saudi secondary schools: From the perspective of ICT directors, head teachers, teachers and students. *International Journal of Education and Development using Information and Communication Technology, 11*(1), 36-54.

Amuko, S. (2015). Opportunities and Challenges: Integration of ICT in Teaching and Learning Mathematics in Secondary Schools, Nairobi,kenya. *Journal of Education and Practice, 6*(24), 1-7.

Ashworth, A. J., & Dutton, P. V. (2016). Baby-gaze: A neurobiologicl method of anxiety relief in trauma. *Open Access Text, 1*, 36-39.

Audi, R. (2001). *The Cambridge dictionary of philosophy(2nd ed.).* New York: Cambridge University Press.

Babbie, E. (2010). *The practice of social research* (12th ed.). Belmont:Thompson Wadsworth.

Babbie, E., & Mouton, J. (2001). *The practice of social research.* Cape Town: Oxford University Press.

Brunk, J. D. (2008). Factors affecting the level of technology implementation by teachers in elementary schools. (Doctoral dissertation). University of Oklahoma.

Budd, K. S. (2005). Assessing parenting capacity in a welfare context. *Children and Youth Services Review, 27*(4), 429-444.

Canada, S. (2008). Canadian Internet Use Survey.

Christiansen, I., Bertram, C., & Land , S. (2010). *Understanding research: An introduction to reading research.* Durban: Van Schaik Publishers.

Cibangu, S. K., & Hepworth, M. (2016). The uses of phenomenology & phenomenography- : A critical Review. *Library & Information Science research, 38*, 148-160.

Cilesiz, S. (2009). Education computer use in leisure contexts: A phenomenological study of adolescents' experiences at Internet cafe. *American Educational Research Journal, 46*(1), 232-274.

Cilesiz, S. (2010). A phenomenological approach to experiences with technology: current state, promise, and future directions for research. *Association for Educational Communication and Technology*, 487-510.

Cohen, L., Manion, C., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). London: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2011). Surveys, longitudinal, cross-sectional and trend studies. In *Research Methods in Education* (7th ed., pp. 261-264). Abingdon: Routledge.

Corby, D., Taggart, L., & Cousins, W. (2015). People with intellectual disability and human science research: A systematic review of phenomenological studies using interviews for data collection. *Research in Development disability, 47*, 451-465.

Cowan, J. (2017). Linking reflective activities for self-managed development of higher-level abilities. *Journal of Perspectives in Applied Academic Practic, 5*(1), 67-74.

Creswell, J. (1998). *Research design: Qualitative, quantitative, ad mixed methods approach* (2nd ed.). Thosand Oaks, CA: Sage.

Creswell, J. (2012). *Qualitative inquiryand research design: Choosing amng five approaches* (5th ed.). California: Sage.

Creswell, J. (2013). Qualitative inquiry and research design: Choosing among five approaches. In *Research Methods in Education* (5th ed.). California: Sage Publications.

Creswell, J. W. (1994). *Ressarch design: Qualitative and quantitaive approaches* (6th Ed ed.). London: Sage.

Creswell, J., & Creswell, J. (2017). *Research design: Qualitaive , quantitative and mixed methods approach.* Sage Publications.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process.* London: Sage.

Csikszentmihalyi, M. (1991). *Flow: The psychology of optimal experience.* New York: Harper Perennial.

Deirdre, C., Taggart, L., & Cousins, W. (2015). People with intellectual disability & human science research. *Research in developmental disabilities, 47*, 451-465.

Denzin, & Giardina. (2016). *Introduction Qualitative Inquiry- Past, Present, and Future.* Routledge.

Denzin, N., & Lincoln, Y. (2003). *Introduction: the discipline and practice of qualitaive research in the landscape of qualitaive research: theories and issues.* Thosand Oaks: Sage.

Derrida, J. (1997). *Deconstruction in a nutshell: A conversation with Jacques Derrida.* New York: Fordham University Press.

Dewey, J. (1938). *Experience and Education.* New York: Fordham University Press.

Eagleton, T. (1983). *Literacy theory: An introduction.* Oxford: Basil Blackwell.

Eddles-Hirsh, K. (2015). Phenomenology and Educational research. *International Journal of Advanced Research, 3*(8), 251-260.

Elo, S., Kääriäinen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. (2015). *Qualitative content analysis: A focus on trustworthiness.* (Vol. 4). Sage open.

Falconer, D. J., & Mackay, D. R. (1999). The key to the mixed method dilemma. *In proceedings of the 10th Australasian conference on information Systems*, (pp. 1-3).

Fenton, B., & Mazulewicz, J. (2008). *Trustworthiness*. Retrieved 03 27, 2019, from http://www.omnivise.com/research/trustworthiness.htm.

Finlay, L. (2006). 'Rigour', 'Ethical Integrity' or 'Artistry'? Reflexively reviewing criteria for evaluating qualiative research.

Finlay, L. (2009). Debating Phenomenological Research Methods. *Phenomenology & Practice, 3*(1), 6-25.

Finlay, L. (2012). Debating phenomenological methods. *Hermeneutic Phenomenology in Education: Methods and practice*, 17-37.

Fisseha, M. (2011). The Roles of Information Communication Technology in Education Review Article with emphasis to the Computer and Internet. *Ethiop Journal of Education and Science, 6*(2), 1-16.

Flick, U. (2014). *An introduction to qualitative research.* London: Sage.

Foundation, M. &. (2015). *Success by numbers. How using data can unlock the potential of South Africa's R-12 public school system*. Retrieved from http://www.education.gov.za/linkClick.aspx?fileticket=4u69wpTxT5Y%3D&tabid=462&mid=2443.

Gearing, R. (2004). Bracketing in research: A typology. *Qualiative health research, 14*(10), 1429-1452.

Ghavifekr, S., Afshari, M., Siraj, S., & Seger, K. (2013). ICT Application for Administration and Management : A Conceptual Review. *Procedia, 103*, 1344-1351.

Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach.* Pittsburgh, PA: Duquesne University Press.

Gorman, G. E., & Clayton, P. (1997). *Qualitative research for the information professional: A practical handbook.* London: Library Association Publishing.

Grant, C., & Osanloo, A. (2014). Understanding, selecting, integrating a theoretical framework in dissertation research: Creating the Blueprint for 'house'. *Administrative Issues Journal:Connecting Education, Practice and Research, 4*(2), 12-22.

Groenewald, T. (2004). A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods, 3*(1), 44-55.

Guba, E. G., & Lincoln, Y. S. (1994). In *Completing paradigms in qualitative research: handbook of qualitative research* (pp. 105-117). London: Sage.

Hancock, B. (2002). *Trent focus for research and developement in primary health care: An introduction to qualitative research.* Nottingham: Trent Focus Group.

Hussain, M. A. (2015). In the labyrinth of Research: Critiquing Research Studies Conducted in Contrasting Paradigms. *Journal of a Language Teaching and Research, 6*(5), 956-962.

Husserl, E. (1969). *Ideas: General introduction to pure phenomenology (W.R.B. Gibson, Trans.,5th ed.).* London: George Allen & Unwin.

Illias, K., Liaw, J. H., Cornish, K., Park, M. S.-A., & Golden, K. J. (2017). Wellbeing of mothers of children with AUTISM in Malaysia: An Interpretative phenomenological analysis study. *Journal of Intellectual and Developmental disability, 42*(1), 74-89.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher, 33*(7), 14-26.

Juma, K. S., Raihan, A., & Clement, C. K. (2015). *Role of ICT in Higher Educational Administration in Uganda.* Bangladesh: Department of Technical and vocational Education.

Jwan, J. O., & Ong'ondo, C. O. (2011). In *Qualitative research: An introduction to principles and techniques.* Eldoret: Moi University.

Kawade, D. (2012). Use of ICT in Primary School. *Pioneer Journal*.

Khanare, T. B. (2012). Experiences and practices of form three intergrated science teachers with regard to outcomes and assessment strategies: A case study of two schools in Lesotho (Doctoral dissertation).

Kihoza, P., Zlotnikova, I., Bada, J., & Khamisi, K. (2016). Classroom ICT integration in Tanzania: Opportunities and challenges from the perspective of TPACK and SAMR models.

International Journal of Education and Development using Information and Communication Technology, 12(1), 107-128.

Kockelmans, J. (1994). *Edmund Husserl's phenomenology.* West Lafayette, IN: Purdue University Press.

Kothari, C. R. (2004). *Research methodology: Methods and Techniques.* New Age International.

Kumaar, K. (2005). *Research Methodology. A step-by-step guide for beginners.* London: Sage.

Lane, J. (2012). Developing the Vision: Preparing teachersto deliver a digital world-class education system. *Australian Journal of Teacher Education, 37*(4), 59-74.

Langdridge, D. (2007). *Phenomenological Psychology: Theory, research and method.* Harlow: Pearson Education.

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed.). Upper Saddle River, NJ: Pearson.

Leek, J. (2013). *Six Types of Ananlyses Every Data Scientist Should know*. Retrieved 03 27, 2019, from http://datascientistinsight.com/2013/01/29/six-types-of-analyses-every-data-scientist-should-know/.

Lincoln, & Denzil. (2002). *The qualitative Inquiry reader.* London: Sage.

Lindberg, O. J., Olofsson, A. D., & Fransson, G. (2017). Same but different? An examination of Swedish upper secondary school teachers' and students' views and use of ICT in education. *The Journal of Information and Learning Technology, 34*(2), 122-132.

Longhurst, R. (2010). *Semi-structured Interviews and Focus groups.* London: Sage.

Mackenzie, S., Baadjies, L., & Seedat, M. (2015). A Phenomenological Study of Volunteers' Experiences in a South African Waste Management Campaign. *International Journal of Voluntary and Nonprofit Organizations*.

Maree, K., & Van der Westhuizen, C. (2007). *First steps in research.* Pretoria: Van Schaik.

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research.* California: Sage publications.

Mbodila, M., Jones, T., & Muhandji, K. (2013). Integration of ICT in education : Key Challenges. *International Journal of Emerging Technology and Advanced Engineering, 3*(11), 515-520.

Mdlongwa, T. (2012). Information and Communication Technology (ICT) as a means of Enhancing Education in Schools in South Africa: Challenges, Benefits and Recommendations. *Policy brief: Africa Institute of South Africa*, 1-7.

Merriam, S. B. (1998). *Qualitative research and case study application in education.* San Francisco: Jossey-Bass.

Merriam, S., & Tisdell, E. J. (2015). *Qualitaive Research: A Guide to Design and Implementation.* Canada: John Wiley & Sons.

Mikre, F. (2011). *The Role of information and communication Technologies in Education: Review Article with Emphasis to the computer and internet.* Retrieved from http://www.ajol.info/index.php/ejesc/article/viewfile/73521/62437.

Mlambo, S., Chukwuere, J. E., & Ndebele, C. (2018). Persceptions of pre-service teachers on the use of ICTs for instructional purposes. *Journal of Gender, Information and Development in Africa (JGIDA), 7*(2), 77-101.

Moustakas, C. (1994). *Phenomenological research methods.* London: Sage Publications.

Mouton, J. (1996). *Understanding social research.* Pretoria: Van Schaik.

Munyoro, P. K., & Mutula, S. (2018). Impact of ICT Integration into the LIS Curricular in Zimbabwe. *Mousaion, 36*, 1-30.

Murithi, G. M., & Masinde, M. (2016). Cloud SAMS: Cloud Computing Solution for Public Schools within South Africa's 'Second Economy''. *IST-Africa 2016 Conference Proceedings* (pp. 1-15). Bloemfontein: IIMC International Information Management Corporation.

Mwalongo, A. (2011). Teachers'Perceptions about ICT for Teaching, Professional Development, Administration and Personal use. *International Journal of education and development using information and Communication Technology, 7*(3), 36-49.

Naicker, K. (2016). An Assessment of the Integration of Information literacy education into first year programmes in the faculty of management sciences at the Durban University of Technology-Durban Campus (Doctoral Dissertation).

Naicker, S. (1998). Curriculum change and outcome-based education. A case study of two primary schools in Reservoir Hills, dissertation submitted in fulfilmentt of degree of masters of education. University of Natal.

Nkoma, E., & Hay, J. (2018). Educational psycologists' support roles regarding the implementation of inclusive education in Zimbabwe. *ElectronCommJpn*, 850-856.

Noce, A. A., & McKeown, L. (2008). A new benchmark for Internet use: A logistic modelling of factors influencing Internet use in Canada,2005. *Government Information Quarterly, 25*(3), 462-476.

Noor, K. M. (2008). Case study: A strategic research methodology. *American Journal of Applied Sciences, 5*(11), 1602-1604.

Nour, S. S. (2016). The Impact of ICT in Public and Private Universities in Sudan. *CrossMark, 9*, 1391-1414.

Ntho-Ntho, A. M., & Nieuwenhuis, J. (2016). Religion in education policy in South Africa: A challenge of change. *British Journal of Religious Education, 38*(3), 236-248.

O'Brien, J. (1999). In *Management Information Systems-Managing Information Technology in the Internetworked Enterprise.* Boston: Irwin Mcgraw-Hill.

Oksuz, Y. (2016). Evaluation of Emotional Literacy Activities: A Phenomenological Study. *Journal of Education and Practice, 7*(36), 34-39.

Omair, A. (2014). Sample size estimation and sampling techniques for selecting a representative sample. *Journal of Health specialities, 2*(4), 142.

Padilla-Diaz, M. (2015). Phenomenology in Educational Qualitative Research: Philosophy as Science or Philosophical Science? *International Journal of Eductaional Excellence, 1*(2), 101-110.

Parrish, P. E. (2009). Aesthetic principles for instructional design. *Educational Technology Research and Development, 57,* 511-528.

Patel, F. (2007). Education Management Information System (EMIS): ensuring quality through education districts. *Minutes of the Portfolio Committee held on 9 November 2007.* Pretoria.

Pavel, A.-P., Fruth, A., & Neacsu, M.-N. (2015). ICT and E-Learning- Catalysts for Innovation and Quality in higher Education. *Procedia Economics and Finance, 23,* 704-711.

Ponce, O. (2014). *Investigation Qualiative Education: Teorias practical debates.* Hatokey: Publication Puertorriquenas.

Qureshi, Z. H., & Abro, M. M. (2016). Efficient Use of ICT in Administration: A Case from Mehran University of Engineering and Technology, Jamshoro"Pakistan. *International Journal of Economics,Commerce and Management*, 540-550.

Rallis, S. F., & Rossman, G. B. (2012). *The research journey: Introduction to inquiry.* New York: Guilford Press.

Rennie, D. L. (2014). Qualitative research as methodiical hermeneutics. *Psychological Methods, 17*(3), 385.

Rice, P. L., & Ezzy, D. (2000). Qualitative research methods: A Health Focus. *Chronic Diseases in Canada, 21*(3), 137.

Richards, K. (2003). Qualitative research in TESOL. *Springer,* New York.

Ritchie, J., & Spencer, L. (2002). Qualitative data analysis for applied policy research. *The qualitative researcher's companion, 573*(2002), 305-329.

SAMS, S. (2020). *https:/sasams.co.za/2019/01/20/18-2-0/.*

Sandelowski, M. (1986). The problem of rigor in qualitative research. *Advances in Nursing Science, 8*(3), 27-37.

Saunders, P. (2003). *Social theory and the urban question* (2nd ed.). Routledge.

Sello, M. N. (2014). Critical Success Factors for the Adoption of School Administration and Management Systems in South African Schools. *International Journal of Computer Science and Business Informatics, 14*(2), 74-92.

Shah, M. (2014). Impact of management information systems (MIS) on school administration: What the literature says. *Social and Behavioral Sciences, 116*, 2799-2804.

Singh, T. R., & Chan, S. (2014). Teacher Readiness on ICT Integration in Teaching-learning: A Malaysian Case Study. *International Journal of Asian Social Science, 4*(7), 874-885.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory , method and research.* CA: Sage, Thousand Oaks.

South Africa. (1996). South African Schools act, no 84 of 1996.

South Africa. (2006). Department of education, user gudelines on how to get started with SA-SAMS School Administration and management information system.

South Africa. (2007). Education Management Information System (EMIS); ensuring quality through education districts.

Stake, R. E. (1995). *The art of case study research.* CA: Thousand Oaks: Sage.

Starman, A. B. (2013). The case study as a type of qualiative research. *Journal of Contemparary Educational Studies/Sodobna Pedagogika, 64*(1), 28-44.

Stuckey, H. L. (2015). The second step in data analysis: Coding qualitative research data. *Journal of Social Health and Diabetes, 3*(1), 7-10.

Taylor, P. C., & Medina, M. D. (2013). Educational research paradigm: From postivism to multiparadigmatic. *The journal of Meaning-Centred Education, 1*(2), 1-13.

Thaanyane, M. (2010). Teachers' experiences of implementing business education in three secondary school in Maseru district, Lesotho, dissertation submitted in fulfilment of degree of Masters of education. *University of Kwa-Zulu Natal*. Durban.

The American Heritage College dictionary (3rd ed.). (2000). Boston: Houghton Mifflin.

Thompson, R. (2018). A qualitative phenomenological study of emotional and cultural intelligence of international students in the united states of America. *Journal of international Students, 8*(2), 1220-1255.

Tosun, N., & Baris, M. (2011). Using information and communication technologies in School improvement. *The Turkish Online Journal of Educational Technology, 10*(1), 223-231.

UNESCO. (2002). *Information and communication technology in education. A curriculum for schools and programme for teacher development*.

van Manen, M. (1990). *Researching lived experience.* New York: SUNY Press.

Vandenberg, D. (1997). Phenomenological research in the study of Education. In D. Vandenberg, *Phenomenology & education discourse* (pp. 3-37). Johannesburg, South Africa: Heinemann.

Wilkinson, D., & Birmingham, B. (2003). *Using Research Instruments. A guide for researchers.* London: Routledge Falmer.

Wilson, J. (2014). *Essentials of business research: A guide to doing your research project.* London: Sage.

Yin , K. R. (1994). *Case Study Research- Design and Methods.* Thousand Oaks: Sage Publications.

Yin, R. (1984). *Case study research.* Beverly Hills: Sage.

Yin, R. (2003). *Case study research: design and methods.* Thousand Oaks, CA: Sage Publications.

Yin, R. (2009). *Case study research: Design and methods.* London: Sage.

Yusel, O. (2016). Evaluation of Emotional Literacy Activities: A phenomenological study. *Journal of Education and practice, 7*(36), 34-39.

Yusel, P., & Yildirim, S. (2015). Theoretical frameworks, methods, and prodedures fro conducting phenomenological studies in Educational settings. *Turkish online Journaal of qualiataive Inquiry, 6*(1), 1-20.

Zalta, A. K., Bui, E., Karnik, N. S., Held, P., Laifer, L. M., Sager, J. C., . . . Ohye, B. (2018). Examining the relationship between parent and child psychopathology in treatment-seeking veterans. *Child psychiatry human development*, *49*, 209-216.

Zawal, A. (2007). The larval morphology of Arrenurus nobilis Neuman , A. robustus Koenike. *Aquatic Insects*, *29*(1), 59-66.

ZENEX Foundation. (2016, October 7). *South African School Administration Management System*. Retrieved from http://www.zenexfoundation.org.za.

TM

1. Annexure A

UNIVERSITY OF
KWAZULIJ•NATAL
INYUVESI
YAKWAZULU.NATALI

12 April 2019

Mrs Daphne Pillay
216074163
School of Education
Edgewood Campus

Dear Mrs Pillay

Protocol reference number: HSS/0243/019M
Project Title: Critically exploring South African primary school teachers' experiences on the implementation of the School Administration and Management System.

Full Approval — Expedited Application

In response to your application received 27 March 2019, the Humanities & Social Sciences Research Ethics Committee has considered the above mentioned application and the protocol has 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. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully

.....
Dr Rosemary Sibanda (Chair)

cc Supervisor: Mr M Hlatshwayo cc. Academic Leader Research: Prof Simon B Khoza cc. School Administrator: Ms S Jeenarain, Ms M Ngcobo and Mr SN Mthembu

---

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001 , Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email:ximbap@ukzn.ac.za / snyrnanm@ukzn.ac.za I
mohunp@ukzn.ac.za Website: www.ukzn.ac.za

Annexure B: Letter – school principal

Pillay Daphne
8 Sim Place
Effingham Heights
Durban

4051

28 February 2019

Dear School Principal

Application for Permission to conduct Research at Columbia Primary School

My name is Daphne Pillay. I am a Curriculum Med. candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in critically exploring South African primary school teachers' experiences on the implementation of the School Administration and Management System (SA SAMS). I have observed that teachers have many challenges and successes in the implementation of SA SAMS. To gather the information for my study, your participation is of paramount importance for this research to be successful. Please note the following:

- The school and teachers' confidentiality are guaranteed,
- The interview, may last for about 1 hour.
- Any information given by your teachers cannot be used against the school, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the school and teachers may receive as part of participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- Teachers have a choice to participate, not participate or stop participating in the research. The school and teachers will not be penalised for taking such an action.
- The school and teachers are free to withdraw from the research at any time without any negative or undesirable consequences;
- Real names of the school and teachers will not be used, but symbols such as A, B, C, D, E and F will be used to represent school and teachers' names;
- The research aims at knowing the challenges of your community relating to scarcity, peoples' movement, and effects on peace.
- School and teacher's involvement are purely for academic purposes only, and there are no financial benefits involved.

I can be contacted at:

Email: daphne.pillay@rocketmail.com

Cell: 0842471113

My supervisor is Mr. M Hlatshwayo who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: HlatshwayoM@ukzn.ac.za Phone number: 031 260 3927

Discipline Co-ordinator is Dr Nomkhosi Nzimande

Curriculum Studies, School of Education,

Edgewood College, University of KwaZulu-Natal

(Tel) 0312603357 Email: nzimandem2@ukzn.ac.za

You may also contact the Research Office through:

Ximba Phumelele

HSSREC Research Office,

Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za

Thank you for your contribution to this research

DECLARATION

I…… (Full names of the school principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent for the school and teachers to participate in the research project.

I understand that the school and teachers are at liberty to withdraw from the project at any time, should they so desire.

SIGNATURE OF PRINCIPAL DATE

…… ……

SCHOOL STAMP

SCHOOL STAMP

Annexure C: Letter to the Department

Pillay Daphne

8 Sim Place

Effingham Heights

Durban

4051

28 February 2019

The District Director

ATT: Mr. DN Mthethwa

Private Bag X08

Mobeni

4060

Application for Permission to Conduct Research in a school at Durban Central Circuit in Umlazi district.

My name is Daphne Pillay. I am a Curriculum Med. candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in critically exploring South African primary school teachers' experiences on the implementation of the School Administration and Management System (SA SAMS). I have observed that teachers' have many challenges and successes with SA SAMS.

The following school will be sampled to be used for this research project:

1.	Columbia Primary School

Therefore, to gather the information or data, the above-mentioned educational institution under your supervision is of paramount importance for this research to be successful. Therefore, I would like to request to use these schools and their teachers who are implementing SA SAMS to conduct this research project. Please note the following:

- The school and teachers' confidentiality are guaranteed.
- The interview, reflective activity and focus group discussion may last for about 1 hour.
- Any information given by your teachers cannot be used against the school, and the collected data will be used for purposes of this research only.
- There will be no limit or any benefit that the school and teachers may receive as part of participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- Teachers have a choice to participate, not participate or stop participating in the research. The school and teachers will not be penalised for taking such an action.
- The school and teachers are free to withdraw from the research at any time without any negative or undesirable consequences;
- Real names of the school and teachers will not be used, but symbols such as A, B, C, D, E and F will be used to represent school and teachers' names;

- School and teacher's involvement are purely for academic purposes only, and there are no financial benefits involved.

Time Frame	**Guidelines**
01 Dec 2018 – 31 March 2019	Research proposal development and revisions
31 March 2019	Final research proposal and Ethical clearance
01 Feb 2019 – 28 Feb 2019	Literature review and theoretical framework
01 March 2019 – 30 April 2019	Data generation: Research design and methodology chapter submission
01 May 2019 – 31 May 2019	Analysis of data generation
01 June 2019 – 30 June 2019	Research findings and discussions chapter submission
01 July 2019 – 31 July 2019	Writing summary of the study with chapter one
01 August 2019 – 30 August 2019	Revision of all chapters and submissions (1st draft)
01 September 2019 – 31 September 2019	Second draft submission after corrections
10 October 2019	Turnitin the project
15 October 2019	Send project to the editor
25 October 2019	Doing correction from the editor
27 October 2019	Submission of the third draft after Turnitin and editor
31 October 2019	Submission of final research report for examination

The following plan is used to complete this research project

I can be contacted at:

Email: daphne.pillay@rocketmail.com

Cell: 0842471113

My supervisor is Mr. M Hlatshwayo who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: HlatshwayoM@ukzn.ac.za Phone number: 031 260 3927

Discipline Co-Coordinator is Dr. Nomkhosi Nzimande

Curriculum Studies, School of Education,

Edgewood College, University of KwaZulu-Natal

(Tel) 0312603357 , Email: nzimandem2@ukzn.ac.za

You may also contact the Research Office through:

Ximba Phumelele

HSSREC Research Office,

Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za

Thank you for your contribution to this research

DECLARATION

I…… (Full names of the District Director) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent for the school and teachers to participate in the research project.

I understand that the school and teachers are at liberty to withdraw from the project at any time, should they so desire.

SIGNATURE OF DISTRICT DIRECTOR DATE

…… ……

SCHOOL STAMP

SCHOOL STAMP

Annexure D: Consent form - teachers

Pillay Daphne

8 Sim Place

Effingham Heights

Durban

4051

04 May 2019

Dear Participant

INFORMED CONSENT LETTER

My name is Daphne Pillay. I am a Curriculum Med. candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in critically exploring South African primary school teachers' experiences on the implementation of the School Administration and Management System (SA SAMS). I have observed that teachers' have many challenges and successes with SA SAMS.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the participants may receive as part of their participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;
- Real names of the participants will not be used, but symbols such as A, B, C, D, E and F will be used to represent participants' names;
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		

I can be contacted at:

Email: daphne.pillay@rocketmail.com

Cell: 0842471113

My supervisor is Mr M Hlatshwayo who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: HlatshwayoM@ukzn.ac.za Phone number: 031 260 3671

Discipline Co-Ordinator is Dr Nomkhosi Nzimande

Curriculum Studies, School of Education,

Edgewood College, University of KwaZulu-Natal

(Tel) 0312603357 , Email: nzimandem2@ukzn.ac.za

You may also contact the Research Office through:

Ximba Phumelele

HSSREC Research Office,

Tel: 031 260 3587 E-mail: ximbap@ukzn.ac.za

Thank you for your contribution to this research

DECLARATION

I……. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent for the school and teachers to participate in the research project.

I understand that the school and teachers are at liberty to withdraw from the project at any time, should they so desire.

SIGNATURE OF PARTICIPANT DATE

…… ……

Annexure E: Semi-structured interview – teachers

1. What level of computer training would you say you have?

2. Do you have access to a computer on a personal regular basis?
3. For how long have you being using a computer?
4. Have you ever worked with SA-SAMS?
5. How have you been trained to assist you with SA-SAMS?
6. What are your experiences working with SA-SAMS?
7. What are your biggest challenges working with SA-SAMS?
8. What are your successes working with SA-SAMS?
9. What recommendations would you give/make to the department of education to improve on SA-SAMS?