

The School Management Team's Role in Conducting Extra Classes on Weekends and During Vacations for Matriculants: A Critical Investigation

by

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degree of**

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Date Submitted: September 2020

DECLARATION – PLAGIARISM

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Prof. Simon B. Khoza

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ABSTRACT

This thesis presented the managers' views on the role they play in managing extra classes conducted on weekends and during vacations for matric students. The study is qualitative. I used the interpretivist approach, and the case study. Three schools, with 3 principals (respectively), 3 Level 1 educators, and 2 Heads of Department, were purposively selected as participants. Data were generated using the one-on-one semi-structured interviews with the focus group. A conceptual framework, together with a curricular spider web (CSW) (produced from the literature, which was on the role played by managers), was used to guide the personal, societal, and professional approaches. The following themes: the managers' rationale for managing in the way they do; goals they are managing towards; time allocated to extra classes; roles played by managers and teachers; resources needed; and the community and staff involvement were employed. Findings, conclusions, general recommendations, and recommendations for further studies have been covered in this study. The roles played by managers in conducting extra classes on weekends and during vacations are seen as professional, transformational, or personal. Findings on each category are given. Managers are compelled by the CAPS principles of credibility, quality, and efficiency, to provide an education that is comparable in quality, breadth and depth to that of other countries of the world. Findings showed that there was a significant relationship between the role played by managers, and the effectiveness of extra classes. The transformational approach brought about an open participation which helped to amass support from the educators, who in turn own this exercise. Recommendations are that there must be proper monitoring and control to ensure that time allocated for subjects and tuition is managed accordingly. Some schools still perform best without needing to resort to unconventional methods.

LIST OF ACRONYMS AND ABBREVIATIONS

CAPS – Continuous Assessment Policy Statement

CSW – Curricular Spider Web

EEA – Employment of Educators Act

FET – Further Education and Training

HoD – Head of Department

NCP – National Curriculum Project

NSC – National Senior Certificate

NSLA – National Strategy on Learner Attainment

PAR – Participatory Action Research

PDMS – Performance Management and Development System

PL – Post Level

PSLA – Provincial Strategy on Learner Attainment

SMT – School Management Team

T& T – Trinidad and Tobago

TVS – Tuition Voucher Scheme

VND – Vietnam Dong

UKZN – University of KwaZulu-Natal

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 introduction

Grade 12 classes are conducted during the three school terms. These classes are conducted on weekends and during vacations in many secondary schools of South Africa's disadvantaged communities. This study explores and scrutinises the various roles played by the school management team (SMT) in conducting this programme. This exercise has resulted in the need to conduct this study.

For the sake of this study, the term used for Grade 12 students is *matriculants*. Matric is the South African version referring to the globally recognised Grade 12. The trend of providing extramural classes for matriculants is so widespread that many secondary schools, especially those that have matric in their Further Education and Training (FET) phase, are practising such. This study explores why this practice is so prevalent, especially over weekends and during vacations. This study was conducted in three secondary schools in the Free State (South Africa) in the Qwaqwa district. Eight participants, namely three principals, two heads of department (HODs/SMT members), and three teachers were interviewed to give their own perceptions about the role of management in extra classes.

The provincial Department of Basic Education (DBE), through a document called the Provincial Strategy on Learner Attainment (2014), outlines how much time and money should be allocated to schools for managing extra classes. Their focus was therefore limited to extra classes conducted at Grade 12 level in FET schools, in order to improve performance. This study was compared with other countries in Europe (Poland, Romania, Portugal, etc.) and in Africa (Ghana, Zimbabwe, Botswana, etc.) conducting this programme. Certain countries have been running this programme for over 20 years.

The three schools were chosen based on their continuous involvement in extra classes. This study explores the management side of this programme, whether it is a top-down

(instructional) or a consultative (transformative) approach (Judge, Zhang & Glerum, 2020; Judge & Piccolo, 2004). Lately, learners and educators have been spending their nights at schools not suited to such purposes. For example, all parties spend weekends at their schools in conditions not conducive to overnight accommodation. Other schools conducting extra classes have even decided to keep their learners away from the community, accommodating them in what is known as *camps*. The schools receive funding for the extra classes through a government intervention: The Provincial Strategy on Learner Attainment of 2014. This study examines how managers spend such funds.

2015It was worth doing this study to establish the role played by the SMT. The study was also able to establish the success rate of the enterprise, and the teachers' perceptions of their involvement. Their involvement was checked whether it comes of their own initiative, or whether as a result of this programme being imposed on them. These classes are conducted on weekends and during vacations, which is over and above teachers' formal seven working hours, as prescribed by the Employment of Educators Act 76 (1998). The teachers' direct involvement in planning and conducting these programmes of extra classes is of paramount importance; teachers work directly with the learners. The intention of this study is to make a significant contribution to the understanding of management of extra classes. Can other school managers also follow suit, and put this idea into practice to enhance performance for matriculants?

This research work employed a qualitative method embedded in an interpretive approach (Judge & Piccolo, 2004). The empirical enquiry helped to investigate this contemporary phenomenon within its real-life context (Cohen, Manion & Morison, 2018; Yin, 2015), detailed data being required to inform this exploration. The interpretive empirical paradigm was applied to establish the position of the educators.

A qualitative case study (Yin, 2015) adopting a participatory action research (PAR) (McAteer, 2013) design/style as a research strategy, was applied. According to Kumar (2018), this is an approach to studying a phenomenon in a society using an apposite case for a person, group, society, or a community. Case studies rest on the assumption that the studied case resembles other (typical) cases. Findings could be made that will be applicable to others of a similar type (Ramrathan, 2017). This helps to create an

understanding of teachers' involvement in planning, executing, and owning this programme. Do they have a role in managing the programme of extra classes or are only the SMT and principals pioneering this programme? Do teachers feel overlooked, viewing this programme as an instruction from above? How are extra classes managed when conducted at schools during vacations and on weekends?

The overview of the study is presented in this chapter under the following sub-topics: title, background, focus and purpose of the study, location of the study, rationale, significance, objectives, scope and limitations, layout of the chapters, literature review, methodology, the role of theory, theory generation, design, conceptual framework, population sampling and sampling criteria, data-collection procedures and instruments, data analysis, ethical considerations, and limitations.

1.2 Significance of the Study

This study promises to aid with understanding the need for and structure of extra classes, so that managers may take a different approach to conducting extra classes. This will help to remove the notion that matric students are not sufficiently capable of performing well without being taken through this grueling process. The literature review indicated that many countries, such as Zimbabwe, Botswana, Portugal, India, etc., offer extra classes, but for reasons other than those given by schools in South Africa. The aim in South Africa is for high marks in student performance (Nowosad, 2011). The use of the curricular spider's web framework helped to align understanding of managers' enactment of their roles when providing the extra classes. Through the results of this study, school managers and the HODs of other schools will be able to identify the strengths and challenges of managing extra classes so that they can best manage their own extra classes.

1.3 Review of Related Literature

Auriacombe (2016) indicates that literature reviews take into consideration more than a mere review of literature. In his writing, the researcher uses the phrase “existing scholarship” to indicate the current body of knowledge, or a series of research material produced by other scholars. The research relates to the role played by managers in conducting extra classes for matriculants on weekends and during vacations. A literature review refers to an analysis of all relevant sources of information used to support or relate to what I explored and found relevant to this study (Auriacombe, 2016). This study explored whether matriculant extra classes are a management responsibility, or whether stakeholders share responsibility for ensuring that extra classes take place. Ways in which schools eventually resorted to such a programme were explored.

1.4 Statement of the Problem

Poor management and control, inconsistent approaches, lack of practicality, and unsustainable strategies at schools, lead to underperformance of matric learners, poor usage of resources, and the embarking on of desperate intervention strategies such as extra classes. Based on the above discussion, this research aims to establish the role played by the SMT in conducting extra classes for matriculants on weekends and during vacations.

1.5 Research Questions

A critical investigation was launched into the role of managers in conducting extra classes for matriculants. This has led to the following research questions:

- What is the school management team’s role in the extra classes conducted on weekends and during vacations? (descriptive question).

- How do the school management teams manage extra classes conducted on weekends and during vacations to enhance learners' performance? (operational question)
- Why do school management teams manage the extra classes conducted on weekends and during vacations in a particular manner? (philosophical question)

1.6 Purpose of the Study

The purpose of this study is to explore the role played by the school management team (SMT) in managing or conducting extra classes implemented on weekends and during vacations.

1.6.1 Location of the study

This research work was conducted at three rural schools in the Qwaqwa district of the Free State province of South Africa. The rural areas are areas in the community once designated for use by Black people by the Apartheid policy of segregation. These areas are rife with social injustice, poor education, food insecurity, unemployment, child-headed families, and dependence on social grants/security. The study scope covered three schools that have been (before 2019), and still conduct extra classes on weekends and during vacations.

1.7 Aim of the Study

The undertaking of this study was informed by a personal interest in the ubiquitous nature of extra classes, especially in those secondary schools which have matric. Via the results of this study, school managers and other schools will be able to identify the strengths and challenges of the management of extra classes. They can then also best manage their own extra classes. The role of managers was selected to check for relevance, consistency, practicability, and sustainability of this programme. A trend in the education system is for most secondary schools to conduct such classes. Provincial departments

inject a great deal of money into such programmes (*Provincial Strategy on Learner Attainment*, Circular no. 5968, 2014).

1.8 Objectives of the Study

This study pursued the following objectives:

- To explore the role managers, play in extra classes conducted for matric learners on weekends and during vacations.
- To understand how extra classes conducted for matric learners on weekends and during vacations are managed.
- To establish the reasons for managers conducting extra classes for matric learners on weekends and during vacations in a particular manner.

1.9 Methodology and Research Methods

This study employed a qualitative methodological approach engaging the interpretive paradigm. According to Creswell and Creswell (2018), a qualitative approach views ways in which people construct sense in their lives, their experiences, and how their world should be structured. The qualitative enquiry presents a clear and detailed account of actions and representation of actions so that understandings of the society, and the manner in which matriculants' extra classes are conducted, can be improved.

It was therefore crucial that, in the process of exploring, participants were engaged to discover their version of events. Through the interview, participant observation, and document analysis processes, participants presented their perceptions. Blaikie and Priest (2019) referred to the need in qualitative approach or interviews to allow the participants to speak for themselves. This research tried not only to explore what happens, but also how it happens, and importantly, why it happens.

1.9.1 Research design

The design, in short, as the basic plan for empirical research, included the following main ideas. These are: the strategy, the conceptual framework, the tools, and the procedures

to be used both for generating as well as for analysing and interpreting empirical materials, in response to the research questions. This study used a participatory action research (PAR) to operate within the case study.

1.9.2 Theoretical framework

A study with a theory generation aims to develop a theory to explain empirical phenomena or findings (Jensen, 2020). This study opens with questions, before moving to data collection answering those questions. Eventually, data generation helped to generate a theory. The strategy is the set of ideas this study employed to gain answers to the research questions. Methodological choices were made about where and when observations took place.

1.9.3 Conceptual framework

This indicates the conceptual status of the aspects being studied, and their relationship to one another (Todaro, 2019). In my study, this was about the relationship between school management, educators, and learners who require the extra classes. In short, this dealt with the issue of shared leadership and participative decision-making in implementing this programme as modelled in the curricular spider web (CSW).

1.9.4 Research paradigm

Cohen, Manion and Morrison (2017) adopted this term for a set of practices dominating a scientific discipline at a particular time. In social sciences the term is used more loosely to refer to competing approaches or world views, and sometimes to theories within disciplines. This study employs the qualitative interpretive paradigm because it is interested in meaning, and how people construct sense of their lives and experiences.

1.9.5 Research methods

This study employed a qualitative approach. Document analysis, participant observations, and semi-structured interviews were the chosen data-generation methods. I used document analysis for the planning stage of PAR to address Research Question One. I used observation for the action and observation stages of PAR to address the second research question. I conducted interviews for the reflection stage of PAR in order to address the third research question and to gain first-hand information from the participants.

1.9.6 Population, sampling and sampling criteria

This study used purposive sampling through convenience sampling to select the three most accessible schools, and eight participants from the population of eighteen secondary schools in Qwaqwa district. The sample taken in this study comprises five managers and three educators at schools that have matric, and that conduct extra classes on weekends and during vacations. A sample was chosen in line with the research questions. This sample matched the characteristics of the target group (managers and educators of schools with matric classes) in order to offer valid claims on the transferability of the research findings.

Through sampling, participants who were relevant were selected for this study. Participants came from the three schools involved in the extra classes conducted on weekends and during vacations. The sample was small enough to work with and responded to the problem under question. As such, it consisted of eight participants. Such schools and their participants were chosen based on their managers' role in conducting extra classes, and their outcome in exam results. Only these 3 schools conducted extra classes.

1.9.7 Data generation

Data-generation processes were part of the PAR using document analysis, participant observations, and one-on-one semi-structured interviews. The questions/items of the methods were framed by activities as noted on the CSW framework.

1.9.8 Data analysis

Data were coded in terms of similarity. When participants gave answers to questions in common, that information was classified or grouped under the same code. Thematic analysis was used where themes guided by CSW and categories of findings were generated from the data. Extensive reading from other researchers was conducted during the process of data analysis, to draw from them methodological expertise.

1.9.9 Trustworthiness and credibility

Trustworthiness is concerned with truth value. Trustworthiness implies that, while the connections between conceptual frameworks, questions, and findings may not lead to a single truth, conclusions are justified, credible, and authentic. For research to be in a position to create new knowledge, it must be credible. It should be believable, convincing, and realistic. In this study, trustworthiness lay in the following indicators: credibility, dependability, transferability, and confirmability (Cavalcanti, 2017).

1.9.10 Ethical considerations

Ethical considerations are crucial, especially when planning to gain access to the research area, executing the research. Consent from the DBE, area manager, and participants was sought, as evidenced by the documents in Appendixes A, B, C, and D (p. 118 – 125). Ethical issues key to my research were taken into consideration, and included the following, as guided by Kumar (2018).

- *Informed consent.* Participants' consent was freely given without a promise of any reward, and without a bribe. Participants had full information about my research. They were also informed of how and why they were chosen.
- *Confidentiality and anonymity.* Information collected from the participants and their identity was not disclosed, except in the case of those who allowed it.
- *Data ownership and conclusion.* Data generated is collectively or mutually owned by the participants and their institutions. The findings and the conclusion in this study are to be made available in my (the researcher's) university and the participants' libraries, depending on their storage facilities.
- *Use and misuse of results.* The results of this study are subject to legal protection to ensure that they are not used out of context, or used to manipulate systems for unintended purposes.
- *Trust and honesty.* This has been established to ensure free and mutual interaction with the participants.
- *Reciprocity.* This research, in return, informs the school managers, educators, and parents about the purpose and need for extra classes, and how they should be managed.
- *Harm and risk.* This research did not subject the participants to any form of emotional or physical harm or risk. All interviews were conducted through face-to-face interactions; and as such, no participant was subjected to any hazardous situations.
- *Ethical considerations.* There were considerations in writing this research because the work of other authors was treated with respect, honesty, and integrity. Participants were at liberty to withdraw from the research at any stage of the research. In addition, plagiarism was avoided.

1.10 Limitations of the Study

Limitations here refer to the restricting circumstances or barriers which were unavoidably present in the study design. Any study has limitations; this study was no exception. Limitations were that this study could not take place as planned, owing to some

unforeseen circumstances; for instance, the interruptions that took place for one principal to his work schedule. The principal asked to be given some extra time; thereafter, the interview continued.

1.11 Summary of Chapters

Chapter One presents the background of the study with the following sub-topics: the guiding philosophy, statement of the problem, purpose of the study, location of the study, rationale of the study, literature review, objectives and critical research questions for the study, research design, research paradigm, sampling, data-generation methods, data analysis, trustworthiness, ethical issues, and limitations of this study.

Chapter Two reviews the existing international and local literature relating to the implementation of extra classes. It includes how various schools in various countries conduct their extra classes. It also highlights the curricular spider's web as the conceptual framework that underpinned this study, based on the following themes: rationale, goals, time, teachers' roles, resources, and community involvement.

Chapter Three provides a detailed description of the layout and procedure adopted to generate data in response to research questions, as determined by the objectives of the study. This chapter also indicates that the study is positioned in the interpretive paradigm. Three township schools were purposively and conveniently selected as case studies of schools conducting extra classes on weekends and during vacations. The discussions were centred on issues of trustworthiness and the limitations of this study.

Chapter Four provides the findings of the study. These were presented using themes as guided by the conceptual framework. Perceptions of the participants were recorded, and direct quotations were used to verify the authenticity of what they said. This came from the eight staff members who were interviewed about the role of managers in conducting extra classes. The data uses the spider's web model as a frame of reference by which to arrange data into categories that link the participants' views to the theories and literature reviewed.

Chapter Five provides the summary of the study. It is mainly guided by the outlined objectives and questions. The research findings and discussions are presented in line with the themes and are guided by the conceptual framework. This chapter concludes with general recommendations and recommendations for further studies from the findings.

1.12 Conclusion

This chapter presented the introduction and the background to the study. The rationale which provided the justification of this study was also outlined. This was followed by the aims, objectives, and research questions. These guided the study throughout. The location of the study, literature review, research paradigm and methods, trustworthiness, and ethical considerations, general recommendations and recommendations for further studies were presented. The chapter concludes with a layout of chapter overview. The next chapter will present the literature related to the role of managers in conducting extra classes for matriculants on weekends and during vacations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2. 1 Introduction

The purpose of this chapter is to explore literature and discuss the SMT's role in managing extra classes for matriculants conducted on weekends and during vacations. What follows is the literature collected from various scholars around the world on the role played by managers in this programme.

Literature review is defined by Auriacombe (2016) as the reviewing of the existing scholarship or the existing body of knowledge, to understand how other scholars have investigated the research problem of interest. According to Williamson and Whittaker (2019), new knowledge is produced per dependence on past knowledge. Kumar (2018) asserts that this refers to the process of exploring existing literature to familiarise oneself with the body of knowledge in the area of interest. This perusal of related literature brings clarity and focus to the research problem, helping to develop a methodology, broadening the knowledge base in research, and also to set the findings into context (Kumar, 2018). Literature is used to guide all the stages of the research process. This takes into consideration the background, context, theoretical, and methodological directions.

This study is relevant because currently, great pressure has been exerted on school managers by the South African government to perform at all costs, especially with reference to Grade 12 (matric) learners. As a result, schools have resorted to conducting extra-mural classes; and government is investing a great deal of money in such extra classes. This is as important in South Africa, as with any other country in the world, in which passing Grade 12, graduating high school, and preparing for university, is the focus. This chapter is informed by literature as written by some scholars on extra classes and how they are managed. Themes arose in the process of aligning the literature read with the phenomenon.

According to Gumus, Bellibas, Esen, and Gumus (2018), for at least the past two decades a discourse on the most appropriate leadership roles for principals has focused on two conceptual roles of managing the curriculum for extra classes: instructional leadership, and transformational leadership. Instructional leadership roles were first brought up in the 1980s emanating from research into an effective school curriculum called the performance curriculum (Khoza & Mpungose, 2020; Pietarinen, Pyhältö & Soini, 2019). This leadership model influenced much of the principal leadership as practised in the 1980s and early 1990s, globally. During the 1990s in North America, schools started to restructure; educationists created popular terms such as shared leadership, collaborative leadership, distributed leadership, and transformational leadership. Transformational leadership started as a theory in the general literature on leadership during the 1970s and 80s, moving to curriculum studies as a competence-based curriculum in the 1990s (Khoza, 2020; Hoadley, 2018). This theory found its audience in the educational sphere during the 1990s as part of a reaction to and dissatisfaction with the top-down approach by managers in the 1980s; such had been influenced by the performance curriculum (Khoza, 2019; Hoadley, 2018). According to Gumus et al. (2018), these leadership models signalled a broader dissatisfaction with the instructional leadership model, which many professionals believe focused excessively on the principal as the main source of knowledge, power, and authority. However, according to Mpungose and Khoza (2021), the two roles should be used as taxonomies of managing the curriculum for extra classes.

The appropriateness of a certain leadership role is determined by factors both in the external environment and in the internal/contextual factors of a school. The major contributing factor is the organisational objectives in managing school programmes such as the extra classes (Mpungose & Khoza, 2020). The changing needs of schools in the context of global educational reforms also have an effect (Gumus et al., 2018). The focus of these models is explicitly on the way in which educational leadership, as practised by school managers and educators, bring about the desired outcomes based on either performance or competence-based curricula. Campbell, Mielke, Rabelo, and da Cunha (2018) argued that transformational and transactional leadership should be looked at separately. These researchers further argued that outstanding managers are both transformational and transactional. According to Judge, Zhang and Glerum (2020),

transformational leaders are visionaries that move beyond short-term goals, focusing on higher-order intrinsic needs. Transactional leaders, on the other hand, focus on the appropriate usage of resources and adherence to the stipulated guidelines of the curriculum and assessment policy statement (CAPS), as introduced for matriculants in 2014 in South Africa (Hoadley, 2018). This document provides South African schools with guidelines regarding learning material, subject assessment, and overall expected outcomes. Followers of transformational leadership do not identify with the needs of the leader, whereas the transactional leader gives followers something the leader wants. The next section explores the two leadership roles (instructional and transformational), as the phenomenon, in offering an understanding of how the school management, together with the educators, manages extra classes for matriculants during the vacations and on weekends. The current roles played are the instructional, the transformational, and the person-centred. The literature used helped to guide in terms of the relevance of the differing leadership roles (Dou, Devos, & Valcke, 2017).

2.2.1 What is instructional leadership about?

According to Gumus et al. (2018), scholars conducting research on each of these leadership roles found that competent leadership from school principals was a main factor when it came to successful change, school development, or school effectiveness. The instructional role focuses directly on the role played by the school principal in coordinating, controlling, monitoring, supervising, and developing the curriculum, and providing instruction at school (Khoza, 2019; Hallinger, Hosseingholizadeh, Hashemi, & Kouhsari, 2018). This kind of leadership is associated with a strong direct approach, and is focused on curriculum goals. Instructional leaders operate by combining expertise and charisma. They are hands-on principals, concerned with the finer details of both curriculum and instruction, and directly involved in working with teachers on the improvement of teaching and learning (Hallinger et al., 2018; Cruickshank, 2017; Cuban, 1984). Instructional leaders apply this kind of leadership when conducting extra classes, thereby providing instructions at the beginning of the year, already starting to plan for extra classes. These leaders are goal-oriented, and focus on the improvement of student

academic results. They create high expectations and standards for both students and teachers (Harris, 2019; Pietarinen, Pyhältö, & Soini, 2019).

Instructional leadership is largely focused on whole school improvement. It is also focused on managing and guiding organisational staff to move towards a directed vision and a structured set of goals (Gumus et al., 2018). This kind of leadership seeks to enforce conditions that have a direct impact on the curriculum and instruction for the pupils in the classroom. Educators and staff are instructed that extra classes for matriculants are the only way of achieving good final examination results. Although this type of leadership is prescriptive, it still avoids restrictive and intimidating approaches (Makumane & Khoza, 2020).

Instructional leadership roles revolve around three dimensions: defining the school's vision and mission, managing the instructional programme, and promoting a conducive school-learning climate (Sokhulu, 2020; Hallinger et al., 2018). Defining the school's mission (attaining good matric performance), framing the school's goals (attaining a respectable position in the educational district), and communicating the school's goals (setting the target for performance), comprise the first dimension. This dimension is also characterised by prescribed or structured activities.

Plans for these classes are brought to the attention of staff members in a structured and well-mapped out programme of action. According to Spaul and Hoadley (2018), the activities in this regard are also tailored to learners' situations, thereby aiding them; the activities are to be implemented. Rules that guide how extra classes are to be conducted are followed to the letter. Each member in the learning programme must follow the guidelines as expressed. Content to be followed is always prescribed in the document known as the continuous assessment policy statement (CAPS). The outlined programme indicates which chapters and aspects are to be followed, and the manner in which this must be achieved. The objectives are also prescribed to drive the process as is. These objectives also help to select material that is of value to the conducting of extra classes (Hoadley, 2018).

The objectives help to outline the content to be learnt. Managers, as guided by the objectives, accept their role in managing extra classes and thereby helping to drive this exercise in a structured manner. The vision and mission of the department and that of the school are followed to the letter (Makumane & Khoza, 2020). The effective school functioning rests on the role of both principal and management in their dealings with staff. These personnel must ensure that the school has clear, measurable, and achievable goals focused on the academic emancipation of the learners. The staff must have a structured way of evaluation and assessment (Khoza & Biyela, 2020; Harris, 2019). Each individual is aware of the content, which is mainly prescribed.

Resources needed to achieve the desired result are also organised in advance. These resources should be sufficient to spark interest and enthusiasm from learners. According to Berkvens, van den Akker, and Brugman (2014), resources are curriculum drivers. Even before a plan can be implemented, resources to be used must have been considered. Resources comprise hardware (audio-visual devices, laptops, and computers), software (internet, e-learning devices) and ideological-ware (cognitive aspects). Copies are made for learners to practise activities and revise question papers (rote learning). A timetable is drawn up and given to staff and learners. Learners are expected to follow steps that are prescribed. Learners are drilled on the questions and their answers in the same manner asked in the examination (Vlieghe & Zamojski, 2019; Biesta, 2015). Teachers give learners steps as they are, for them to follow. The evaluation tool is prescribed, and in this instance, it is the question papers. Prescribed activities mostly use a summative assessment (Khoza, 2018). Added to that, the internet could be used, learners researching without the educators' interference. Such can help to reduce the number of extra classes, as learners may be able to utilise such a resource without the teachers' assistance (Ngubane-Mokiwa, & Khoza, 2021).

The second dimension, which is managing the instructional programme, rests entirely on the coordination and control of instruction and curriculum following the prescribed content (Judge, Zhang, & Glerum, 2020). According to Judge and Piccolo (2004, p. 756) such a programme incorporates three leadership functions: supervising (guiding the processes towards reaching the desirable results); and *"...following the behaviour of followers,*

anticipating problems, and taking corrective actions before the behaviour creates serious difficulties...”; assessing (reflecting on) the impact of instruction; synchronising the curriculum; and monitoring student progress. These functions require the leader to be hands-on in the school’s instructional development.

The third dimension, promoting a positive school learning atmosphere, includes several functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for educators, and providing incentives for learning. This dimension argues that effective schools create academic pressure through the development of high standards and expectations. A culture of continuous and consistent improvement is established through a prescribed form of assessment (Khoza, 2019). It is through the collaboration of management and teachers on curriculum, instruction, and continuous assessment, that instructional leadership can be effective (Mpungose & Khoza, 2020).

This leadership role is not without limitations. The influence of the instructional leadership role of principals is of great importance. However, it was not and will never be the only key role of the school principal (Yendol-Hoppey, Dana, & Hoppey, 2019). Transactional leaders prefer to follow a structured approach with outlined goals and objectives in their work, as reflected in the CAPS. Over-reliance on objectives stifles opportunities for growth (Makumane & Khoza, 2020; Harris, 2019). Freire (1994) claims that objectives serve as a tool for oppressing subordinates who are forced to follow prescribed objectives, even when those aims do not resonate with them. Extra classes will have to be conducted according to prescribed norms.

It is also acknowledged that principals play managerial, political, instructional, institutional, resource, and symbolic leadership roles in their schools (Harris & Jones, 2019; Hoadley, 2018). To focus narrowly on this single role in improving student performance will be unprofitable for the principal (Khoza, 2018). Instructional leaders must adjust their performance of this role to the needs, opportunities, and constraints as dictated by the school context. What makes it more difficult is when this approach is applied in schools, in instances where principals have less expertise than the teachers they manage (Mpungose & Khoza, 2020; Yendol-Hoppey et al., 2019).

2.2.2 What is transformational leadership about?

According to Campbell, Mielke, Rabelo, and Da Cunha (2018), the transformational role includes aspects that will follow. This role is evident when leaders consider the interests of their employees, when they generate awareness and acknowledgement of the purposes and missions of the members of an organisation. Transformational leaders do not always prescribe. They always use a trial-and-error method and various other methods before finding a solution (Yendol-Hoppey, Dana, & Hoppey, 2019).

Transformational leaders do not push for prescribed content because the content comes from the activities. The aim is to achieve the outcomes to see that the learners gain better marks in their assessments. Peer assessment is supported. There is open communication. The principal, together with stakeholders, convenes meetings and discusses the need for extra classes, hearing the views of other relevant people (Khoza & Mpungose, 2020). According to Dou et al. (2017), these particular principals may be charismatic and inspirational to their followers; they may apply emotional intelligence in dealing with employees; and/or they may intellectually stimulate employees. Intellectually stimulating leaders are open and able to indicate to their employees new ways of dealing with old problems. In cases in which schools struggle to achieve a desirable matric performance, these leaders assist teachers to see difficulties as challenges to be overcome, emphasising national solutions (Campbell et al., 2018; Khoza, 2016b).

School managers who apply their leadership role using this approach show the following characteristics: individualised support (educators' challenges seek person-on-person engagement), shared goals (inspire good performance), vision (building a school that shapes learners' future), intellectual stimulation (educators engaging in dialogue on their school and professional development), culture building (discipline, commitment, and hard work), rewards (recognition for outstanding performance), high expectations (setting standards that are achievable), and modelling (building the school following a certain structure of development or of going about the daily business (Gumus et al., 2018). According to this model, reliance is not solely on the principal to provide leadership (Berkvens et al., 2014). Leadership is a collaboration among educators, other managers, and the principal. Components such as individualised support, intellectual stimulation,

and personal vision suggest that this model is geared towards understanding the needs of individual staff rather than coordinating and controlling them to achieve the organisation's projected ends (Gumus et al., 2018). This model seeks to influence personnel by building from the bottom up rather than from the top down. These roles are central to the daily school operation in achieving desirable results. Objectives are tabled with stakeholders' input: managers will be guided by staff input as they take up their roles in managing extra classes (Szeto & Cheng, 2018; Khoza, 2016b). The views of educators, in terms of planning and mapping the way for these classes, are listened to, and this does not become a centralised (management) matter. There is always a buy-in from the educators through persuasion.

Transformational leadership focuses on stimulating change through multi-dimensional participation. It encourages growth and capacity of other staff members in the school to produce first-order effects on learning (Sokhulu, 2020; Szeto & Cheng, 2018). Such leaders work collaboratively with others by identifying their personal goals, and then blending those goals with the broader aims of the organisation. This helps to foster commitment and good relationships in the school community thereby accomplishing the organisation's mission (Hoadley, 2018). As a result, educators offer their time to assist learners even on weekends and during vacations. According to Hallinger et al. (2018), a principal's influence is achieved through fostering group goals, influencing desired behaviour for others, and providing a platform for intellectual stimulation for the purpose of supporting personal and whole-staff development. In such schools, principals are approachable; they seek new ideas, and spend time encouraging human development. Transformational principals therefore invite such educators to assume leadership functions (Hoadley, 2018).

Charisma and detailed attention to individualised development, and the ability and willingness to provide intellectual stimulation are particularly important in leaders whose organisations are faced with demands for renewal and change (Antonakis & Day, 2018). This type of leadership cannot, however, be effective if the management team is not strong.

2.2.3 How valuable are the two leadership roles?

Instructional leadership has been characterised by some scholars as a directive, a top-down approach (Yendol-Hoppey et al., 2019). This leadership, as indicated earlier on, emphasises the principal's coordination and control of instruction (Khoza & Mpungose, 2020; Rashid & Mansor, 2018). Instructional leadership in effective schools envisages the principal as directing or orchestrating improvements in the school. This is of great importance in protecting the resources, time management (work schedules), instructional time at schools, and managing the school and the programmes (extra classes) in a structured manner. These leaders follow the CAPS guidelines as outlined.

On the other hand, transformational leadership is often looked at as a type of shared or distributed leadership. Rather than considering the principal and the management team as authoritarians who coordinate and control from above, transformational leadership focuses on stimulating change through bottom-up participation (Schildskamp, Poortman, Ebbeler, & Pieters, 2019).

Instructional leadership is conceptualised as focusing on first-order variables in the change process. Simply put, the instructional leader (the school principal) seeks to influence conditions that directly impact the quality of curriculum and instruction delivered to students in classroom and during extra-class tuition (Yendol-Hoppey et al., 2019). Examples of instructional leadership behaviours that enforce first-order effects include the principal setting school-wide goals, direct supervision of teaching, and coordination of the curriculum (Hayes, Christie, Mills, & Lingard, 2020).

Transformational leadership focuses on generating second-order effects. Leaders capacitate others in the school to produce first-order effects on learning (Khoza & Biyela, 2020). These leaders work jointly with others in the school community to identify personal goals linking these to the broader organisational goals (Khoza, 2018; Campbell et al., 2018). This approach is argued to increase commitment of the staff that sees the relationship between what they are trying to accomplish (good performance) and the mission of the school (Berkvens et al., 2014). Therefore, this study suggests that strong transformational leadership by the principal and the SMT is essential in supporting the commitment of educators towards achieving good performance for matriculants through

extra classes on weekends and during vacations. As educators themselves could be barriers to the development of educator leadership, transformational principals encourage educators to share leadership functions. When educators perceive principals' transformational leadership behaviours as appropriate, they increase their commitment, become more professionally involved, and are willing to innovate (Rashid & Mansor, 2018; Dou et al., 2017).

This study demonstrates the effectiveness of integrated or person leadership, which is both transformational and transactional, in eliciting educators' leadership when managing extra classes for matriculants. The argument is that principals who share leadership responsibilities with others would be less likely subjects of burn-out than principals who attempt the challenges and complexities of leadership independently. According to Berkvens et al. (2014), when principals and managers enforce high levels of commitment and professionalism from educators, and work interactively with teachers in a shared instructional leadership capacity, schools have the benefit of person leadership. They become organisations that learn and perform at high levels (Khoza, 2019).

When the two models of leadership coexist in an integrated form of leadership, the impact they have on school programmes, measured by the quality of teaching and the achievement of students, is remarkable (Gumus et al., 2018). The joint roles of leadership highlight the synergistic power of leadership shared throughout the school organisation. Burton, Obel and Håkonsson (2020) argue that past application of school leadership could not meet two functional tests: that leadership promotes organisational improvement, and that it must be sustainable. This study explores the effectiveness of person leadership of curriculum management which is both transformational and instructional.

The days when the principal and the management team were the only instructional leaders are over. No designated group of administrators can serve as the instructional leaders for the whole school without extensive roles played by the school personnel, especially in carrying out the plan that includes, amongst others, extra classes (Burton et al., 2020). The old-fashioned model of formal, single-person leadership did not consider the extensive capabilities of educators which are largely unexplored. Leadership is the

professional commitment of everyone at school (Hallinger et al., 2018). For decades, educators have understood that everyone at school is responsible for students' learning (Hallinger et al., 2018). By understanding that learning and leading are embedded in the community, we take the crucial step in enforcing shared instructional leadership (Hallinger et al., 2018; Khoza, 2016a). In schools with high person-centred leadership, learning and instructional leadership result in professional practice. These types of schools, according to Hallinger et al. (2018), have the following features:

- Principal, educators, students, and parents participate together mutually as learners and leaders; and they all agree on the implementation of extra classes as a form of intervention.
- Their programme is coherent because of a shared vision. All those who take part reflect on their core values, weaving those values into a vision that is shared. As a result of this, everyone commits themselves and the school programmes forge ahead (Liu, Bellibas, & Printy, 2018).
- Roles and actions indicate broad involvement, collaboration, and collective responsibility.
- Innovation comes to fruition because of reflective practice. As a result of reflection, participants can consider and reconsider how they do things. Participants experience reflection through day-by-day accounting, mentoring, discussion, networking, and via their own thought processes (Szeto & Cheng, 2018).
- Student achievement increases overall. Such achievement in the context of leadership capacity is much broader than the test performance. This includes self-knowledge, social maturity, personal resilience, and social development (Szeto & Cheng, 2018).
- Skilful participation, vision, enquiry, collaboration, reflection, and student achievement interact to create the new tasks of shared instructional leadership. Much research into school improvement suggests that these features are especially important to the school improvement process (Dana et al., 2019). Amongst them are the methods and interventions, such as classes employed by the schools to improve matric performance.

2.3 Issues that lead to the Conducting of Extra Classes (Goals)

“Extra classes have been a regular feature in the education system in India” as indicated by Santhi, and Kumar (2011, p. 15). This study focused on identifying the need for such classes, evaluating the implementation plan by managers. Managers, both middle and senior, are always in control of the situation. According to Berkvens et al. (2014), there should be regular consultation with stakeholders. A shared vision helps to create a balance and sense of responsibility in staff members. This approach augurs well as the transformational approach in managing such a programme. The mentioned researchers argue further that a diverse representation goes a long way in helping to balance various opinions about how school programmes could be run. However, this collaboration should not be misunderstood as managers avoiding their responsibilities. Not all the views provided by staff members are bound to be considered. This is for the sake of trying to foster a balance, in driving a shared vision.

The concept of extra classes will never be discontinued as long as the entry points are concerns about students’ admission to tertiary education, thereby driving the technical approach (Mpungose & Khoza, 2021). Enrolment at schools is constitutionally required to be inclusive as informed by *Section 29 (1) a and b* (1996) and therefore the implementation of extra classes must take every student on board. What counts the most is the leadership role played by managers in enforcing this. To find their footing, managers need to take a transformational approach. To gain the results they desire, they will apply the instructional leadership role which is driven by the performance curriculum (Hoadley, 2018). The next section unfolds the opportunities that arise from conducting extra classes under shared/collaborative leadership.

Hoadley (2018) states that about 9000 state school students were included in extra classes during the 2009 summer season, taken from 72 schools for the sake of improving learners’ literacy and numeracy skills. This also happens in South Africa with emphasis based on accounting, mathematics and science subjects (Khoza & Fomunyam, 2021). There would be more educators (human resources) employed to teach students than in normal classes. The study indicates that progress would be monitored, but it is not indicated by whom. This could already indicate a potential short-fall. For a programme to

be well-run, there must be drivers (managers) and sharing of ideas in terms of how it could be run and by whom (instructional role) (Ndlovu & Khoza, 2021). The management of such programmes becomes a heavy challenge for mainstream educators because the Department of Basic Education (DBE) does not employ specially trained educators, especially when it comes to special needs children.

2.4 Banning Extra Classes

According to Santhi and Kumar (2011), extra classes or extra tuition are not meant to teach students any new knowledge, but are instead designed to revise what has been learned in school. The stress put on educators and students by the SMT, as alluded to by the Indian government, has led to the desire to ban extra classes (Khoza & Mpungose, 2020; Santhi, 2011). According to the Li, Sutton, & Nouri (2018, p. 60), in a study conducted in Beijing, “a nationwide survey shows that 52 per cent of the respondents do not agree with education authorities’ ban on extra classes in primary or middle schools.” The situation in Beijing appears to indicate great demand for extra classes. One of the reasons for this is that extra classes target examinations. Government, therefore, has decided to ban extra classes because they seem to be not in line with the other objectives that they want to achieve. One of those objectives is total development and emancipation of a human being. This process must be pioneered by managers.

Berkvens et al. (2014) argue that the management of extra classes is taking a wrong turn as far as the curriculum is concerned. The activities are often overly prepared and only one strategy for problem-solving is boosted, which promotes rote learning. According to Berkvens et al. (2014), this is contrary to the 21st century approach which promotes creative thinking, a critical approach, and solving problems creatively.

Australian education expert, Ian Lillico, in 2008 criticised extra classes and questioned what students would learn that they could not learn for the rest of the academic year (Ndlovu & Khoza, 2021). Queensland Teachers Union president Steve Ryan criticised this plan, indicating that this could prove to be nothing more than a free baby-sitting service for parents. Such comments arise if there are no clear roles played by managers.

Members of the management team must lead this process and ensure that there are measurable outcomes. The managers' instructional role takes place in this regard.

Despite this ban, extra classes are still in great demand. The Beijing Review in 2007 reports that educators, parents, and students have agreed to facilitate this programme (Li, Sutton, & Nouri, 2018). They argue that the advantage of extra classes is, if managed properly, they can help students in lessons, especially in terms of improving and enhancing their cognitive performance. Most students believe that their performance in class increases after attending additional classes conducted by the school (Santhi & Kumar, 2011). This aligns with the theme: towards which goals are extra classes managed?

2.5 Extra Classes and Inclusivity

Wardale, Davis, Vassos and Nankervis (2018) indicate that extra classes experience their own challenges, especially with regard to issues of inclusivity and schools that cater for both special needs and mainstream students. "*The main-streaming of students with disabilities has not been accompanied with appropriate resourcing*", argue Wardale et al. (2018, p. 207). The problem that the South African government encounters, making matters even worse, is the legislation around this issue. The legislation considers the theme on allocation of financial resources. Differently abled children often feel neglected when extra class programmes are conducted, because government does not provide the necessary duty of care. The resources to provide for special classes are still not up to scratch.

Khoza (2019) writes that principals and other managers should possess skills to create academically challenging and supportive school cultures. Committed staff members must be taken on board. In schools where at-risk learners succeed, the principal, management, and staff set the targets together (Hoadley, 2018). This can be acceptable to a certain extent, but it is of great importance that the principal takes all stakeholders on board. The issue of collaboration becomes central in driving towards the projected goals and objectives. In the study conducted by Kaplan and Owings (2001), regular and special

educators ensure that struggling learners gain access to rigorous curriculum and interventions that help to maximise learning. “*Core teams of educators, counsellors, parents and resource educators meet to monitor and discuss ways to increase weak learners’ achievement with classroom modifications...*” (Kaplan & Owings, 2001, p. 64). Intervention also takes place collaboratively. When educators have a group of learners under their supervision and have common planning times, they can bring instructional plans together, talk about student progress, consult with parents, and quickly attend to and resolve learner needs (Ndlovu & Khoza, 2021). “*Coordinated advisory programmes allow students and teachers to develop trusting relationships, motivating at risk students to attend and complete assignments*” (Kaplan & Owings, 2001, p. 45). The school-based teams help to bring all affected persons together to work collaboratively in order to address learning concerns, so that students’ academic challenges will not become continuous failures (Khoza, 2019; Pietarinen et al., 2019).

2.6 Operational Opportunities in Extra Classes (objectives)

In the article *The Education Reporter*, by Goodfellow (2003, p. 007), produced for the Ministry of Education in South Australia, Premier Mike Rahn wrote “*for teachers...they can give students that individual attention they deserve and need...*” (Goodfellow, 2003, p. 007). In these programmes, educators generally deal with fewer behavioural problems they would encounter in normal classrooms. Primary-school educator Katrina Sexton explains that there is more time allocated, resources are greater, and managers ensure that resources are readily available. The relationship developed is intentionally healthier among all stakeholders thereby promoting people-centred leadership (Khoza, 2016b; Goodfellow, 2003). For this programme to be professionally managed, scholars believe that learners need to be classified according to their level of performance, rather than applying a blanket approach to their categorisation.

2.7 Classification of Learners

Lemargie (2009) supports this programme of extra classes and further writes that extra classes should be managed in a more structured manner (instructional); learners should be arranged according to their capabilities, which would result in them being engaged in every subject throughout the day. Lemargie (2009) mentions the Prior Lake Savage district in Minneapolis that already has such a programme, known as Synergy. This programme has availed the gifted learners, bringing such children together once or twice a week. Students in this academy receive the opportunity of interacting with peers in mainstream classes; they are not totally isolated. They gather in gym sessions, on field trips, and for other curricular activities. The gifted children programme is managed in such a way that it works with those who perform well and happen to show more progress. This is according to research cited by the task force of educators and parents who were all in support of the academy (Khoza, 2016a; Lemargie, 2009). Experts also argue that if highly intelligent students do not come across a good challenge, they become bored. Educators can move through material more quickly because their classes need less review and repetition. Gifted students keep educators on their toes, and educators always need to be on top of their game (Makumane & Khoza, 2020).

This (extra classes' programme) can therefore pose a serious challenge to the programme because gifted learners might not need it. This will, however, be contrary to Mukwambo (2019) whose study opted for the opposite. This study is around the Ecological Systems Theory as produced by Bronfenbrenner in 1977, 1979, and 1986, whose assumptions are based on interdependence between different organisms and their environment. This theory perceives different levels and groups of people as interactive systems, in which the functioning of the whole is dependent on the interactions between all parts (Khoza, 2018; Berkvens et al., 2014). As such, to achieve what is intended, the instructional and transformative leadership roles should be applied. There is no single role that could yield the desired outcomes. The SMT, in collaboration with educators (who are always knowledgeable about learners), should design the extra classes programme either to include or exclude learners, based on their performance. Situation analysis that

harnesses the inputs of educators is necessary, in order to develop a proper plan that could benefit students with different abilities.

2.8 Inclusion and Exclusion of Certain Learners based on their Performance (assessment)

Schrooten and de Jong (2017) suggest that extra classes be well-structured, so that the programme could be focused, especially on aspects that learners struggle with. The problem that certain learners have in attending extra classes is that such classes do not identify problem areas. Certain learners might not have problems in the aspects dealt with any given programme. These learners would then choose to exclude themselves from such programmes. Schrooten and de Jong (2017) wrote that a school had banned an A-grade learner from school simply because that particular girl and her parents were unwilling to allow her to attend extra classes. Her parents had indicated that there was no need for her to attend an extra-class programme: she was not experiencing the same problems as other children. Kay and Ellis Baker, the child's parents, argued that their daughter did not need the extra burden of revision lessons, being intelligent enough to revise independently (Mpungose & Khoza, 2021). This poses a challenge to the school SMT. Managers need to always analyse learner performance and take informed decisions in conducting such programmes. Through proper analysis, collaboration, and participative decision-making, managers could be reliably informed of the various learner abilities and challenges, especially by educators and parents.

Extra classes do not serve as punitive measures for poor performance. Such classes cannot be a standard rule for everyone (Ndlovu & Khoza, 2021). This therefore suggests that for in-depth diagnosis of student problems, various stakeholders should be allowed to have their inputs considered rather than operating within standardised approaches. People-centred leadership roles ease the desired goals because various stakeholders' views will be taken into consideration on whether extra classes achieve the desired goals and set objectives (Alegado, 2018; Schrooten & de Jong, 2017).

2.9 Collaborative Efforts of Extra lessons (community involvement)

Grimes (2007) in *Daily* writes that Sprately's Saturday school is one of several strategies embraced by principal Rashad Wright, with the objective of raising achievement at the school. Their programme differed from mainstream extra classes because their managers concentrated more on remedial programmes. The school also offers a morning study hall before the first bell and after school. Regular messages and feedback are sent to parents by the SMT, to update them on learners' progress. In this example educators are not merely obliged to conduct such classes – they have an active involvement in their planning. Teachers eventually develop individual learning plans for students who do not perform well in their tests (Sokhulu, 2020).

Extra classes, if not planned around a specific strategy and objectives, are bound to fail. Lee, Huh, Lin, and Reigeluth (2018), argue that learners should continue with the same educator. These at-risk learners often gain much from having the same educator. To increase at-risk students' engagement through improved instruction, school leaders work together with educators who manage classrooms. Leaders require educators to undergo professional development to ensure that educators improve on and better apply their pedagogical skills. The summer school also provides extended tuition periods for failed students. The school provides an extended opportunity to focus on essential skills and knowledge needed by the students, to meet the expected levels of performance (Khoza, 2019). Schools with a working relationship with parents always show great success and an improvement in learner performance. *“Principals can also give ethnic and language minority parents a voice in improving school climate and practices for at-risk students by actively listening and inviting them to participate on school improvement teams”* (Kaplan & Owings, 2001, p. 66).

Daniels, Hondeghem, and Dochy (2019) put forth the importance of collaborative leadership. These researchers investigated the impact of collaborative/transformational leadership on school improvement, and the effect of this on student learning. Their research found a significant direct effect of transformational leadership on change in schools' academic capacity; and direct effects on students' reading achievement, which

had drastically improved. Their sample was large, covering 192 elementary schools. Of the three questions asked, one is of relevance to this study: Does the transformational leadership role contribute to school programmes' improvement and student achievement? The Daniels et al. (2019), study assessed how changes in the style of leadership were associated with patterns of change in the capacity of schools to improve. However, their focus is different to this one because theirs evaluated students' reading. The common point is that the realisation of set objectives depends on the leadership role played by school managers. There are of course many useful indicators that can be used to judge school performance. This study has chosen to investigate how the transformational and the instructional way of leading a school can ensure that school programmes (e.g., extra classes) succeed, to enhance matric performance. This study agrees with Daniels et al.'s (2019) belief that "*a comprehensive model of leadership and school improvement must include features of the school's external environment and internal organisational processes*". The above study employs a conceptual model in which the effects of collaborative leadership on reading achievement are subject to the influence of selected environmental factors, and mediated by the school's academic capacity (Daniels et al., 2019; Khoza, 2018).

Finally, their interest in school performance, as with this study, lies in monitoring how leadership roles contribute to changes in school performance. Managers should be working collaboratively with all the stakeholders who have a special connection to the management of extra classes. The above study focused on team-oriented or collaborative school leadership (Gumus et al., 2018). The reference here is the school-wide leadership roles. Roles are exercised by those in management positions, specifically, the principal, deputy principals, heads of departments, as well as other stakeholders such as educators, parents, and non-teaching staff. Shared leadership, or for the sake of this study what will be referred to as the collaborative approach, takes into consideration both formal (transactional) and informal (transformational) styles of leadership, and conceptualises leadership as the school's doctrine aimed at school improvement (Liu et al., 2018).

Transformational leadership has the potential to be responsible for the wide range of naturally occurring leadership processes that exist in schools beyond formal leadership exercised by school principals (Dana et al., 2019; Hoadley, 2018). The proponents of distributed school leadership also share the same sentiments (Ladkin, 2020; Leithwood, Day, Sammons, Harris, and Hopkins, 2006). These scholars believe that members of the school community possess extensive capabilities that principals, at times, are unable to provide. Their study is also relevant to this study because they argue that student learning depends, at least in part, on the quality of teaching across a classroom, which is also referred to as time-on-task.

The school's efforts to improve are shaped by a range of factors that includes, amongst others, learners' intake, academic organisation, school culture and structure. Hallinger et al. (2018), argued how the complex interaction of organisational systems affects the capacity of schools to learn and change. The empirical study in this context becomes of relevance in dealing with the situation, presenting the vital issues that affect and change the school for the better. According to Daniels et al. (2019; Harris, 2019), school governance must emphasise the empowering of staff and learners, encouraging commitment, widening participation and shared accountability for learning. Opportunities must be extended to teachers to plan and make school decisions.

Oloruntegbe (2011) writes that innovations must be locally driven and inclusive to make things widely acceptable. Concerted efforts involving educators were observed in the National Curriculum Project (NCP) in Australia (Nunan, 1989) and Curriculum 2005 of the Gauteng Department of Education (1996).

2.10 The Socio-economic Background of Learners (resources)

Most schools based in poverty-stricken areas tend to have more extra classes because of a lack of resources that could help students outside the classroom. Peers have had to take turns in tutoring the learners (Khoza, 2019). Classes were conducted for mathematics, chemistry, physical sciences, accounting and economics in Khayelitsha Township (Cape Town, South Africa). Students in squatter settlements were targeted

because schools wanted them to find sponsors after passing. Students could then obtain money that would help them complete their schooling, thereafter improving their poor living situation. Each settlement has a parental education committee who helped by making morning tea and paying the tutors. At the time, the estimation was that by 2016, 2000 students would have been included in the programme, with the hope that at least 1000 would have received their university entrance (Circular no. 5968, 2014).

Attending extra classes for mathematics and Vietnamese was the most common, accounting for 82 per cent and 80 per cent of students, respectively. One in every five children had extra classes in all subjects taught at school. When asked who suggested taking extra classes, caregivers (mainly mothers) reported that school managers, parents, and other close relatives were most likely to have encouraged children over 60% to take all types of extra classes. Educators both in and outside of schools where the children attended extra classes were the second-most common source of encouragement (Khoza & Mpungose, 2020; Wang, Guan, Yi, Seevak, Manheim, Boswell, & Kotb, 2020).

The above paragraph indicates that managers face tough economic situations in their venture of conducting school programmes. The socio-economic background tends to play a major role in the implementation of extra classes. It appears that the more economically deprived families are, the more they like this programme; with the more economically advantaged learners being more indifferent (Alegado, 2018). Legislation around the attendance of extra classes indicates that students in primary education were not allowed to take more than two extra classes, equivalent to four hours per week. In this study, 90 per cent of the children who took extra classes attended for more than the stipulated hours. Fifty-eight per cent of these attended for more than eight hours a week, twice the legal duration (Wang et al., 2020; Sokhulu, 2020). This study suggests that extra classes might be necessary for catching up, but should not be the norm for a generation of primary school children. Extra classes could reduce pressure, however, not only on children, but also on their parents. Once the improper extra classes are controlled, this programme could help vulnerable and slow children to catch up with their peers and move on to the next grades. As mentioned earlier, one of the aspects that was aligned with extra classes is the issue of remuneration for educators. This is discussed in the next section.

2.11 Remuneration

The project known as Acceleration Academies, presented the Curriculum Review (2011). Such was made possible by the joint effort of Boston public schools and the Lynch Foundation, to provide help to educational institutions in Massachusetts. The two entities formed the Sontag Prize for Urban Education which selects educators for the programme and offers them a \$3,000 stipend. The managers of this project help by offering extra English and mathematics classes for struggling students; the project has had positive results. There was a 20-point gain in English, and a 17-point gain in mathematics among students who participated. *“These results prove that for our most vulnerable students, additional time with a great teacher can make a huge difference”* (Khoza & Fomunyan, 2021, p. 225).

Extra classes have been a regular feature in the education system in many countries including India, as indicated by Ubat (2019). This was later questioned because of certain circumstances that could not be explained. For instance, there have been allegations that, in some schools, educators use this feature to supplement their income. Educators were not putting much effort into teaching during tuition time, but were relying on extra classes for completing their work programme. However, for the school to have systems in place working accordingly, management needs to enforce instructional leadership. Curriculum goals must be met as per schedule. Effective control and monitoring by school managers, in ensuring that tasks are completed on time could eliminate these opportunistic tendencies (Ubat, 2019).

2.12 School Leadership

2.12.1 School structure and leadership

Liu, Bellibas, and Printy (2018; Antonakis & Day, 2018) expressed how important it is that educational structures and cultures, together with their leadership practices, change to meet the challenges of the 21st century education system. Principals should not be leading schools only as heroic leaders sitting in the hierarchy, managing the school

community for personal purposes. Rather, principals should take a new, different approach (Sokhulu, 2020; Holloway, Nielsen, & Saltmarch, 2018). There is a need to collaborate with and include new structures or components in the leadership of the organisation. Leadership open to a collective capability to construct knowledge for the purposes of achieving set outcomes, makes more sense than hierarchical leadership. Here standardisation and conformity become the order of the day (Khoza, 2019; Liu et al., 2018). Transformational leadership, as a concept, encourages interaction that takes place across the spectrum of the organisation. This extends further into the utilisation of the expertise that members of the organisation might be in possession of. Proponents of this concept (Hsieh & Liou, 2018) have gone further by stating that this impacts positively on student outcomes and achievements. This kind of leadership has great potential to create desired results. However, Robinson and Gray (2019) argue that there needs to be more focus on the educational content than on the impact of leadership. Transformational perspectives on leadership work closely with societal shifts, and have the potential to make a difference to our entrenched educational problems. Schools could experience problematic situations yet still adhere to the traditional past (Robinson & Gray, 2019).

Nguyen, Harris, and Ng (2019) have their paper located within international traditions of the distributed leadership theory (staff involvement) and global trends on educator leadership. Their paper also explores, from the local perspective, how educators perceive leadership determining the extent to which educators are involved in leadership roles across a range of schools of diverse cultures and contexts. Their paper utilises quantitative data gathered through closed questionnaires. There are three key findings from their research. Firstly, educators supported the notion of shared leadership and believed that they are able and equipped to lead. Secondly, educators are involved in leadership, mainly within their classrooms, and to a lesser degree, beyond the classrooms. Lastly, the SMTs were considered the main barrier to educator leadership because of their lack of trust in educators, and because they do not involve educators in decision-making (Nguyen et al., 2019; Khoza, 2018). The above-mentioned paper highlights the restricted nature of teacher leadership in the majority of KwaZulu-Natal schools in South Africa. Ngunyen, Harris, and Ng's (2019) paper argues nevertheless, for a central role of educators as leaders working together from within schools to bring about

improvement (Nguyen et al., 2019). Their view is based on Sales, Moliner, and Amat's (2017) definition of transformational leadership as a model of leadership, in which teaching staff from all levels within the organisation have the opportunity to lead, if this is afforded.

The main idea supporting this view is that leadership is not only individual or positional; instead, it is a group process in which a range of people can participate. According to Nguyen et al. (2019), personal leadership has as its basis a great focus on improving learning. It is also a leadership example based on the principles of professional collaboration, development, and growth. Educator leadership, according to these researchers, is an emergent process, rather than a procedure that can be forced from the top in an autocratic manner (Nguyen et al., 2019).

Dana et al. (2019), indicate that the most important element of principals' leadership is the capacity to provide for the talent and creativity of educators. For schools to experience improvement, not only do principals need to distribute authority, but educators also need to claim it and take up their mediation role. Both senior managers and educators need to function as leaders and decision-makers in the effort to bring about fundamental changes. Essentially, school improvement requires a conceptualisation of school leadership whereby educators and managers engage in shared decision-making and risk-taking (Heikka, Halttunen, & Waniganayake, 2018). Research shows that educator leadership requires a school context and culture which is transformational in nature. According to their study, only 27% of educators often or always organised and led reviews of the school year plan; while a mere 14% of educators often or always set the duty roster for their colleagues. Briefly stated, it was discovered that teachers were not always fully involved in school-wide decision-making processes.

2.12.2 School culture in leadership and staff involvement

The most influential factor in determining the ethos of a school or any organisation is its leader (Nguyen et al., 2019). This study is based mainly on the issue of the impact of performance management in helping to change the school performance. However, this

does not mean that the school leader should be the beginning and the end in the organisation. There are educators who could be equally capable of changing and shaping the organisation and therefore should also be considered valuable partners. Berkvens et al. (2014) emphasise under practicality (educator' role) that for the school programmes to function profitably, the policies, decisions, and materials must be a collective effort, in order to realise the vision set. The above-mentioned aspects will also be able to sustain programmes, should these be collaborative. This takes place even if there is no money to run programmes like extra classes. According to Ndlovu and Khoza (2021), it is the culture or community of leadership that enables the organisation to move forward or higher up. The head is important in influencing the culture; however, the relationship existing within the school environment makes that enculturation last longer. The above-mentioned researchers also indicated that, if the school is one in which the views of all stakeholders are taken into account in decision-making, the value that the senior team places on performance management is likely to be significant.

In their articles (Hallinger et al., 202), these researchers stress the importance of transformational leadership. They investigated the impact of shared leadership on school improvement, and the effect thereof on student learning. The research found a huge direct effect of collaborative leadership on change in the schools' academic capacity, and direct effects on the students' reading achievement, which had improved drastically. This study assessed how changes in the style of leadership were associated with patterns of change in the capacity of schools to improve. However, their focus is different to this study's because theirs was focused on students' reading achievement.

There are of course many useful indicators for judging school performance. This study has chosen to look into the transformational way of leading a school, to make sure that school programmes do succeed in order to enhance matric performance. This study agrees with the belief that a comprehensive model of leadership and school improvement must include features both of the school's external environment and the internal organisational processes (Hallinger et al., 2020). The above study employs a conceptual model in which the effects of collaborative leadership on reading achievement are subject to the influence of selected environmental factors, and mediated by the school's academic

capacity (Hallinger et al., 2020; Daniels et al., 2019). Finally, the researchers' interest in school performance, as with this study's, lies in monitoring how leadership contributes to changes in school performance. By working collaboratively with all the stakeholders, with special reference to management of extra classes, leadership is monitored. The above-mentioned study focused totally on school leadership that is team-oriented. The reference here is the school-wide leadership, as exercised by those in management positions; that is, the principal, deputy principals, heads of departments, as well as other stakeholders such as educators, parents, and non-teaching staff (Daniels et al., 2019). Shared leadership takes into consideration both formal and informal sources of leadership, and conceptualises leadership as the school's doctrine aimed at school improvement. The situation here suggests that the personal leadership is appropriate, because it takes into consideration both external and internal features of the school community.

2.13 Staff Involvement through Teacher Leadership Development

Heikka et al. (2018) suggest that there should be a focus on fast-tracking talented educators into leadership positions. The researchers explain that the British government has developed a plan to include and encourage promising educators with leadership potential, promoting them quickly into headship. This, however, can only materialise if educators are plying their trade professionally (Berkvens et al., 2014). A case study was conducted in 13 schools having school principals, and where focus groups of parents, pupils, and educators were interviewed. The researchers found that learning focus in such schools was mainly on the basics (transactional). Effective teaching and learning stressed attendance, punctuality, and discipline. Because educators of such schools are exposed to such a culture, they could extend that to their steering of extra classes. However, the issue of extra classes is minimal in such schools because they adhere to time-on-task.

Kaluge and Kustiani (2018) argue that the rationale is that schools and their leaders need to establish and formalise a system which focuses on effectively integrating staff into the organisation's community. Staff should develop competency such that everybody knows how to move the school forward, even when the principal is not at the helm. These researchers believe that that the first year of teaching is viewed as being enormously

challenging and stressful. New educators are sometimes overwhelmed by the pressure of producing good results. They may ultimately rush into programmes such as extra classes, without understanding the full rationale behind such measures. However, with good leadership and management around such programmes, these educators may find themselves being effectively utilised. According to the spider-web concept (Berkvens et al., 2014), there should be a common vision shared by managers and educators, and a rationale must be found for conducting extra classes.

For new staff members, this is a challenging situation. School leaders must assist them by establishing a system that includes formal programmes for orientation, training, and development. This would ensure that their capabilities are channelled in the right direction (Antonakis & Day, 2018; Kaluge & Kustiani, 2018). This capacity building will include dimensions such as a professional community that provides a shared purpose, collaboration, reflective enquiry influence, and a coherent programme.

Kaluge and Kustiani's (2018) study was based on the new educators received at a hotel-management school located in Switzerland. It is still relevant to this study, however, on the management of extra classes. Both studies argue for effective capacity building for new educators, so that they can function, and be guided well within an institution. They therefore cannot be forcibly thrown into the deep end just because the school must perform at all costs. According to Kaluge and Kustiani (2018), the school's mission is to prepare international students who are committed to a career in the service industry. Its hospitality education programmes balance theory with practice, independent learning with strong faculty support, and a foundation for lifelong learning. Skills for immediate employment and progression toward leadership positions in the industry are strived towards. Such echoes what this study had indicated earlier on about fast-tracking the promotions for competent educators. From their mission statement, it is clear that the pressure on educators to deliver is intense and is incredibly challenging; therefore, educators call for added time (Mpungose & Khoza, 2021). Teachers therefore need support from the communities of learning and school leaders to surmount such challenges. Most schools and their leaders will find the aforementioned comparison valuable and appropriate. Not only are there different techniques for improving

organisational culture and capacity for the school, this applies also to educator competency (Hoadley, 2018; Kaluge & Kustiani, 2018).

Makhasane and Khanare (2018; Palmer, 2018) argued that their article sets out to map the changing landscapes of school leadership in South Africa. The article starts by giving a short conceptual clarification of the terms 'leadership', 'management', and 'principalship', as a basis for considering their fluid and hybrid forms. According to this article, although leadership is often framed in terms of individual qualities, it may more usefully be framed in terms of a social relationship of power, whereby some are able to influence others. This article is in line with what is cited by Khoza and Mpungose (2020), who indicate the importance of a school leader in influencing the school culture. Whatever its basis, leadership is characterised by influence and consent rather than coercion. Nonetheless, as an exercise of power, it importantly entails ethical considerations. This means that influencing, rather than coercion, is appropriate. Since it leans towards achieving the organisational goals, leadership should, as much as possible, align with organisational vision and values. All these aspects need to be negotiated with the structures within the communities of learning. Members of staff should be given the opportunity to offer constructive ideas about how issues should be dealt with.

Leadership in schools is not the responsibility of one person, nor the preserve of any single position. Leadership should be found and developed throughout the school. It is quite possible for leadership to be directed from the centre rather than from the top (Hoadley, 2018). Leadership can also be spread around and stretched across people and functions (Gumus et al., 2018). Leadership should be dispersed throughout the school; and management activities should be delegated with proper resources and accountabilities. If schools are not competently managed, they are bound to lose the central purpose, which is to teach and learn.

Educators have leadership potential if allowed to be part of decision-making. Their organisation can therefore benefit from that momentum (Khoza, 2019). Educator leadership must be deeply rooted in school improvement and effective decision-making initiatives. Educators must be granted sufficient, directed autonomy to innovate and flourish, free from excessive bureaucratic control and surveillance of subject leaders. The

final product would be the development of reflective educator leaders who are able to handle and deal with the diverse needs and challenges confronting them.

2.14 Educator Leadership and Decision-making

Hallinger et al. (2018) examine how Egyptian educators and senior educators define leadership, and whether the length of their teaching experience influences their views within their organisations. This article therefore focuses on educators and their leadership to allow them to have their voices heard. The conceptual framework acknowledges that educator leadership should appreciate educator autonomy, promoting the values of self-expression. Transformation is at the centre of educator leadership. The findings show that the sample group defines educator leadership in terms of characteristics of leaders, the styles of leadership, and what educator leaders do both in and outside the classrooms. Almost all of them see a link between leadership and decision-making. To them, the length of experience does not have a major impact on the leadership. The findings of Hallinger et al.'s (2018) research will differ from other findings in that everything is centralised, and decision-making is top down (Hoadley, 2018). The education system of Egypt is predominantly authoritarian (transactional). Policies are seen as being undemocratic. It is almost impossible for parents, students, and educators to have their voices heard (Hallinger et al, 2018).

Hallinger et al. (2018) argue that reforming education requires not only a shift from centralisation to decentralisation, but also a parallel shift from educator followership to educator leadership. For instance, top-down hierarchical leadership styles and centralised policies not only clash with traditions within teaching, they also contradict the nature of the teaching profession (Nguyen et al., 2019). Educators should be equipped to cope with the partial decentralisation of the educational system. The facilitation of this shift will require the application of bottom-up leadership models. The common point between my study and their study (Hallinger et al., 2019) is the emphasis that both have on the importance of participative decision-making.

2.15 Performance Management Evaluation

The study of Booyse (2018) aimed to evaluate performance management in state secondary schools in Northern Cyprus. The study is significant in giving an idea on educators' perceptions of headmasters regarding quality control and performance management. According to Booyse (2018), performance is a process of bringing into being a common understanding about what is to be achieved and how it is to be achieved, offering an approach to managing people, thereby maximising success. This, according to that study, needs a transformative approach. This point therefore underlines what this study is about. Transformation and participative decision-making make sense when information thereon is searched for, qualitatively. It is for that reason that programmes such as extra classes should be a joint planning in the same way that the spider web intertwines. An attempt to restructure and re-culture school environments initiates the accountability and productivity of educators' work. This gives great understanding for performance management in schools. It brings together the need to manage educators' performance in schools; providing a link between managing educators' performance. In this way a rationale stance will be achieved for professional development and feedback of work performance (Mpungose & Khoza, 2020).

2.16 Extra Classes and Policy

Shapira-Lishchinsky and Ben-Amram (2018) examine the extent to which supplementary tutoring impacts the goals of the formal education system in Trinidad and Tobago (T&T). Despite the latest trend of direct cost involved, private supplementary tutoring has long been a major phenomenon in parts of East Asia, and has spread to other parts of Asia, Africa, Europe, and North America (Shapira-Lishchinsky & Ben-Amram, 2018). These researchers argue that there is a rise of unregulated private supplementary tutoring in T&T. This has far-reaching implications for students' learning and equity, and for tutors' employment and income. The research by Shapira-Lishchinsky and Ben-Amram (2018) recommends that further research be done on policy decisions regarding this practice.

The above-mentioned study was conducted in two phases: a quantitative phase, followed by a qualitative phase. In the first phase (quantitative) a questionnaire was drawn up to

collect data from a non-random sample of 801 pupils who had just completed primary school (in 2008) and were in Form One. Participants were from 26 secondary schools distributed across the administrative sub-regions of T&T. The second phase (qualitative) of the study was a follow-up qualitative phase that arose from the first phase. Almost 80 per cent of the sample had a positive view of their supplementary tutoring experiences. A decision was taken to carry out a focus-group micro-study with some of the students who had participated in the survey. This was to gain further insight into why so many students supported the Standard Five supplementary tutoring experience. Their views were favourable despite certain parents expressing in the local newspaper their unhappiness with the practice of supplementary tutoring. The pressure before and during the final examinations is immense. Schools also conduct classes until the day before the examination. This needs to be regulated by government. Interviews revealed that the rate of participation in private supplementary tutoring is almost 100 per cent in schools that have a reputation for producing a high success rate. However, nothing in their study is mentioned about the management of such a programme. The next paragraph responds to the question: At what times are extra classes conducted?

The length of time that students devote to private supplementary tutoring varies considerably from a high of 3.73 hours on Saturdays to 1.87 hours on Thursdays. On Sundays also, some students attend private lessons (Shapira-Lishchinsky, & Ben-Amram, 2018). The commitment of time is even greater when one considers the data which shows that some children take supplementary tutoring from more than one teacher. This means that private tutoring is conducted throughout T&T to the extent that students do receive lessons from skilled people outside their school, to enrich themselves.

2.17 After-school Academic Activities that Enhance Children's Cognitive Development

Carter and Van Andel (2019) researched the effects of after-school activities on students' academic achievement. The researchers discovered that students who are actively involved in academic activities do improve their cognitive development and their academic results. They have an improved understanding of mathematics, physical

sciences, philosophy, psychology, and other abstract systems. Academic activities after school are effective because they enable students to intertwine assimilation and accommodation in their cognition (Khoza, 2020). The above-mentioned study goes further by focusing on the role the SMT plays in ensuring that the programme is managed, thereby realising the expected outcomes. The researchers' method is quantitative. The sample was large, consisting of 20 respondents, and is in the form of a descriptive analysis. Students' essays were interpreted; from the essays their response to the extra class was solicited. Students, in this instance, as opposed to our own form of extra classes, select a few subjects in which to have tuition. Learners start by identifying their areas of need, and attend such classes to improve. Educators' inputs in terms of how practice could be improved need to be taken seriously. This therefore calls for both leadership roles (transactional and transformational) to be implemented, to make extra classes effective.

2.18 The Effectiveness of Extra Classes

Selamat, Esa, Salleh, and Baba (2012) articulate that the purpose of their study was to evaluate extra classes' effectiveness at the Smart Secondary school, in Johore, Malaysia. The researchers Selamat et al. (2012) used a triangulation method, which is a combination of the quantitative and qualitative methods. Six main methods were used to collect data: survey, questionnaire, interview, observation, documentation, checklist, and analysis.

According to Selamat et al. (2012), every educator is accountable for shaping the culture of excellence among students, both from secondary schools and higher institutions of learning. This can be realised if educators are taken seriously, by including them in decision-making, especially on issues that affect them and their work (Sokhulu, 2020; Palmer, 2018). Many attempts have been made by various stakeholders in an effort to enhance the image and status of the school. One such effort has been to increase the achievement of excellence in students through extra classes. Parents seem to be very interested in sending their children to such classes, as long as they can see their children achieving academic success and gaining as many As as possible. This indicates the

societal (role) interest in the management of extra classes. Society bases schools' successes on outstanding grades achieved by learners (Khoza, 2019). South Africa is no exception. Parents support extra-class programmes in the hope that their children's performance will improve. At times, parents have even allowed learners to go for camps that lasted over a month. This study also indicates that educators' teaching methods influence the effectiveness of extra classes and students' academic achievement (Hoadley, 2018; Selamat et al., 2012).

The attitude portrayed by students on such programmes affects their achievement in school subjects. If students portray a negative attitude towards their educators' teaching, it then becomes difficult for them to focus during extra classes (Selamat et al., 2012). For instance, different schools have different cultures. This affects how their students react to certain contexts, especially when it comes to disciplinary matters. When they have an interest, students show a great deal of diligence and commitment to achieving success. Extra classes seem to provide students with alternative modes of thought. Students who want to succeed in their studies should develop a positive attitude towards what is learned in classrooms and in extra classes (Sokhulu, 2020). Positive attitudes go a long way to elevating students' interest. It is therefore crucial for school managers also to organise life coaches when such programmes are run. Managers should consider the educators involved who need to be motivated. Educators' attitudes play a significant role in creating a positive effect on students. Sokhulu (2020) further posits that preparation of educators, through analysing learners' work and identifying exactly what they need to focus on, their teaching methods, their attitude, and learners' attitude, plays a pre-eminent role in the effectiveness of extra classes.

The government of Malaysia spends a great deal of money developing programmes such as additional classes in schools, to ensure that students achieve excellent academic results. Among the programmes organised is the Tuition Voucher Scheme (TVS) which costs approximately RM 200 million (Malaysian Ringgit) (R164). In this scheme, each student identified will receive a coupon worth RM 50 per month (15 South African rand) to attend after-school tuition classes provided by the school (Selamat et al., 2012). This is similar to South Africa. Provincial education departments invested much money in

subsidising such activities, as indicated in the Provincial Strategy on Learner Attainment (2014). Selamat et al.'s (2012) study also includes students' perceptions on the effectiveness of organising extra classes in schools. Selamat et al.'s study did not go further by seeking learners' views of extra classes. This therefore opens an opportunity for a study to be conducted that seeks learners' input on the implementation of such a programme. From the above study it was found that almost all students had shown an interest and were in dire need of additional classes to achieve excellence. The researchers mention that, while a student is little interested in understanding educational content, attending extra classes has helped them to gain better understanding on certain subjects (Selamat et al., 2012).

However, it should also be taken into consideration that school management should not force this on educators. Extra classes require time and extra commitment from educators, who need to divide their time between work and their personal lives. Students should also not be pressurised by formal education until there is no time for social life such as communication with family, friends, and the community (Sokhulu, 2020). Additional classes conducted by school managers should be structured to balance students' academic and social lives. The SMT can realise their goals by involving various stakeholders in the planning stages of such programmes.

2.19 Conclusion

This chapter dealt with literature on extra classes and how different countries and communities' managers conduct such. The phenomenon on which this study is based, is the role of management. This chapter therefore also investigated the three leadership roles: the transactional, transformational, and the personal leadership as applied by the school management, in order to run extra classes; and how they all impact on the school management.

Educator leadership development can go a long way towards making this programme a success, because such involvement will have far-reaching results. This is as per the spider web conceptual framework (Berkvens et al., 2014) which highlights relevance,

consistency, practicality, and sustainability, as indicators that are important as gauges for school managers to gauge their roles. The conceptual framework introduced the following approaches: goals, objectives, resources, roles played by staff, and societal involvement. The subsequent chapter deals with research design and the methodology employed by this study to generate data.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter covered the three leadership models, namely, instructional, transformational, and personal leadership, and the related literature. This chapter deals with research functions, the philosophical (interpretivist) and methodological (qualitative) paradigms; the research styles (case study and participatory action research); the research sampling (purposive and convenience); data-generation methods (documents review, participants' observation, and semi-structured interview); data analysis (thematic analysis); trustworthiness (credibility, dependability, confirmability, and transferability); and ethical issues. The sampled participants were chosen specifically from schools that have a direct involvement in extra class programmes. The research problem (exploring the role played by the SMT in conducting extra classes for matriculants on weekends and during vacations) follows hereafter, and is supported by the research questions. The aforementioned was used to find answers to the research questions below. The study attempted to understand the role played by the school management team in conducting extra classes on weekends and during vacations.

- What is the school management team's role in managing the extra classes conducted on weekends and during vacations? (descriptive question).
- How do the school management teams manage extra classes conducted on weekends and during vacations? (operational question)
- Why do school management teams manage the extra classes conducted on weekends and during vacations in particular ways? (philosophical question)

3.2 Research Functions

Research function, according to Kumar (2018; Maree & Petersen, 2016), is defined as a plan, a structured strategy of investigation to respond to research questions or problems. The function takes into consideration what and how a researcher collects or generates data, the operational implications, and how data are analysed. Creswell (2014) defines research function as the arrangement or process of collecting data; analysing the data in a way that makes the data relevant to the research process. According to Kumar (2018), a research function is a structured plan adopted by the researcher to answer questions validly, objectively, accurately, and concisely. Cohen, Manion, and Morrison (2018) explain that a research function is the arranged manner of collection and analysis of data. The pattern aims to combine relevance to the research purpose with economy in procedure. The above definitions suggest that a research function has two main functions. The first relates to the identification and/or development of procedures, and logistical arrangements required to undertake a study. The second function is to emphasise the importance of quality in these procedures, thus ensuring their relevance, objectivity, and accuracy (Blaikie & Priest, 2019; Kumar, 2017).

This study had to employ two functions: i) make applications and gain permissions from various structures, and ii) generate credible data in a manner that would not compromise the quality of this study. This plan below is one I adopted to respond to questions authentically, objectively, and directly.

Table 3.1 Research Function

| | | |
|-------------------------------------|---|-------------|
| Description / Definition | Studies that are qualitative in nature and that aim to provide an in-depth description of a small number of cases | |
| Design classification | Empirical | Hybrid data |
| | Textual | Low control |
| Key research questions | Exploratory and descriptive questions | |
| Typical applications | Case studies with action research applied to companies (businesses), organisations (schools), social work research (focus on the family; household; small communities) | |
| Meta-theory | Various curriculum theories (symbolic interactionism); and other more humanistic-interpretive traditions (phenomenology; semiotics; cultural anthropology) are intellectually linked to ethnographic case studies | |
| Conceptualisation/mode of reasoning | Inductive; no hypothesis is formulated. In some cases, certain “general ideas” or “expectations” act to guide the empirical research | |
| Selection of cases/sampling | Theoretical or judgement sampling | |

| | |
|-------------------------------------|--|
| Mode of observation/sources of data | Participant observation: semi-structured interviews (individual and focus group); use of documentary sources and other existing data |
| Analysis | Analytic induction |
| Strengths | High construct validity; in-depth insights; establishing rapport with research subjects |
| Limitations | Data generation and analysis can be very time-consuming |
| Main sources of error | Potential bias of researcher; lack of rigour in analysis |

3.3 Research Paradigms

Creswell and Creswell (2018) define paradigms according to human constructions. In the human and social sciences sphere, paradigms are of great use in understanding social phenomena. They give direction on the way in which the social world should be interacted with, what constitutes or characterises the legitimate problems and how solutions are reached (Deakin & Wakefield, 2013). This study was conducted relying on no preconceived ideas. All generated data were as per participants’ lived experiences, and this reflected their handling of extra classes.

According to Kivunja and Kuyini (2017; Yin, 2015), paradigms help to provide a direction for conducting a study for scholars. This eventually leads to ways of interpreting findings. Kivunja and Kuyini (2017) postulate that paradigms give shape to the construction of meaning through generated data. Several paradigms have been applied by researchers. However, Grant and Osanloo (2014) postulate that three paradigm groupings may be

found, namely, positivism, interpretivism, and critical paradigms. These groups depend on objective truth.

3.3.1. Positivist paradigm

This paradigm was presented by Auguste Comte (1798 –1857). Positivism defines the world according to scientific methods of investigation. Cohen et al. (2018; 2014) argue that experimentation and observation should be scientifically based, and that human behaviour could only be understood through scientific observation. Research located in this paradigm is based on deductive reasoning; with explanations based on measurable outcomes (Creswell & Creswell, 2018). The research report should be written in the third person as “the researcher” instead of “I” in order to distance the researcher from the data, for the sake of objectivity (Cohen et al., 2018).

3.3.2 Critical paradigm

This paradigm is concerned with the empowerment of humans to transcend the oppression placed upon them by race, class, and gender (Blaikie & Priest, 2019). Critical researchers focus on the scientific study of social institutions and how they are transformed from their historical problems of domination, social struggle, and race (Hassan, Zailani & Hasan, 2019; Kumar, 2018).

3.3.3 Interpretivism

According to Kaushik and Walsh (2019), interpretivism guides qualitative research. This paradigm gave shape to the way in which I formulated my research questions, and how data were generated to respond to these research questions (Hassan et al., 2019; Kumar, 2018). It allowed me to report from the first person (I) as one of its important differences from the positivists that use the third position (the researcher) when they report (Cohen et al., 2018). Thus, the paradigm was able to provide clues on how certain problems could

be solved, through theoretical predictions of the curricular spider web. This paradigm purports that individuals seek understanding of the world in which they work and live. Their thinking is influenced by their vast experiences in their world (school environment in this case). This research work depended on participants' views and the situation they operate in. The open-ended form of questioning while interviewing the participants required that I listen carefully to what subjects said about what they do in their world. What came out of that interaction was not imprinted on participants, but was revealed naturally. According to Hassan et al. (2019), meanings emanate from the interaction with the participants and their world. Humans are born into a world of meaning bestowed upon them by culture. Kumar (2018) states that these meanings come in various forms, thereby directing the researcher to look for the complex views rather than be limited to a few ideas. Rather than starting with a preconceived theory, the researcher, through historical and cultural norms, inductively generates a theory from the field. The questions posed are broad, so that participants can construct meaning of their situation, responding based on their view of the situation.

The open-ended questions allowed me to listen carefully to what participants were saying about their setting, and the role played by managers in conducting extra classes on weekends and during vacations. My intention, as a qualitative researcher, was to make sense of the meaning participants made of their school context, which results in influencing how they conduct their extra classes (Creswell, 2014). According to Cohen et al. (2018), it is important to maintain the integrity of the investigated phenomenon, making efforts by infiltrating the persons' minds and understanding them. Understanding can only make meaning should participants be allowed to share their experiences.

Generating data interpretively minimised biases, owing to its subjectivity, thereby avoiding contaminating the results of the analysed data (Hassan et al., 2019; De Vos, 1998). Interpretivism is not without its limitations. The abandonment of scientific procedures takes away certain aspects of verification of data, unlike scientific approaches (Creswell & Creswell, 2018). According to Kivunja and Kuyini (2017), the mere fact that people realise that they are subjected to a study results in atypical behaviour and thinking. However, for this study I used the principles of trustworthiness to overcome this limitation.

A research conducted within this paradigm should be placed within the element of trustworthiness, encompassing credibility, dependability, confirmability, and transferability (Kivunja & Kuyini, 2017). According to Cohen et al. (2018), putting the actor's actions under surveillance does not simply involve taking note of the actor's observable physical movements. That also requires an interpretation by the observer of the meaning which the actor gives to their behaviour. Actions cannot be seen in the same way as natural objects. Cohen et al. (2018) argue that actions can only be interpreted with reference to the actor's motives and intentions in performing that act. To understand the motives and intentions of the actor is to actively engage actors, eliciting the subjective meaning from the actor's perspective. This also involves the background or social context within which such intentions make sense. According to Mirimoghadam and Ghazinoory (2017), the purpose of interpretive social science is to reveal the meaning of particular forms of social life by systematically articulating the subjective meaning structures governing the ways in which individuals act in typical situations.

This study was conducted using the qualitative approach under interpretivism. Kumar (2018) purports that the study is qualitative approach if it primarily describes a situation, phenomenon, problem, or event. Qualitative approach is interested in meaning, and how people construct sense of their lives, experiences, and how their world should be structured. As a qualitative researcher, I did not assume that there was a single view to reality. Instead, the belief is that different methods reveal different perspectives, especially when views are shared among everyone taking part. I grew closer to the actors' perspectives through detailed interviewing and observation. This approach maintains that rich descriptions of the social world provide valuable details (Creswell & Creswell, 2018; Davidson, 2018). According to Cohen et al. (2018), this approach is more nonlinear and cyclical. A linear research path follows a fixed sequence of steps. Rather than moving in a straight line, a cyclical research path makes successive passes through steps, sometimes moving backward and sideways before moving on. It takes more of a spiral shape, moving slowly upward, albeit not directly (Nieuwenhuis, 2016).

A qualitative approach implies that the meaning of a social action or statement depends, in an important way, on the context in which it appears (Cohen et al., 2017). There is a

need to study a group or population, and develop variables that cannot easily be measured (Kumar, 2018). I employed this method to try to establish whether the SMT is taking into consideration that educators must be part of decision-making. Educators are directly involved in conducting the extra classes, especially on weekends and during vacations. It should be stated that aspects of the parental role were not investigated. Future researchers can take the opportunity to investigate the role played by parents as stakeholders and supporters of their children's education. Parents give permission for learners to attend extra classes and at times they contribute money to help sustain this programme.

There are four philosophical assumptions made by researchers as they conduct the qualitative study based on the interpretive paradigm (Kivunja & Kuyini, 2017). These assumptions are ontology, epistemology, axiology, and methodology. It is crucial to understand these assumptions because they were design drivers of all phases of this research study.

3.3.3.1 Ontology of a paradigm

According to Kumar (2018), ontological issues refer to the nature of reality and how it is characterised. Researchers involved in qualitative studies embrace the existence of multiple realities (Ramrathan, 2017). This also applies to the individuals being researched. As a qualitative researcher, I interrogated the school managers and the educators apropos of conducting the extra classes, with the aim of reporting the multiple realities that resulted in this programme. Qualitative researchers also report on the basic categories of issues and how they relate to one another. Kivunja and Kuyini (2017); and Kankam (2019) postulate that the ontology of a paradigm helps a researcher to conceptualise how reality is constituted. Ontology was crucial to the paradigm, because it helped to bring a broader understanding of those elements that construct the school world. It also helped to explore the underlying belief systems supporting that, if extra classes are conducted in this particular manner, such could yield the envisaged results.

This, for example, helps in orientating the mind, offering thoughts about the research problem, and eventually contributing to the solution.

3.3.3.2 Epistemology of the interpretive paradigm

Ramrathan (2017) defines epistemology as the study of the nature of knowledge. As a researcher, I had to draw closer to the participants by using interviews (Hassan et al., 2019; Kumar, 2018). Subjective evidence was compiled from the views that were generated from the individuals. Here data were generated from the leaders of the organisations (management teams) and people who deliver tuition (educators); hence, the data is termed authoritative knowledge (Kankam, 2019; Kivunja & Kuyini, 2017). Epistemology was important because it helped me, as a researcher, to have belief in the gathered data. The data that I generated were reliable, because there are tangible records/audio tapes to verify the authenticity of the interviews.

3.3.3.4 Axiology

According to Kivunja and Kuyini (2017), axiology refers to the ethical standards that must be taken into consideration when planning a research project. This involves considering what is right and wrong in conducting a research. It is always important to consider ethics whenever interacting with participants. Ethics was applied through the consent to which participants signed their agreement. In a qualitative study, the researcher reports on the values and biases experienced, as well as about the value-laden nature of information that is collected. Data was generated by taking the following ethical conducts into consideration: teleology, deontology, morality, and fairness (Le-Khac, 2018).

Teleology refers to doing what is morally right in dealing with humans. At all times, answers given by participants were considered the true reflection of the situation in which participants operated. This is in response to questions such as: Is what is undertaken during research producing more benefits than harm? Are methods employed making sense? I had to assure participants that the data generated were solely for my research

and that there were no hidden intentions. Teleology refers to doing what is morally right in dealing with humans (Le-Khac, 2018). At all times answers given by participants were considered to be the true reflection of the situation they operated in. This is in response to questions like: Is what is undertaken during research producing more benefits than harm? And are methods employed making sense? Deontology, according to Scheffer (2020), refers to the consequences that would be borne for every action taken during research. These consequences are intended to be beneficial to the researcher, participants, and scholastic community. It is for that reason that I had to assure participants that the data generated is solely for my research and did not have hidden intentions. Morality refers to the intrinsic moral values that are required during research. Data must be interpreted truthfully. I could not interpret data to suit any preconceived motive. Fairness as the fourth aspect refers to the unbiased treatment of participants. All participants were treated equally and without favouritism. I offered the same treatment to school managers and participating educators without differences according to the positions they occupied at their school.

3.4 Conceptual Framework

According to Cohen et al. (2018), the conceptual framework is guided by the way in which the research is designed. The framework thus relies on the kind of questions posed when exploring the aims and objectives of the research, and the paradigm on which the research rests. As mentioned in Chapter 2, the curricular spider web was adopted as a concept aligned with this study. The web symbolises the interrelatedness of components within the school community (Khoza, 2019). If the components are not addressed coherently, tension accumulates. The curricular spider web indicates the vulnerability of the extra class programme, especially when the core issues are not given attention. The 'web' ruptures, and the system collapses. The staff components are intertwined and guided by a leading question. This study employed Berkvens et al.'s (2014) components of: relevance, consistency, practicality, and sustainability, in analysing the role played by managers in conducting extra classes. Other components of the curricular spider web

emerged from the study conducted by Khoza (2019). This study was on the reflections by curriculum managers when managing large classes that involved extra tutorials.

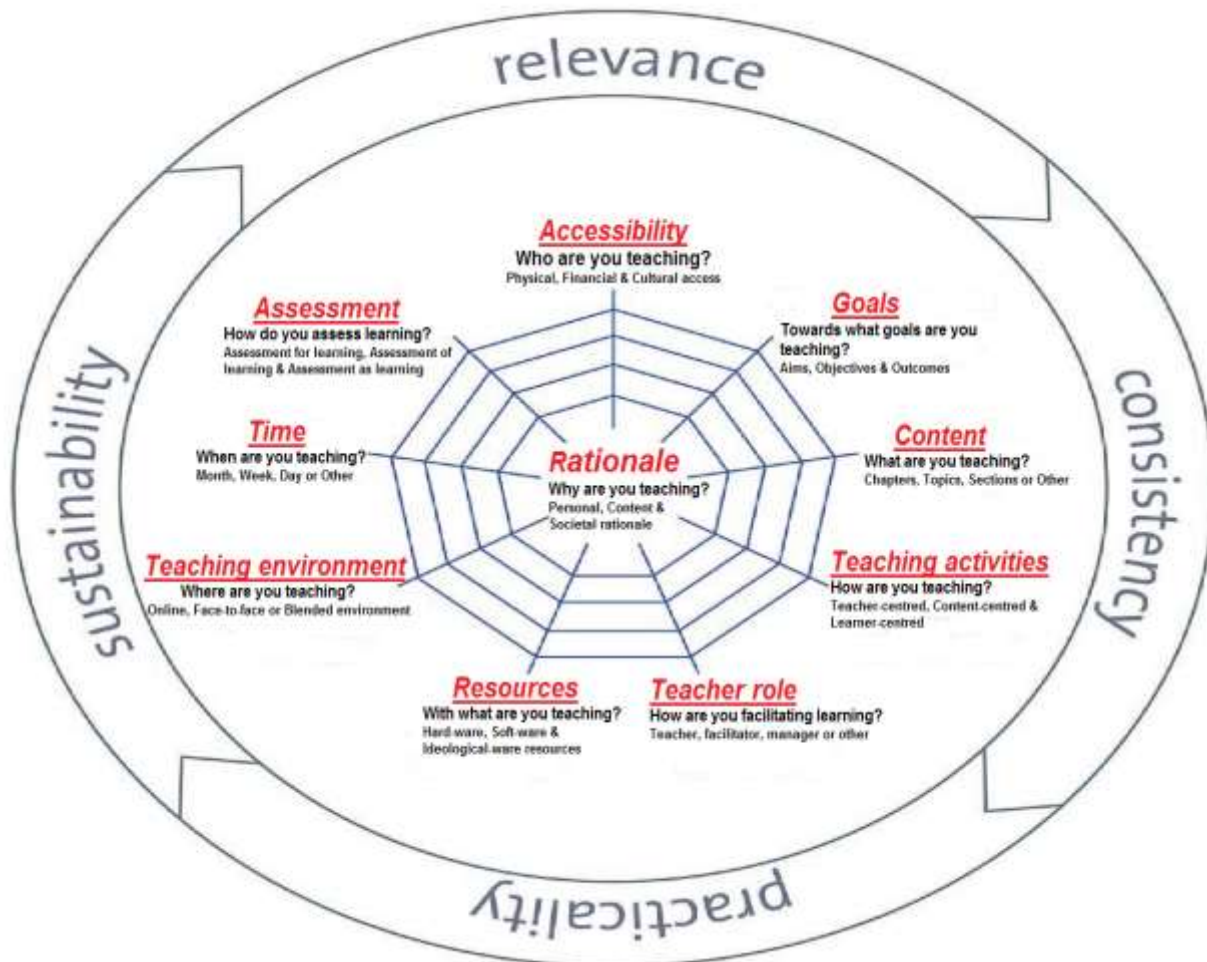


Figure 3.1: Curricular Spider Web (CSW) adapted from Berkvens et al. (2014) and Khoza (2019)

For provision of quality management, the CSW components, a shared common vision is an important starting point for managers towards reforming the organisation (Khoza, 2018). Once a vision, aims, and objectives are established as the basis of the CSW, they should be shared from Post Level 1 (entry level educators) to Post Level 4 (principalship). Sharing this common vision could be the role of the national office or of managers. The vision should be presented to the stakeholders at school level (person-centred role). For

this vision to be realised, there must be instructional, transformational, as well as people-centred approaches (Ndlovu, & Khoza, 2021). Each level of the staff component has a share of responsibility in defining and supporting the implementation of the vision. The education ministry creates an overarching vision from the top down (transactional). School managers, based on their context, must create a consultative (transformational) vision (Hoadley, 2018). The vision at macro level (provincial) has to provide more guidance. Based on that guidance, the vision at micro (managing/teaching) level was cascaded by managers in a more refined and detailed manner, such that it expressed the intention of the individual schools. This was in accordance with their context. School managers must indicate towards which goals they are conducting extra classes. There must be an indication of the content to be offered during these classes. School principals, teachers, and others working as a team should involve one another in the development of this programme. Such a collaborative 'web' would ensure that the implemented reform is relevant to the school programmes, while consistent with the international and local policies.

Policy pointers for quality management of extra classes are relevance, consistency, practicality, and sustainability. *Relevance*: the management of extra classes is based on contemporary insights and is relevant for the school (local) context and its future needs and wishes. According to Berkvens et al. (2014), a well-presented plan for implementing the education vision, based on the post-2015 education agenda, helps to keep the vision alive. *Consistency*: this vision is driven consistently with the post-2015 education agenda. National policy documents (CAPS) extend and support the agenda at both national and local levels (Khoza, 2019). *Practicality*: the vision of managing the extra classes in a particular way fits their local context, namely, working despite lack of resources and challenging socio-economic factors. *Sustainability*: the vision is designed with a view to the near and realisable future (Mpungose, & Khoza, 2021). *Accessibility*: managers must facilitate access to education, regardless of the learners' ethnicity, socio-economic background, or gender. This accessibility depends on multiple aspects which are physical (ability to reach a school), financial (affordability), and cultural (programme social acceptability) (Khoza & Fomunyam, 2021).

The managers' role is to ensure that, post 2015, education is accessible to all who learn either in formal or informal settings. The managers' role is to use programmes such as extra classes to discourage learners from dropping out of school before completion. Managers should not only play the role of providing access to education, they must provide quality education. Managers must also facilitate provision of sanitary facilities and ensure safe environments. Modern media applications must be made available by authorities to maximise opportunities for extending access to education to learners living in remote areas, or in places where it is difficult to find qualified educators (Khoza, 2019).

3.5. Methodology

This is a broad term referring to the research design/style, data-generation methods, sampling, trustworthiness, data analysis and ethical issues (Nieuwenhuis, 2016). This, in short, indicates the systematic processes I followed after I discussed the interpretive paradigm together with qualitative approach or methodological paradigm.

3. 5.1 Research design/style

Although this study was a qualitative case-study design of three schools of Qwaqwa district in the Free State province of South Africa, it was mainly influenced by participatory action research (PAR). PAR was used in this study in order to allow the participants to reflect on their roles of managing extra classes and improving their roles. PAR emphasises participation and action as continuous in action research. Rauch (2014, p. 8) contends that "*the object of action research is that, there should be no research without action, no action without research*". Hence, PAR involves a much more practical form of research that seeks to provide liberation to the oppressed. PAR strives towards comprehending the world through attempting to transform it by liberating the oppressed in order to understand their needs and identities (Khoza, 2019; McAteer, 2013). Action is constant and always includes working with people as a team (Mash, 2014; McNiff, 2013). Hence, PAR is defined by an action whereby the research team (principal researcher and

co-researchers) initiates the research to approach a concern within a specific context. Moreover, since participants should be referred to as co-researchers, this therefore may address issues of influence and domination to create a working environment that is democratic. Mubuke (2013, p. 1) adds that the benefits of PAR are seen as "*empowering and actively engaging participants in initiating changes in training*". As a result, participants are consumed in the research process and are able to work in collaboration with other participants and the principal researcher. Mash (2014, p. 1) argues, "*PAR believes that people can change their reality and create new knowledge through engaging both consciously and systematically with the steps of the learning cycle*".

This study used two cycles of PAR per school. Cycle One took place between February and April 2019, and Cycle Two between May and July 2019. Each of the cycles consisted of planning, action, observation, and reflection stages. Data-generation methods were also in line with these four stages of PAR. Document analysis/review, observations, and semi-structured interviews were used for data generation. Document analysis was used at the planning stage to address the descriptive Research Question One (What is the school management team's role in managing the extra classes conducted on weekends and during vacations?). Participant observations were used for the action and observation stages to address the operational Research Question Two (How do the school management teams manage extra classes conducted on weekends and during vacations?). Semi-structured interviews were used for the reflection stage to address the philosophical Research Question Three (Why do school management teams manage the extra classes conducted on weekends and during vacations in particular ways?). The following were the steps I followed:

Stage 1: Planning a change – The co-researchers (participants) met. The focal intention of the initial meeting was to introduce the study, to communicate and brainstorm ideas, discussing and strategising in cooperation with the PAR data-generation method (document analysis). The latter was further discussed with co-researchers.

Stage 2: Action and observation of the process of change – As the principal researcher, I observed how the participants managed extra class activities. The curricular spider web (CSW) activities were discussed by the participants and me. I assumed the role of a participant observer. Co-researchers/participants were my equal partners in the data-generation process, since I also took part in the discussions.

Stage 3: Reflection on the process and its consequences – In addition to document analysis, and participant observation, semi-structured interviews was used as a data-generation method.

Cycle Two: This started with re-planning to build on the results of the previous cycle (cycle one) and then continue with the other three stages.

PAR was conducted in each of these schools as case studies. Such refers to the way in which a researcher approaches a social phenomenon by thoroughly analysing isolated cases (Yin, 2015). Williamson and Whittaker (2019) posit that a case study is “*a method of studying elements of the social through comprehensive description and analysis of a single situation or case*”. The case to be studied could involve a person, a community, an organisation, or a society (Kumar, 2018). According to Nieuwenhuis (2016), case studies are a strategy of enquiry in which the researcher explores in depth a programme (extra classes), event, activity (who manages them), process (role played by managers and educators), or one or more individuals. In this case I chose to research the schools as organisations. This programme is run at schools by educators and managers; therefore, I explored how it is managed by these key personnel. The strength of case studies is that they go into detail about many issues overlooked by other methods especially if they are supported by PAR. Case studies concentrate the research on a single site and consequently help to reduce travelling and costs, also enabling access. My travelling distance to sites was approximately 50 kilometres per return trip. The two identified sites were approximately 10 kilometres apart. The amount of time (two weeks) spent with the participants created an element of trust between us all – the longer the time, the stronger the rapport. The goal is to achieve results that are authentic through the understanding created between the researcher and the participants (Ramrathan, 2017).

There were, however, some limitations posed by case studies and PAR when conducting this research. While PAR was cost effective, involving limited travelling, and making accessibility easier, the research unfortunately took longer to conclude, owing to becoming immersed in more relationships with participants. The research created an element of self-reflection among the managers. Upon realising that they could reciprocally benefit from our engagements, managers started to enjoy the interaction with me. Initially, they thought that I would intrude into their space. However, gradually, we became closer as colleagues through the four stages and two phases of PAR. In my research, I also encountered a situation in which there were participants who were not providing extensive time, owing to their work schedule. These participants were taking part reluctantly, citing that they saw no value in dealing with the issue being researched. Eventually, owing to increased trust between participants and myself, these participants became more cooperative and communicative, believing that they were going to improve their practice through PAR.

The following discussion is about the format, layout, and process that I employed to explore the role of SMT in managing extra classes.

3.5.2 Population, sampling, and sampling criteria

A population is defined as the total membership of a defined class of people, objects, or events (Ramathan, 2017). The descriptor population is used by quantitative studies because quantitative studies generalise the results through respondents that represent a population (Rutledge, Bullard, & Filer, 2019). Qualitative researchers purposively use convenience sampling to select samples from the population that help them to generate in-depth descriptions of the phenomenon in action. The target group for this study is called the sample of SMT members of Qwaqwa district population of schools. Qwaqwa district has 21 high schools; however, only three of these high schools conducted extra classes in the whole district. My sampling consisted of participants who had more than three years of experience in conducting extra classes. I drew samples of three Post Level 1 educators

and two Post Level 2 educators (middle management/HoDs), and three school principals, from three schools. Sampling is the process of selecting a few from a large population (18 schools), thus representing the prevalence of a piece of information (Blaikie & Priest, 2019; Kumar, 2018). Data were generated from the sample of 3 schools that conducted extra classes. According to Cohen et al. (2018) how sampling was decided upon was a result of defining the target group on which the exploration was conducted. The knowledge gained was therefore representative of all schools that practise extra classes (Cohen et al., 2018).

According to Blaikie and Priest (2019), the process of sampling is informed by determining the sample size of participants, and using the relevant sampling strategy. Naming my population depended on my research topic. Determining the sample size depended on my research approach (qualitative) and the form of data (detailed) I wanted to generate. It also depended on my goals and how large and accessible my participants were. The research questions were guided by the sample selected.

In order to achieve this, I chose one of the two main methods of sampling. These two main methods, according to Cohen et al. (2011), are probability (random) and non-probability (purposive) sampling. Probability (random) sampling is the process by which each element in a population stands an equal chance of being selected. This is relevant for statistical analysis in quantitative research. Non-probability (purposeful) sampling, according to Blaikie and Priest (2019), refers to the usage of sampling designs when the number of elements cannot be individually identified. In such instances, the selection of participants is dependent upon other considerations, such as the sharing of similar qualities. Non-probability sampling includes four strategies which could be employed by qualitative and quantitative research. These are quota sampling, accidental sampling, snowball sampling, and purposive sampling.

Quota sampling occurs when the researcher accesses the sample with ease. This is guided by obvious characteristics such as gender or race. The sample is selected from a site that is convenient to the researcher, and any appropriate person on the site is asked to participate in the research (Blaikie & Priest, 2019).

Accidental sampling refers to the ease of access the research has to the target group. The difference between this and quota sampling is that quota sampling considers people in possession of visible characteristics, whereas accidental sampling makes no such attempt. This method of sampling is prevalent among market research and newspaper reports. According to Blaikie and Priest (2019; Kumar, 2017), snowball sampling refers to the process of selecting a sample through networks. The sample is selected and asked to provide information. Such participants, in turn, are asked to identify other people to take part in the research.

This research used purposeful sampling with convenience sampling to provide the best information to reach the objectives of the study. I purposefully went to the participants who were guaranteed to provide and share information. Participants came from the 3 schools that conducted extra classes within Qwaqwa district. Cohen et al. (2018) posits that the advantage of this sampling is that it becomes useful when constructing historical reality, describing a phenomenon, or developing that which did not have much attention paid to it. This study therefore chose to use this purposive sampling with convenience (most accessible participants of the population since I was also involved in conducting extra classes) to venture into the managers' role in managing extra classes. This area was not given much attention because many studies focus on the extra-class phenomenon as an isolated exercise (Blaikie & Priest, 2019).

I chose the purposive sampling with convenience sampling because of the limited number of participants (eight) that I had for PAR phases. This sampling includes strategies to guide implementation. According to the qualitative approach, individuals selected had stories to tell about their lived experiences (Ramathan, 2017). Messrs Mumahe, Loko, and Leech (PL1 educators) consented to participate in this study and provided insightful information about the role exercised by their managers in managing extra classes. Messrs Thosile, Taramo, and Thumps (principals), and Mrs Lawat and Mrs Maolena (middle managers/HoDs) spoke about how they manage extra classes for matriculants. It was critical to choose participants who have experience of the phenomenon being studied (Hassan et al., 2019; Kumar, 2018). I selected individuals and sites for this study so that participants could purposefully provide an understanding of the research problem and the

central phenomenon. I chose the participants that conveniently provided me with ample opportunity to identify research themes.

The advantage of purposive sampling was to provide greater depth in the phases of PAR, in which the participants spoke for themselves. The limitation with this sampling is that it provides less breadth to the study. This meant that I could not cover a broad scope of participants. I used purposive sampling to directly source information from people who were accustomed to conducting extra classes on weekends and during vacations. The process of selecting a small sample had advantages and disadvantages. As I have indicated, one of the advantages that I gained was that I had only to travel for about 50km (return trip). That saved me time and financial resources. I had to travel a reasonable distance in working with a manageable number of participants also most accessible (convenience sampling) (Blaikie & Priest, 2019; Kumar, 2018).

The necessary information that covered the role played by school managers in conducting extra classes on weekends and during vacations, the resources (transport) available, the closeness and the relationship, including the purpose for conducting this research, determined the best strategies for choosing my sample. I identified and purposefully selected the three schools. Creswell's (2014) discussion about sampled participants and their site, is that sampling should include the following four aspects: i) the place (where the research will take place); ii) the participants (who will be interviewed); iii) the events (what the interviewees/participants will be seen doing); and iii) the process (the observable nature of the events as they unfold). As indicated earlier, my sample consisted of three secondary or high schools (under-resourced) in QwaQwa district, in the eastern part of the Free State, South Africa.

The names of the schools and the participants have been anonymised for ethical reasons. According to Kumar (2018), sharing personal information about a participant is unethical. I had to ensure that, after the information had been generated, my source thereof cannot be made known. One school, for the purposes of this study, is titled The Crocs; the second one is The Flamingos; and the third one is named Karamo. The names of the participants were also changed. Mr Thumps (The Flamingos, acting principal), Mr Taramo (Karamo, principal), Mr Thosile (The Crocs, principal), Mr Mumahe (The Crocs, educator),

Mr Leech (The Flamingos, educator), Mr Loko (Karamo, educator), Mrs Lawat (The Crocs, HoD), and Mrs Maolena (The Flamingos, HoD).

Although the sample was not large, it was sufficient, and purposive enough to respond to the problem in question. Participants were all involved in extra classes but having different roles. Responses were therefore valid and provided authentic information because of the experiences of the participants.

3.5.3 Data-generation methods

Data generation is always distinguished as either primary or from secondary sources. Cohen et al. (2019) define a primary source of information as data that a researcher has to generate personally, or that already exist one way or another. Before I could generate data, I had to seek gatekeepers' permissions (provincial office, district office, and the school principals) through writing. Permission to conduct research (Appendix E) was sought from the University of KwaZulu-Natal (UKZN), and was granted by the ethics committee. A letter of request (Appendix A) was sent to the Free State Department of Basic Education (DBE) to gain permission to conduct this study in their schools in Qwaqwa district.

This study used document analysis, participant observations, and semi-structured interviews as indicated under the PAR discussions above. Document analysis involved analysing documents (DBE policy documents, the CAPS document, lesson plans, scheme of work, and extra-class guidelines) used by the participants to manage extra classes. Document analysis is capable of addressing descriptive questions that start with "what" questions that require the researchers to read and interpret text data. I therefore used document analysis at the planning stage of PAR in order to address the first descriptive research question for this study that starts with the "what".

It is asserted that participant observation in PAR allows the researcher to interact with participants while gathering data (McAteer, 2013; McNiff, 2013). Accordingly, the researcher acts as a participant in the context observed. In participant observation, the

researcher has to blend within the research context to identify with the participant. In other words, the researcher attempts to study the context as an outsider blending in as an insider in the research context (Ramrathan, 2017). In saying so, the researcher has to participate in the activity that is planned for data generation. While this may improve the association between the researcher and the participants, it can be said that when the researcher participates in the activity, the behaviour of those observed may become unnatural (Ferguson, 2018). Participants are aware that there is somebody either known or unknown watching them or making field notes. This in turn is a limitation of using participant observation for data generation in PAR. To turn this into an advantage, the more time the researcher spends with participants in the research context, the more time the researcher has with participants, the closer the ties likely to be established. This allowed me to push deeper and probe for a better understanding of the study phenomenon. It is understood that casual interactions made with participants are similarly imperative elements of the data-generation method and ought to be documented in the field notes. In this study, participant observations were used at the action and observation stages of PAR to address the second operational research question that starts with “how”. Participant observations thus helped me with first-hand information on the phenomenon.

Semi-structured interviews are conversations between the researcher and interviewees. Interviewing eliminates any inequality between the researcher and the participants since it allows both parties to engage in dialogue (Cohen et al., 2018). Moreover, it creates a sense of acceptance from participants. Participants do not feel pressurised, as they will be engaging in a simple conversation with the researcher. Understandably, before engaging in an interview, the researcher has to form a relationship with participants to create acceptance and to disregard any dissimilarities that may exist (Khoza, & Fomunyam, 2021). I used semi-structured interviews because they were capable of addressing the third philosophical question (why). Such interviews allowed me to probe, re-phrase the questions, and add more questions where necessary.

3.5.4 Data analysis

Data analysis for this study used thematic analysis, in which themes and categories were generated both from data (using the 3 data-generation methods) and theory principles (CSW) of the study. The findings generated through the 3 data-generation methods were synthesised to generate themes. Here I brought together factors that were relevant for generating an understanding of the questions that I had formulated. Creswell and Creswell (2018) further argue that analysis deals with data that is broken down into themes and patterns by grouping certain parts that relate to one another. The relationships between concepts, as informed by my questions, were brought together to establish how they constituted various concepts, or a single concept (Creswell, 2014). In planning data analysis, I took the following into consideration: firstly, after the generation of data, I considered how it needed to be processed and analysed; secondly, I examined the way in which the results should be validated and verified (Cohen et al., 2018). A great deal of data was captured; however, I had to focus on information relevant to this research.

Experts' advice was also taken into consideration during the data-analysis process because of their in-depth knowledge of methodologies. Data analysis helped to organise thematic presentation, interpretation, and the conclusion, in accordance with the similarities to the given answers.

3.5.5 The trustworthiness of the study

Trustworthiness was addressed in terms of confirmability (verification that the findings are shaped by participants), credibility (member checking), dependability (methods used should be systematic, well-documented and tailored to account for research subjectivities), and transferability (lessons learned are likely to be applicable to different settings) (Creswell & Creswell, 2018; Guba & Lincoln, 2005).

Confirmability is a component of trustworthiness that a qualitative researcher must establish during a study. It indicates the level of confidence that the study findings

generate when based on participants' narrative and words as expressed, rather than views of a researcher (Kumar, 2018). Confirmability establishes that findings are shaped by participants. In generating data about the role played by managers when conducting extra classes, no influence was exerted by me as a researcher, on the participants. The method of generating data using the documents (timetables) provided by managers on conducting extra classes, ensured confirmability. There are several techniques that I used to verify the confirmability of research findings, such as an established audit trail, and reflexivity (Ramrathan, 2017).

The first, an audit trail, is one of the most popular techniques used to ensure confirmability. For my established audit trail, I provide details in Chapter Three on the data generation, data analysis, and the interpretation of data. In addition, reflexivity is a useful technique, especially in phenomenological research (Creswell, 2014). Here, as a qualitative researcher, I evaluated and reflected on my background as a school manager. I ensured that this did not affect or influence the data-generation processes.

Dependability refers to quality assurance (Jamshed, 2014). This component of trustworthiness guards against unreliable, inconsistent, and substandard studies. It supplies methodological protocols that are consistent, logical, and systematic, posing the question: Is data generated sufficiently credible to be depended on, especially for future use? The data generated was reconciled with participants to verify whether there was congruence between what was said and what was recorded. As a researcher, I was always aware that people are complex and multifaceted. Some teachers on PL1 would not want to disclose information that could upset their managers; consequently, they were reluctant to provide information that was credible. The aspect of creating a relationship of trust helped greatly to curb such a situation. This meant that, at any time, participants could have presented a different version of themselves. As a result, I was aware that the information they were providing could change at any time for reasons known only to them (Hamilton & Cobert-Whittier, 2013).

Transferability refers to lessons learned from one setting that could likely be used in another setting. For example, the results of this study cannot be globally generalised; however, there are likely to be lessons learned that could be of value within other cultures

and societies (Hamilton & Cobert-Whittier, 2013). The findings and the recommendations on the role played by managers in conducting extra classes in this study could be used by some schools elsewhere. This could also help to review and amend strategies in conducting extra classes.

Credibility is concerned with the truth value. It takes into consideration that multiple truths exist (Jamshed, 2014). This is supported by the interpretivism paradigm which argues that different interpretations and understanding could be found, based on the context of the problem. Credibility indicates that the interrelatedness between conceptual frameworks, questions, and findings may not lead to a single truth. Nevertheless, thoroughness and the ability to reflect on one's actions so as to engage in a process of continuous learning assure that conclusions are authentic and justified. This is supported by the semi-structured interviews and documents (timetables) that were provided during the research process.

Interviews, according to Jamshed (2014), were undertaken with the intention of drawing out information, attitudes, opinions, and beliefs on particular/specific themes, and ideas, without the influence of predetermined questions. These interviews were neither fully fixed nor fully free; and were perhaps best seen as flexible to put participants at ease. They were considered as freedom provided in terms of content outline. According to Blaikie and Priest (2019), in this form of interview, there was complete freedom about the wording used, and how questions were explained to participants. Questions could be formulated, and issues could be raised on the spur of the moment, depending on what was under discussion (Blaikie & Priest, 2019). This simply means that participants were not channelled into responding in a stereotypical manner (Hamilton & Cobert-Whittier, 2013). The disadvantage of this approach was that much time was spent giving participants the opportunity to explain their situation. However, caution was exercised so as not to rush participants into answering; which could have resulted in losing quality data. The advantage was that, where clarity was needed, it was immediately provided. I also played an active role as a primary instrument. Through personally asking questions, I became an active instrument.

The first question aimed at generating responses from managers was on the reasons (rationale) for managing extra classes in the way that they do. The common response given by managers is that there is a need to improve performance, to avoid the pressure exerted on them, as school managers, by the authorities. This response is professionally based. The maintenance of performance at a high level results in great pride for members of that school community. This also enhances recognition in their society. One reason for that is that good performance has a bearing on the school community and the stakeholders of their school.

The second question was about goals targeted to be achieved in managing extra classes. The issue of results improvement resurfaced here. Furthermore, the goal is to have learners focusing solely on their schoolwork. The answers provided was that the goal was to check what managers were doing in targeting the professional, societal, or personal aspect. At most it was discovered that managers were trying to adopt the professional role. Most participants indicated that they wanted to see their learners perform better in the final examinations. Some teachers indicated that the desire to finish the syllabus on time was one of the main reasons for extra classes on weekends and during vacations.

The third question covered the issue of resources used in managing extra classes. One participant's response was that hostels are a key resource because conditions there make it easier for the programme to be conducted. Students are accommodated in an enabling environment and have a great deal of time at their disposal. One participant also indicated that his school's performance had increased because students were living together, under one roof, in preparation for the final exams. Other participants argued that inspirational learning activities are important for a good performance. This could be where, despite no hostels, learners have a strong will to succeed. Either there are inadequate material/resources, or they are simply too complex to use. This question was to discover how school managers drive this exercise with the kind of resources at their disposal.

The fourth question had to do with time allocation by management for such classes. Some educators indicated that timetables are drawn up by managers. The timing of putting this

exercise into practice was also outlined. Some educators prefer to use weekends to conduct extra classes. The hours allocated also have a bearing on remuneration.

The fifth question dealt with roles that managers and other stakeholders play in conducting extra classes. Some educators indicated that they play no active role in the planning phase. Managers come with an established plan, only wanting educators to implement such. Educators were driven by circumstances to apply the instructional role because pressure is always put on them to deliver. This left the educators with a minimal contribution in the planning phases of this exercise.

The sixth question revolved around community involvement. One participant indicated that they do not get enough support from the community. Parents do not come to school when invited, and seldom support or make contributions towards extra classes. Parents' debilitating socio-economic conditions are negative factors. Private organisations do not play an active role in supporting such programmes at schools.

The seventh question was about the staff involvement in this programme and its formal planned outline. Timetables and venues were already organised by instructional leaders. Educators and learners had to follow the outlined programme/timetable. These leaders are goal-oriented, and are focused on improving the results. Even though there could be joint operations, instructional leaders take the leading role.

3.5.6 Ethical considerations

Ethics, according to Jamshed (2014), is defined as acting in line with principles of conduct that are considered correct. Hamilton and Cobert-Whittier (2013) expand this further by indicating that this is how researchers approach their work. Researchers thus produce new knowledge with rigour and integrity, acting within the confines of the law, and giving accurate research accounts. Acting within the law means that this research had to respect societal laws. Research must not undermine the common law (Hamilton & Cobert-Whittier, 2013).

In developing the purpose statement, I considered that the participants must receive an honest explanation about this research work. According to Jamshed (2014; McNiff, 2013), deception comes into play when participants are misled about the purpose of the research, whilst as a researcher I might have a different purpose.

3.5.6.1 Ethical issues in data generation

In developing the statement of the study purpose, I considered that the participants must receive an honest explanation about this research. My purpose was to explore the role played by managers in conducting extra classes for matriculants on weekends and during vacations. This included writing a letter which stipulates the research time: weekday afternoons after tuition time. In addition, I indicated to participants that this was not a sponsored research.

3.5.6.2 Ethical issues in data analysis and interpretation

According to McAteer (2013), the interpretation of data is reliant on the presentation of accurate information. During this research phase I refrained from using biased language or words/phrases unclear, or difficult to understand. As posited by McNiff (2013), bias is an intended attempt either to hide what has been found in the study, or to highlight something disproportionately to its real existence.

McAteer (2013), further argues that in every discipline, it is highly unethical to gather information without participants' knowledge, their expression of willingness, and their informed consent. Informed written consent implies that participants were made aware of the information they would be requested to provide, why that information is sought, and the purpose for which it is intended (Creswell, 2014). Cohen et al. (2018) indicate that informed consent is the agreement to the terms of procedure chosen by individuals involved in the investigation. This would be after having information about what is likely to happen, and what will influence how they think. Ethical considerations were important especially in planning and executing the research area after gaining access. As a

researcher, I am forever unconditionally responsible for conducting research with integrity; and ethics are always central to the research foundation. The participants and I had a respectful interaction, and treated one another in a dignified manner. Blaikie and Priest (2019) posit that, because research has such a crucial aim, the production of new knowledge should be credible, authentic, be within the prescripts of the law, and give an accurate account of the facts.

3.6 Limitations and Challenges in the Generation of Data

I came across some challenges during the data-generation period of the study. Some participants responding to questions were trying to be economical with the truth about how their schools are managed, and how their programmes (extra classes) were managed. However, as indicated in the previous paragraphs, the relationship of trust that I built with participants, made them more comfortable to respond truthfully. The principals would ask for some time to attend to management issues, although it was after normal tuition time. For instance, at the Flamingos school, the principal was coordinating a meeting between the school governing body and the tribal chief, because the school is built on a tribal land. This, as indicated earlier, is a contextual variable. In tribal settings, permission must be blessed by tribal authorities, even before meetings at school could be convened. The principal also had to respond to telephone calls in that regard during the interview process. I would pause to allow the principal to attend to what was a pressing matter at the time.

The data-generation methods came with their own challenges, because people are complex and inconsistent in their behaviour (Ramrathan, 2017). This also makes it difficult to gather credible data. However, I had initially indicated to participants the value of this study and the need to gain as much credible information as possible. I also indicated to participants that their identities in the study had been changed to protect them from victimisation. This meant enforcing ethics as much as possible in my interactions with them.

3.7 Conclusion

In this chapter I addressed aspects that deal with the paradigm, the methodology, and the purpose of this research, which was to discover the roles played by principals, heads of departments (HoDs) and entry-level educators, in managing extra classes conducted on weekends and during vacations. The research questions were also brought to the fore. This chapter employed the interpretive paradigm to guide this study. This paved the way towards the qualitative method, which was appropriate, considering that participants were an active component of the research process; as such they had to speak for themselves. The spider-web conceptual framework was used to indicate just how collaboratively various aspects of the school community are in working towards the set vision. Data was ethically gathered through recorded interviews, and sampling was completed through generating data from extra classes' practitioners. Limitations were indicated throughout all chapters, and were also covered separately.

CHAPTER 4

DATA PRESENTATION AND DISCUSSIONS ON THE FINDINGS

4.1 Introduction

The previous chapter dealt with the research design and methodology. This chapter addresses the qualitative results of the data generation, and the lived experiences of the teachers in their school environment during the process of conducting extra classes over weekends and during vacations for matriculants. In this chapter, there is a presentation of the generated data, together with the findings thereof. The aim in the undertaking of this study was informed by the personal interest in the escalation of extra classes, especially the roles played by managers in those secondary schools which have matric. This study uses the CSW conceptual framework, being compatible with a collaborative approach by stakeholders; this approach allows for various ways to arrive at the truth and what is intended to be found. Data were generated through document analysis, participant observations, and interviews which were transcribed. This recorded information was read frequently to gain understanding. Data were organised in line with literature that was coordinated. This helped to create a thematic presentation, as discussed in the subsequent paragraphs. The generated data also responds to the three objectives of this research, namely:

- To explore the role managers, play in extra classes conducted for matric learners on weekends and during vacations.
- To determine how extra classes are conducted for matric learners on weekends and during vacations.
- To establish the reasons for managers conducting the extra classes for matric learners on weekends and during vacations in a particular way.

Direct quotations from both the documents that were analysed and interviews were used to ensure that participants speak for themselves (Manzo & Devine-Wright, 2020).

4.2 Data presentation and Discussion

The findings in this chapter are presented in themes, and cover the role played by the SMT in conducting extra classes for matriculants over weekends and during vacations. These themes are guided by the conceptual framework (CSW) and are aligned with the objectives. The themes are in line with the roles management played when managing the extra classes. Interviews and documents were read repeatedly to gain a clear understanding, and were classified by means of emanating themes.

4.3 Generating Data

The data-generation steps acknowledge the following: setting the boundaries where the study takes place, generating data through interviews, documents; and observing the protocols when recording information. To generate data, I had to socialise with the participants. This process is defined as being immersed in the data (Park & Park, 2016). This immersion provided me with an intimate familiarity with the participants and their lifestyles. As I was recording interviews, I took notes related to the common ideas of various interviews, although spoken in different words and contexts.

4.4 Analysing the Data

After a detailed process of re-evaluating the reason for the study, and the questions related to the study, I was able to develop the following themes: i) Rationale: managing the extra classes in a particular way, ii). Goals: goals towards managing extra classes, iii) Time: allocation of time for extra classes, iv) Roles: roles managers play in conducting extra classes, v) Resources: resources necessary to manage extra classes, vi) External/Community involvement; and lastly, vii) Staff involvement. In the next paragraph is thematic presentation (Park & Park, 2016). The data generated through the three data-generation methods were synthesised in order to be presented under each of the themes.

4.5 Thematic Presentation

Certain generated information belongs to the category termed *themes*. It is possible for themes to be created through inductive analysis; however, themes can also be created through the reading of literature or theories, the prior experiences of the researcher, and how the research questions are posed. Themes can also be built from insights developed through data generation (Khoza, 2019). Insights cannot simply happen unless information or generated data is read frequently, until what is read is found to be following a certain pattern. Certain information generated, however broad it may seem, displays common ideas or meanings although they may be put in different words. I organised those into one theme after reading the data generated several times. I went back to the data generated and quoted verbatim where I found certain ideas matching what was said by the participants with what came from the documents and observation.

Recurring ideas were organised under specific themes, and differences were identified and recorded. According to Park and Park (2016), the categorisation of ideas should not be predetermined, but should emerge from the generated data, in line with the research questions and literature relevant to the topic at hand. From time to time, I correlated the themes with the literature I read and also referred to the research objectives to find a way they may relate to one another. I need to indicate that not all data could correlate with the literature I generated. Some data could not be covered owing to lack of or insufficient research conducted with reference to such. As indicated in the previous paragraph, themes from the study were not predetermined. They were developed from data as generated and analysed. Manzo and Devine-Wright (2020) comment further that there is no single way of analysing qualitative data. These researchers outlined five steps in determining themes: first, generate and organise data; second, organise that data into categories; third, find the patterns the information makes and that will lead to themes; fourth, test the emergent categories and patterns; and fifth, find better ways of bringing data to comprehension so that what is presented as a report is also easy to read. The responses that participants gave were matched with the instructional, transformational, and person-based roles.

The following themes emerged from this study. As mentioned before, these themes were not predetermined, but arose from the data generated.

- Rationale: Why do you have extra classes, and why manage them in a particular way?
- Goals: Towards which goals are you managing extra classes?
- Time: How much time do you allocate to extra classes?
- Management roles: What role do you play in managing extra classes?
- Resources: What resources are you using to manage extra classes?
- External/Community involvement: In which way are you helped by the external community/stakeholder/s?
- Staff involvement: Do you have a joint planned structure which stipulates the reasons/need for extra classes?

4. 6 Theme 1: The rationale behind the management of the extra classes

Why do you manage the extra classes in a particular way?

The generated data indicated various reasons for managers playing their role in conducting extra classes in a particular way. Reasons given during interviews included the need to enhance performance, and to alleviate the pressure exerted on the schools by the education authorities.

Mrs Maolena:

“Basically, to improve the results and for educators to cover the scope as prescribed by the department as early as possible so that we may get enough time to revise with the learners and to cover the amount of work for the upcoming exams during November to improve the results”.

Mr Leech:

“The reason is the high failure rate that we had, and the principal was always reprimanded by the district, that he should do more in order to improve the results”.

“...before the programme was conducted, the pass rate used to be very low. And since the inception of this programme, we have always been performing above 90%”.

Mr Momahu:

“We have managed to get 100% and other subjects have recently shown signs of performing”.

Mrs Lawat:

“Actually, the motive is just one, because even if the school is working well, but you find that there are some learners that you push from level 1 to level 2”

The Department of Education is in the process of improving the quality of education in South Africa. This places a great deal of pressure on school managers to be effective and competent in their roles. Quality, according to Berkvens et al. (2014), considers facets such as relevance, consistency, practicality, and sustainability. These facets could be applied across the spectrum of education. Such facets could also be applied to individual components, for instance, the content, assessment, and role that teachers play. This quality challenge has a top-down vision from the Ministry of Education (macro level), to the provincial (meso) and local (micro levels). Each level has its own responsibility to aid in accomplishing the implementation of the broader vision (Khoza, 2019; Berkvens et al., 2014). For quality education to be realised, the following questions must be asked and responded to: What are children supposed to learn? How do they need to learn? How are they supposed to be taught? How much time is required? In what environment should learning take place? The final question is: How should assessment be conducted?

Based on the above discussion, managers become transactional, exerting pressure on educators to be productive at all costs. This leads to participants, during the interviews, giving responses that range from societal to professional issues. All four participants, Mr. Leech, Mr. Momahu, Mrs. Lawat, and Mrs. Maolena stressed the importance of and pressure on managers to produce good pass rates and to improve results at the end of

each year. Managers also play the role of curriculum implementers (an instructional role); and therefore must ensure that the prescribed curriculum, as outlined by the Department of Basic Education in CAPS, is followed to the letter.

There is also an element of persuasion from the managers to have this programme executed. According to the conditions of employment, educators are allotted seven hours per day to complete their work. The school managers need the educators to drive the process of class attendance during these classes.

Mr Taramo:

“But it is a voluntary initiative. It’s not binding...as a manager you go on your knees to say... be as close as possible to your team. Be humble to them”.

Mr Loko:

“...we know that this is time to go to class and you go to class. So, there is no one who is pushing you”.

According to Yendol-Hoppey et al. (2019), instructional leaders are goal-oriented, and focus on the improvement of learners’ academic results. They create high expectations and standards for learners and educators, which revolve around three dimensions (as indicated in Chapter 2): defining the school’s mission, managing the instructional programme, and promoting a conducive school-learning climate (Nguyen et al. 2019) Defining the school’s mission will involve attaining good matric performance, attaining a respectable position in the education district, and reaching the targeted percentage. According to Berkvens et al. (2014), when the principal and managers enforce high levels of commitment and professionalism on teachers, schools become organisations that learn and perform at high levels. There is also pressure by the global community which sets a global curricular standard that must be met before the education system of a particular country can be recognised.

Berkvens et al. (2014) report that, at micro level, educators, principals, and other stakeholders at the grassroots level, should work together to drive the vision. This collaborative strategy should be a driving force in ensuring implementation of reforms

relevant to the nation. Implementation should be in line with international and local policies guided by local needs and aspirations (Mpungose, & Khoza, 2020; Berkvens et al., 2014). The vision will be a framework on which aims and objectives to determine choices of educational content could be made. Educator professional competencies could also be detected and learning activities developed.

4.7 Theme 2: Goals towards which managers conduct extra classes

Towards which goals are you managing extra classes?

There is a perception, according to the findings, that extra classes conducted (as per participants' responses) will result in a significant improvement in results, because they cover more work. Besides, studying at school is insufficient for learners who should be knowledgeable and have a detailed comprehension of what they have learned. Learners must review their lessons at home, acquiring additional information, and having extra tuition. Their time should be occupied with studying because they must fully understand the notes and the content for every subject studied, in order to be ready for the examination (Hoadley, 2018; Khoza 2016b). However, some learners do not take time to revise at home, leaving management with no option but to organise extra classes. Other learners have serious socio-economic problems that hamper their ability to learn at home.

Mr Leech:

"...we realise that we are not in the same path as the programme of assessment because we are expected to have completed much quantity of work by the end of June. So, our coming to Saturday's supplements to this".

Mrs Maolena:

"Basically, to improve the results and for educators to cover the scope as prescribed by the department as early as possible so that we may get enough time to revise with the learners and to cover the amount of work for the upcoming exams during November, to improve the results".

“...the issue is to finish the work schedule in time before the end of the term so that we may have more time to revise or to drill learners”.

Mr Thosile:

“So, our main aim was to complete the syllabus quickly...”

Mrs Lawat:

“If the performance is not good, it compels the teachers to make some extra effort”.

Mr Kolo:

“...academic excellence...quality education is what we champion the most...”

Mr Taramo:

“Basically we are given District targets. So, the main goal we are aiming at in terms of extra classes is to mould and prepare the learners to reach the set target by the district”.

The intention here is to establish whether managers and educators are informed about the aims, objectives, and outcomes. These three terms (aims, objectives, and outcomes) establish the goals to which management works in conducting extra classes on weekends and during vacations. Managers reflect on the aims (personal), objectives (societal), and outcomes (professional). All participants admitted they use extra classes to finish the syllabus on time, thereafter revising, to enhance performance at the end of the year.

Findings indicate that participants are driven by the professional role to pursue extra classes. Four participants mentioned that the completion of the syllabus and the drive to have their learners pass at the end of the year are main reasons for conducting extra classes. The Department of Education, specifically at provincial level, ranks schools according to their performance in the final examinations. This process follows both societal and professional objectives. This is also a professional objective because it revolves around two (*consistency and sustainability*) of the four criteria: *relevance, consistency, practicality, and sustainability*. According to Berkvens et al. (2014), each

criterion could be used to detail the relevance to the local and national context. This therefore takes away the excitement in education. Learners do not gain sufficient time to explore and provide creative approaches and solutions to their tasks. There is a rush to complete the content, thereby stifling the ability for self-discovery. Activities have a technical approach; they are over-prepared, and answers are prescriptive. Berkvens et al. (2014) argue that this contrasts with 21st century skills requirements. The approach to the 21st century is transformational because it encourages critical thinking, creative problem-solving, and personal responsibility in acquiring knowledge.

According to the findings, poor results are one of the main reasons that extra classes are conducted. School managers find themselves compelled to enhance good performance. It seems that educators are being pressurised by their senior managers and education authorities to produce good results at all costs, hence they resort to conducting extra classes to mitigate reprimands for poor performance.

Mr Leech:

“The reason is the high failure rate that we had, and the principal was always reprimanded by the district, that he should do more in order to improve the results”.

“If we do not conduct these extra lessons, especially during March vacations, the failure rate is very high”.

“...before the programme was conducted, the pass rate used to be very low. And since the inception of this programme, we have always been performing above 90%”.

Mr Loko:

“I think academic excellence...we want to educate learners to get best possible results”.

Berkvens et al. (2014) argue that the current national and international education system places too much emphasis on assessment, which has detrimentally affected quality. The focus has shifted from what is essential for learners to learn, to what they need to memorise to pass the exam. This has eventually led to the current trend of ranking schools or countries according to final-exam performance. These standards have a

negative impact on progressive learning. Managers eventually find themselves enforcing an instructional approach just to meet the set targets. This latest continuing approach to learning places an inordinate amount of pressure on learners, educators, managers, and parents. Assessment should be used to support learning rather than disrupt it (Khoza, 2016b; Berkvens et al., 2014). These standards are used to describe competencies using criteria that are fixed to measure progress. The flip side is that those standards eradicate the much-needed diversity. Countries have different needs and objectives; whilst local learners have diverse learning needs and opportunities driven by their context. The CSW models educational dialogue (network) at different levels, namely, international, national, regional, and local schools, in agreeing on what is worth learning for learners, and what is relevant to their context. The effect of maintaining standards was a topic participants brought up frequently during the interviews.

Mrs Maolena:

“Basically, it is to improve the results...”.

Mr Momahu:

“We have managed to get 100% and other subjects have recently shown signs of performing”.

Mrs Lawat:

“Actually, the motive is just one, because even if the school is working well, but you find that there are some learners that you push from level 1 to level 2...The improvement of course will be there...after the introduction of these extra classes especially, this issue of catching up to so far we have gone up to 80%”.

The findings here indicate that five participants, Mr Leech, Mr Momahu, Mrs Maolena, Mr Thosile, and Mrs Lawat agree on professional reasons for conducting extra classes. They have to conduct extra classes to ensure that the syllabus is covered and to focus on revision, for improvement of results at the end of the year. According to Khoza (2018),

students who undergo after-school activities, like revision, tuition, homework, studying at home, attending extra classes, and attending study with educators, show a great improvement in their performance.

According to Khoza and Fomunyam (2021), activities after school are effective. Such activities enable students to consolidate assimilation and comprehension. All positive activities by learners beyond school time benefit them. When learners are constantly actively involved, they can appropriately apply what they have learnt. This is argued further by Ndlovu and Khoza (2021), who explain the process using the scaffolding theory. This, according to the researchers, has to do with the changing of the level of support. During the process of teaching and learning, educators always give guidance and motivation to suit students' learning needs. When students learn new skills, educators will use their direct instruction; and when students have become more knowledgeable, less guidance is given by teachers. This indicates educators' transformational role.

According to Ubat (2019), in countries such as Japan and South Korea, parents insist on their children attending extra classes; this has become routine. According to the national strategy for learner attainment (NSLA, 2014) released by the Department of Basic Education, one of the challenges for the national and provincial departments of basic education has been to promote and inculcate changes which lead to improved learner outcomes throughout the basic education system. The provincial strategy on learner attainment (PSLA) as adapted from the NSLA (Circular no 5968, 2014, p.1), is an initiative that seeks to bring about continuous improvement in learner attainment. Such attainment lies within an education setting that confronts the demands and challenges of a new curriculum, such as the national curriculum statement (NCS) from Grade 10 – 12. It seeks to improve the provincial pass rate and to enhance the quality of passes in the key and high enrolment subjects of mathematics, accounting, physical sciences, life sciences, business studies, geography, economics, and English. Over the years, the sector has come to be characterised by poor learner performance, as measured by the Grade 12 pass rate, and literacy and numeracy scores in systemic and whole-school evaluation. School managers have to enforce what is outlined in this document.

It is important to acknowledge that learner attainment can only be substantially addressed if it is accepted that there are several barriers that prevent learners, educators, and schools from developing to their fullest potential. The main aim of any intervention should therefore be to identify the barriers experienced at individual learner level, educator and classroom level, school, district, and systemic level. Measures must then be put in place to effectively address hurdles, through an inter-sectoral and integrated approach (Khoza, 2018). The basic education sector has developed and adopted Action Plan 2014, 'Towards the realisation of schooling 2025'. This plan has clear, measurable, realistic output goals, and time frames for each critical deliverable. The sector has developed the NSLA (2005), focusing mainly on the improvement of Grade 12 results, in the country's underperforming high schools. This study has taken four of its relevant objectives:

- Sustained improvement in learner outcomes or performance.
- Enhanced accountability at all levels of the system.
- Time protection for teaching and learning.
- Increased efforts on time on task.

4. 8 Theme 3: Management of resources

Conducting classes with resources

One of the management tasks is to organise resources. There is always a difference between schools in terms of resources allocated to them, either by government or the private sector, and how they use them to influence their performance. Government does not provide resources equally across all communities. Disadvantaged communities, still catered for by government, continue to struggle with resources like hostels, whilst the private sector provides enabling resources such as recreational facilities to advantaged communities. Several participants based their argument on the fact that schools with hostels perform better, because the extra classes are easily manageable. When tired, learners will rest or play to mitigate stress, thus creating a healthy mind and body (Makumane & Khoza, 2020). The availability of resources like hostels is confirmed by participants in the next section.

Mr Thump:

“...there is a hostel school in town, a former White school. So, we arranged with them and asked for a place so that we could host our learners for September vacations because our school did not have a hostel. That year we managed to produce 97% pass rate whereby only one learner failed”.

Mr Taramo:

“It’s a super resource. Remember, when you don’t have hostels, learners will be sleeping in classes. But when you have a hostel, you start to plan well... Now for that weekend or that week your learners will be equally benefitting because you are having a resource that is basically needed by all other schools. So, it’s a plus when it comes to the hostel”.

Schools with hostels run their after-school programmes until very late. Sleeping and studying takes place in a more convenient manner than schools without hostel facilities; in such schools, learners may sleep in classrooms and admin offices. At schools with hostels, there are people paid by the state readily available to monitor the learners at night. The managers at such schools do not stress about parents and educators taking turns to monitor learners at night. Many schools do not have appropriate facilities. What is taught to learners during the day cannot be followed up in the evening, in an organised venue, insisting that pupils study for a certain period of time under stringent supervision. Learners’ studies at night in hostels are supervised by an official. Learners also study under enabling (electrified) circumstances.

Mr Taramo:

“Now, supplementing that, would be the usage of past question papers. We normally say, towards the June exam...past 4 years’ papers are relevant...when they come for camp, they will know that they will be taught and then answer the question paper”.

This matter highlights the importance of having photocopiers and paper to facilitate these extra classes. If students are under one roof, especially after the day programme, this

exercise of revision of past papers benefits them greatly. The availability of facilities such as hostels ensures that extra classes are more easily managed. One participant (Mrs. Maolena) also indicated that a hostel has been an added advantage. Such a facility has led to no further underperformance. It is an enabling environment for learners' performance. Some schools even host other schools during cluster camps, thereby gaining the opportunity of exchanging knowledge with other schools, without needing to spend money to source information or help from other schools. The indication here is that managers need to play a huge role of providing and organising enabling facilities.

Mr Taramo:

“Secondly we depend on parents in terms of financial aid. Running it from the funds we get from the Department, remember their funds are allocated for all learners, equally so. So, if you focus mainly on Grade 12, you end up disadvantaging the others”.

Finances cannot be ignored, such being the most valuable resource in managing extra classes. According to Gumus et al. (2018), the changing needs of schools within the context of global educational reforms, has had an impact on school resources. The Free State Department of Education does give financial support to schools with matric, to assist in running these extra classes through the PSLA (Provincial Strategy on Learner Attainment). This assistance is determined by the provincial authorities. The education department has a vested societal interest in the extra classes. The aim is to see the Free State province obtaining the top position as far as national performance on matric results is concerned (Provincial Strategy on Learner Attainment, 2014). School managers must allocate the financial resources responsibly; they have to produce records of how they are using grants allocated to them. Schools cannot solely depend on a state grant to sustain the extra-class programme. Schools and parents cannot financially sustain this programme because, as indicated earlier, schools that usually conduct extra classes on weekends and over vacations are often from the poorer socio-economic contexts.

However, Berkvens et al. (2014) argue that inspiring learning activities are not only dependent on the material students work with, but on how inspiring and skilful the learning activities and educators are. This indicates a human resource element. According to

Berkvens et al. (2014), learning opportunities still exist in motivating environments outside the school, and are often more natural than those found in the classroom. For Berkvens et al. (2014), quality education is influenced by the contextual factors under which education takes place. Procurement of teaching material could also stifle tuition, as users of such material are not involved in the procurement of such. Educators maintain that materials are often inadequate, or too complex to use. At times, such materials are impractical to the context. Eventually, they become redundant and are simply stored in the principal's office. Managers should play a transformational role by allowing small-scale introductions of complex resources to allow for adaptations, before procuring costly material on a large scale (Khoza, 2019).

4.9 Theme 4: Time Allocation

When are extra classes conducted as per the influence of the managers?

Findings indicate that extra classes are conducted mainly over the weekends and during vacations. What differs in their responses is the nature of the content covered during the stipulated times.

Mr Loko:

"We do the extra classes during the holidays and normally we take about two weeks".

Mr Taramo:

"So normally it is around 3 to 2 hours. Others might be, on Saturday you target Science..."

The target time for conducting such classes is mainly on weekends to allocate more time for subjects in which learners struggle with content. Not all subjects are allocated the same amount of time. The time allocation is determined by school managers after analysis of subject performance. The instructional approach helps in managing the time profitably. The scheduling of various educators and their subjects also incorporates leadership functions: supervising (guiding the processes towards reaching the desirable results), and monitoring (quality assurance). This takes place through proper time

management. The aim is also to synchronise the curriculum, ensuring that times are allocated according to need. Instructional leaders seek to influence conditions that directly impact on the quality of curriculum and instruction delivered to students by effectively allocating resources (Khoza, 2020).

Mr Loko:

“Normally we start our classes at 8 o’clock to 12 o’clock and then we break. So, from 12 – 13 hours pm, it’s lunch time and from 13h00 to 17h00 it is another period”.

Mr Taramo:

“So normally it is around 3 to 2 hours... and then from there you take Mathematics maybe... it depends on the subject and the need from the school in terms of the pass rate”.

According to Ngubane-Mokiwa and Khoza (2021), the number of hours allocated to tuition per day and number of days allocated to tuition per week on a normal time table, vary considerably. Times can vary from a high of 3.73 hours on Saturday to 1.87 hours on a weekday thereby indicating that there is a need to have more time for the conducting of extra classes. The commitment of time is even greater when one considers that some learners often take supplementary tutoring from more than one teacher.

4. 10 Theme 5: Management Roles

What roles do managers play in managing extra classes?

The findings indicate that PL 1 educators do not have an active management role in planning extra classes. They are mainly active when carrying out the plan and ensuring that the plan is executed accordingly. Educators are expected to have a committed involvement and to see that classes or learners are attended to without fail. According to Mpungose and Khoza (2021), intellectually stimulating leaders are open and able to indicate to their employees’ new methods and techniques of dealing with old problems. In cases in which schools struggle to achieve the desirable performance, instructional

leaders teach educators to see difficulties as challenges that can be overcome. Two participants indicated that their managers take it upon themselves to draw up the plan for extra classes, seemingly driven by instructions from educational authorities in this regard.

Mr Leech:

“The reason is the high failure rate that we had, and the principal was always reprimanded by the district, that he should do more in order to improve the results”.

Managers are therefore bound by the pressure placed on them by education authorities to play the instructional role. The Department of Education authorities, through their vertical approach, emphasise performance targets that must be met. These targets place managers under great pressure. The school managers eventually come to educators with predetermined plans for extra classes. This does not suggest that they are downplaying the role played by the educators; rather, they are avoiding a reprimand for not reaching the projected targets. The managers find themselves playing the instructional role to guide educators and the learners to the intended outcomes. This is in line with Nguyen et al.’s (2019) report that instructional principals are goal-oriented, focusing mostly on the improvement of learners’ academic results. Managers establish high expectations and standards for learners and educators (Khoza, 2019).

Mr Leech:

“Some of us draw timetable. Some of us assist during breaks just to manage learners when eating...That is how limited we go...We do have an academic committee of which I am also a member, but, when coming to things of this nature, the vacation classes, the principal takes it upon himself”.

Mr Loko:

“...by attending classes, and sticking to what the programme says...no, nobody instructs you. I mean the programme has already been drawn. The only thing that needs us, is that we are disciplined. So, we know that this is time to go to class and you go to class. So, there is no one who is pushing you”.

Mr Leech:

“...we realise that we are not in the same path as the programme of assessment because we are expected to have completed much quantity of work by the end of June. So, our coming to Saturdays’ classes supplement to this”.

The above indicates that educators are not fully involved in the plenary session of extra classes’ programme. They mostly come in as executors of the set programmes. However, according to Mr Loko and Mr Leech, educators also understand the role they should play in ensuring that extra classes are successful, without needing to be compelled. According to Alegado (2018), managers should allow educator leadership to manifest itself in the management of school activities. Educator leadership must elevate educators from being merely deliverers of a service to leaders, thereby empowering the profession. Delgado (2017) describes educator leadership as an exercise of colleagues working collaboratively, participating in additional and voluntary school activities, and developing themselves professionally in the process.

4. 11 Theme 6: Community involvement

How does the community support you?

Findings indicate that there is a need for strong support from the community, especially from the parents. Communities/parents are not sufficiently committed to this cause. This could be a result of the socio-economic context, or a lack of interest in their children’s education. Parents who struggle to offer financial assistance could help in other instances, such as monitoring their children in the evenings, or helping with cooking and distribution of food to learners during break times. However, parents are often reluctant to help school managers with extra classes over weekends and during vacations.

Mr Loko:

“...I don’t want to lie in terms of the community participation, we are struggling a lot...there are parents who are not actively involved...they are not that much involved in maybe coming to the school to help or support learners”.

Mr Taramo:

“...parental support. Key. Key because you need them from the first day at Grade 8 across to Grade 12. And when you check a trend, it’s unfortunate to say it, but learners that are mostly from where we come from, poor backgrounds, they don’t do well like learners whose parents can afford, or who have educational background”.

One participant also indicated that it is difficult to source funding from private organisations; support is not often given in response to a plea for assistance. However, some structures/organisations do attempt to alleviate schools’ burdens. For example, the University of the Free State runs a parallel programme to assist schools with supplementary classes. Jenn Trading also provides support in the science and mathematics stream.

Mr Loko:

“We do get support from University of the Free State. They normally come here...just to monitor if we are on the right track. And if we need any help, they are of assistance”.

Mr Taramo:

“From Roka High School we are in partnership with the University of the Free State...mentors offer English, Mathematics and Physical Sciences. So, they are in partnership with our teachers, they work together in terms of exposing them to new approaches to subjects”.

The findings indicate that external entities also take part, but not to the expected extent.

Mr Taramo:

“When you use the School Nutrition Programme (SNP), let’s say you buy at Metro, come September trial examination, we normally go back to say guys we have been partners. Can you help us with something?” He goes on further to say:

“From there we have Jenn Trading. They work hand in hand with the Department”.

By understanding that learning and leading are embedded in the community, we take a crucial step when enforcing shared instructional leadership (Rashid & Mansor, 2018). In

schools with high person-centred leadership, learning and instructional leadership lead to professional practice. According to Harris and Jones (2019), these types of schools have the following features:

- Principals, educators, students, and parents mutually participate as learners and leaders.
- Their programme is coherent because of a shared vision. All those who take part, reflect on their core values, weaving those values into a vision that is shared. As a result of this, everyone is committed.

This study agrees with Hallinger et al.'s (2020) belief that a comprehensive model of leadership and school improvement must encompass features of both the school's external interested parties and internal organisational operations (Heikka et al., 2019). According to Berkvens et al. (2014), there should be a wide-ranging consultation with the stakeholders. A shared vision helps to create a balance, and a sense of responsibility in staff members. Hallinger et al. (2020) advocate for interdependence between various organisms and their environment, as conceptualised by the CSW. This theory sees different levels and groups of people as interactive systems in which the functioning of the whole is dependent on the interactions between all parts (Berkvens et al., 2014).

4.12 Theme 7: Staff involvement

Do you have a joint and a planned structure which stipulates what these classes are about?

Findings indicate that there is a joint planned structure in managing extra classes. This planned structure provides direction on how classes should be conducted when using timetables. These timetables would be informed by the need to give particular subjects more time than the others, based on the difficulty in content posed by those subjects. In the previous sections it was indicated that subjects which are a challenge have more time allocated to them. This is found in performance analysis.

Mr Loko:

“We last had the last staff meeting during the time of..., the previous principal”.

Mr Taramo:

“...the teachers will be teaching some and the others will be checking evening study. So, we do have a plan. We do have a structured plan”.

The findings indicate further that extra classes are conducted under structured conditions. Educators and learners follow a formal programme. According to De Vincenzi, Garau, & Guaglianone (2018), coordinated advisory programmes allow students and educators to develop trusting relationships.

Instructional leaders operate more by combining expertise with personal charisma. They are hands-on principals, who focus on the finer details of curriculum and instruction and are directly involved in working with educators on the improvement of teaching and learning (Ishimaru, 2019). These instructional leaders are goal-oriented, focusing on the improvement of matric academic results. They set high expectations and standards for both learners and educators (Khoza, 2019).

4.13 Conclusion

This chapter focused on data presentation and discussion. Data were generated from the school settings using semi-structured interviews. This data generation was guided by three research objectives. Findings were presented in themes which were aligned with the spider's web conceptual framework. Participants' responses, after analysing the interviews, were categorised into themes. These themes were not predetermined. Various reasons for managers to influence the conducting of extra classes were explored. These reasons are important in achieving the set goals. The provision of resources as per the interviews conducted also help towards achieving the set goals. Managers determined time allocations, thereby directing proceedings. The roles played by managers when conducting extra classes on weekends and during vacations, were explored. This chapter also explored the support that schools receive from the stakeholders and the community when conducting extra classes. Staff involvement in this

programme was also investigated. This chapter also provided an analysis in the role played by managers towards reaching the set goals and objectives, in conducting extra classes.

CHAPTER FIVE

DISCUSSION SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The aim of the study was to explore the role of the SMT in the extra classes conducted on weekends and during vacations. The study sought reasons for managers conducting extra classes in a particular way. This study aimed to answer the following questions:

- What is the school management team's role in the extra classes conducted on weekends and during vacations? (descriptive question).
- How do the school management teams manage extra classes conducted on weekends and during vacations to enhance learners' performance? (operational question)
- Why do school management teams manage the extra classes conducted on weekends and during vacations in the manner that they do? (philosophical question)

This chapter provides a summary of the study, together with conclusions and recommendations.

5.2 Summary and Discussion of the Study

This study's intention was to explore the role played by the SMT in conducting extra classes on weekends and during vacations in three schools in the Qwaqwa district in the Free State. The study also planned to determine how managers play their role in a particular way. The provincial government's document, *Provincial Strategy on Learner Attainment*, states that, "the analysis of Grade 12 results has revealed that there were schools that have and still underperform in the National Senior Certificate (NSC) examinations as per the provincial benchmark of 80%". It is for this reason that the Free State Department of Education has decided to conduct extra classes in 2014, to support the identified schools. School managers have to help drive this mission. Objectives, as

set externally by the Department of Education, are usually developed outside the school, by the authorities, often disregarding the context in which teaching takes place.

Analysis also showed that there is a significant relationship between the effectiveness of extra classes and the students' performance after attending extra classes. The open participation requires parents to be informed. Parents must know the activities given in school, to help quell their anxiety. The encouragement and support from parents is important to the success of additional classes held by the school. Openness and encouragement from parents to educators will motivate educators to be more committed when giving lessons to their learners. It is particularly important to collaborate with parents, and to include them in decision-making on matters that affect their children. What follows is the summary on chapters.

Chapter One established the title, and indicated the focus of the study. It provided an overview of the contents of the study, the rationale, objectives, and research questions and objectives, as found in this chapter. What the chapters were going to cover is outlined in this chapter. The objectives as set out are:

- To explore the role managers, play in extra classes for matric learners conducted on weekends and during vacations.
- To determine how extra classes are conducted for matric learners on weekends and during vacations.
- To establish the reasons that managers conduct the extra classes for matric learners on weekends and during vacations in a particular way.

This study sourced relevant literature to support and respond to the set questions as indicated in the introduction of this chapter.

However, the role of managers in conducting extra classes resulted in both gains and losses. The gains included positive results at the end of the year as well as the completing of the work schedule on time. Losses were that some learners tended to struggle with the enormous amount of pressure, and the fast pace of classes. Some therefore became dejected because the objective was only to have them write and pass the examination.

Individual educators are concerned about the performance of their subject modules, rather than about the holistic development of the child. Memorisation of facts, spending money, acquiring many resources, seemed to be the focus for learners to pass the examinations, and for schools to disregard accountability to the authorities. Educators sometimes took advantage of the situation, expecting schools to pay them to correct their own shortfalls.

Chapter Two reviewed literature on the role played by managers in conducting extra classes on weekends and during vacations. The research problem was highlighted in this chapter. It also provided the conceptual framework upon which this study is based. This was influenced by the managers' reasons for managing extra classes the way they do. Their approaches were professional, societal, and personal.

Chapter Three indicated the research problem and the research questions. This chapter was developed around a paradigm, an approach, and study design, and was guided by the methodology. The approach was qualitative and embedded within the interpretivist paradigm. This study included a case study at three secondary schools in which, participants were purposively chosen. The managers and educators were chosen because of their schools' involvement in conducting matric extra classes on weekends and during vacations. Data were generated through one-on-one interviews. In this chapter trustworthiness, data analysis, and ethical considerations were presented. While conducting this study there were limitations encountered during the data-generation process. Issues that made this study trustworthy were discussed, under the following pointers: authenticity, credibility, dependability, and confirmability.

The findings as informed by generated data, were discussed in Chapter Four. The themes helped to interpret and refine the generated data. The participants were able to speak for themselves through verbatim quotations.

5. 3 Summary of the Findings

The findings of this study are tabled in line with the conceptual framework. It should be noted that the context from which data was generated could not be generalised, in that

extra classes are not managed the same everywhere. Analysis also showed that there was a significant relationship between the role played by managers and the effectiveness of extra classes, with reference to the students' performance after attending extra classes. The open participation helps to amass support from the educators, who, in turn, will own this exercise. Parents also need to be informed in order to know the activities undertaken in schools. This helps to allay their anxiety. Openness from parents to educators and learners, combined with encouragement, motivates educators to be more committed when giving lessons to their learners. It is therefore particularly important to collaborate with educators, including them in decision-making on matters that affect their children.

5.3.1 Rationale

Managers' rationale for their way of conducting the matric extra classes was influenced by the professional, societal, and personal approaches. The findings indicated that the matric extra classes were organised to meet the targets set by the education authorities. According to the findings, the education authorities set targets to be met by secondary schools in their matric performance. This is for professional and societal purposes. Managers also conducted extra classes transitionally to enhance performance and avoid criticism from authorities. The findings went further to indicate that extra classes have become a norm in schools in order to finish the syllabi ahead of time. Revision is also conducted to enhance learner performance, helping learners to obtain high scores for entry into tertiary education. Findings also revealed that the aim of managers in conducting extra classes the way they did was to enable learners to pass external exams at the end of the year. Schools therefore had the benefit of integrated leadership; they became organisations that learn and perform at high levels. It was also indicated that managers were under pressure to perform irrespective of the socio-economic situations in which schools are situated.

5.3.2 Goals towards which extra classes are managed

Findings indicate that the managers' role of conducting extra classes results in improvement of learner performance. Much work is covered during vacations and weekends. The professional role is the driving force behind the management of extra classes. However, pressure placed on schools removes the enthusiasm that goes with attending secondary school education. Matric is currently examination results-oriented, instead of knowledge-, and skills-oriented. Learners spend most of their time memorising facts to pass matric, instead of gaining knowledge. The findings also indicate that society believes that extra classes are essential.

5.3.3 Organisation of resources in conducting extra classes

Findings indicate that insufficient or lack of resources has led schools to embark on desperate measures in enhancing learners' performance. Schools with hostels stand an added advantage of productively managing extra classes. Students remain under one roof until late in the evening. Extra classes also strain financial resources. Parents' financial supportive role is minimal. Parents do not show full commitment to the education of their children.

School managers find it difficult to gain support from the business sector to resource the running of extra classes. Procurement of resources also overlooks educators' views. School managers often procure resources out of their own interests, without informing or consulting educators who need and use those resources.

5.3.4 Time management in conducting extra classes.

Vacations and weekends are used to cover more work. Subjects are accorded more time than normal during the week. This is determined by the extent of challenges experienced by learners in the content of such subjects. Some subjects are given more time because the students struggle to understand the content.

5.3.5 Allocation of roles by managers to educators during extra classes

Educators do not have predetermined managerial roles that they play except to execute their duties as allocated to them when extra classes are conducted. Pressure exerted on managers can often make them transactional in their approach. Findings from the study indicated that managers did involve educators, but only to a certain extent in the planning stages of these classes.

5.3.6 Community involvement

These extra classes are a financial burden on schools, and therefore require businesses to offer support. The open communication from the management requires parents to be informed in order to know the activities undertaken in schools. Encouragement, openness, and support from parents are important to the success of additional classes conducted by the school. Stakeholders' support will motivate educators to be more committed when giving lessons to their learners. It is therefore particularly important to collaborate with parents, including them in decision-making on matters that affect their children.

5.3.7 Staff involvement

The rosters are designed by school managers and educators (to a limited extent) to help this exercise run in a structured manner. This process is called the timetabling. Some school managers frequently apply the instructional approach without sharing their vision with the educators; as a result, they lose their (educators') buy-in. For schools to experience improvement, not only do principals need to distribute authority, but educators also need to claim and take ownership of their mediation roles. Schools and their leaders need to establish and formalise a system that focuses on integrating staff into the

organisations' community to promote competency development. Such would enable all members to understand how to move forward even when the principal is unavailable.

5.4 Suggestions for further research

This study attempted to establish the role played by managers in extra classes on weekends and during vacations. Further research could, however, be conducted on the offering of extra classes online, in the advent of the 4th Industrialisation and Digitisation.

5.5 Recommendations

- Educational authorities should desist from the rule of fear, and be more supportive.
- Managers need to ensure that learners not only memorise facts for examinations, but acquire long-term knowledge.
- Time on task must be enforced by school management teams through instructional leadership, to ensure that educators do not lose tuition time, as outlined by the CAPS document.
- There must be proper monitoring and control to ensure that time allocated for subjects and tuition is managed accordingly. Some schools still perform best without needing to resort to unconventional methods.
- Competency in the school principal was a main factor when it came to successful change, development, or school effectiveness.
- Educators should be afforded leadership roles at schools. Collaborative leadership has the potential to manage a wide range of naturally occurring leadership processes that move beyond the formal leadership exercised by school principals. Leadership is not only individual or positional, but instead, is a group process in which a range of people can participate.
- Investigations must be conducted to establish the reasons for parents not supporting school managers and for not taking a more active role in supporting their schools.

- Some parents have abdicated their responsibilities of supporting their children's education. The school management team should frequently send messages and feedback to parents to update them on learners' progress.

5.6 Conclusion

Educators must be involved in the school programmes. However, this does not mean that managers are abdicating their duties if they trust educators with managerial duties. Managers must also exercise their managerial roles and responsibilities by monitoring and controlling the work of their subordinates. In so doing, the programme management will be improved, and unnecessary use of resources will be controlled.

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Appendix A

Letter of request to conduct research, Free State Department of Basic Education

Enquiries: Popenone MJ
 Tel No : 051 404 9209
 E-mail Address: pepenone@edukg.gov.za
 Ref. no. : 21/10/2 - 2013



APPLICATION FORM TO REGISTER RESEARCH PROJECTS IN THE FREE STATE DEPARTMENT OF EDUCATION

- ✦ Please complete all sections of this form that are applicable to you. If any section is not applicable to you please indicate this by writing N/A.
- ✦ If there are too few lines in any of the sections please attach the additional information as an addendum.
- ✦ Attach all the required documentation so that your application can be processed with ease.

Send the application to:

DIRECTOR: STRATEGIC PLANNING, POLICY & RESEARCH

Room 319
 Old CNA Building
 Maitland Street
 BLOEMFONTEIN
 9300

OR

Free State Department of Education
 Private Bag X20565
 BLOEMFONTEIN
 9300.

Tel: 051 - 404 9283/404 9221
 Fax: 086 6678 678

1. Title (e.g. Mr, Ms, Dr, and Prof):

M R

2. Initials and surname:

N J M S E M P E

3. Telephone: Home:

N/A

Work:

0 5 8 - 7 1 3 0 7 5 2

Cell:

0 8 2 - 4 2 4 3 6 5 3

Fax:

0 5 8 - 7 1 3 0 7 5 2

E-Mail

cascutsounds@webmail.co.za

4. Home Address:

8 3 4 2 KKITLA STREET
 PHUTHADITJHABA
 9 8 6 9

5. Postal Address:

| | | | | | | | | | | | | | |
|----|----|---|---|---|---|---|---|---|---|---|---|---|---|
| P. | O. | B | O | X | | 1 | 5 | 2 | 0 | 9 | | | |
| W | I | T | S | I | E | S | H | O | E | K | | | |
| | | | | | | | | | | | 9 | 5 | 7 |
| | | | | | | | | | | | | | 0 |

6.1 Name of tertiary institution/research institute

UNIVERSITY OF KWAZULU NATAL

6.2 Occupation: TEACHER

6.3 Place of employment: KGOLOTHUTO SEC SCHOOL (THABO MOFUJANYANA - QWAGWA)

7 Name of course:

EDUCATION LEADERSHIP, MANAGEMENT & POLICY STUDIES

8. Name of supervisor/promoter:

Please attach a letter from your supervisor confirming that you have registered for the course you are following.

9. Title of research project:

THE MANAGEMENT OF EXTRA CLASSES CONDUCTED ON WEEKENDS AND DURING VACATIONS FOR MATRICULANTS BY THE SCHOOL MANAGEMENT TEAM.

10. Concise explanation of the research topic:

There is a growing trend of conducting extra classes for grade 12s on weekends and during vacations. This study is going to look into how this program is managed by the SMTs. Are teachers involved? This study is trying to establish what effect does this approach have on the schools' end year results.

11. Application value that the research may have for the Free State Education Department:

The FREE STATE Dept of Education, National Dept of Education will have information in establishing whether extra classes are done accordingly or tuition is compromised by teachers in order to get remuneration out of extra classes. The essence of extra classes will be highlighted.

12. The full particulars of the group with whom the research is to be undertaken:

Schools which have been practicing this exercise over a long period of time, especially schools from the disadvantaged background. One principal, one HOD and one educator per school.

12.1 List of schools/Directorates in the Department/Officials:

Tlhorong Sec. School (QwaQwa)
 Mankhotisi Sec. School (QwaQwa)
 Dikwema Sec. School (QwaQwa)

12.2 Grades:

N/A

12.3 Age and gender groups:

~~All~~ Adults no learners

12.4 Language groups:

English/Sesotho

12.5 Numbers to be involved in the research project:

6 participants i.e. 3 per school.

13. Full particulars of how information will be obtained eg questionnaires, interviews, standardized tests. Please include copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.

Interviews, documents' analysis and observations

Appendix B

Letter of request to schools

P.O. BOX 15209

WITSIESHOEK

9870

14 FEBRUARY 2014

THE PRINCIPAL

MANTHATISI SECONDARY SCHOOL

PRIVATE BAG X819

WITSIESHOEK

9870

Dear Sir

LETTER OF INFORMED CONSENT.

This letter serves to confirm the latter written statement pertaining to a request for a permission to conduct a research project at your institution. My name is SEMPE, N.J.M.C(213570436), a student at the University of KwaZulu Natal in the faculty of Education doing a Master's degree in Education Leadership Management and Policy. Dr. Irene Muzvidziwa (Ph. D) and Mr. Praveen Jugmohan (Masters) are my lecturers at the above-mentioned institution and together we are involved in the research. The university has granted permission for me to conduct a research on: **THE SCHOOL MANAGEMENT TEAM'S ROLE IN MANAGING MATRIC EXTRA CLASSES CONDUCTED ON WEEKENDS AND DURING VACATIONS.**

Your school is one of the focus areas where this research is going to be conducted at. The reasons for that are:

- Your institution has this program of extra classes running for several years and your experience in this regard is valuable.

- This study is about the successes and the challenges you have been through and how you managed them.

A consent to conduct a research could therefore be given based on the following circumstances:

- The confidentiality and anonymity of the participants shall be strictly controlled.
- The name of the school and the participants shall be withheld, and falsified names shall be used to protect their identity.
- Tuition and working time shall never be tempered with and the interviews shall be conducted for one and a half hours on days, times and place to be agreed upon.
- This research is not going to subject the respondents to any form of harm or risk.
- People who would have been identified to participate in this research shall do so with no compensation.
- If the respondents feel uncomfortable during the process of research, they are free to withdraw, without any prejudice meted against them.
- The results of this study shall be subjected to legal protection so as not to be used out of context or to manipulate systems by certain forces.
- After the conclusion of this research data collected shall be collectively or mutually owned by the respondents and their institution. The findings in this study shall be made available at my university subject to the approval of dr. Irene Muzvidziwa and will be sealed and stored in a locked area for 5 years after which all that information will be shredded and audio recorded information will be destroyed.

Thank you,

Sincerely

SEMPE, N.J.M

0824243653

For more enquiries on this project please enquire from the following project coordinators.

| SURNAME AND NAME | CONTACTS & E-MAIL | DESIGNATION |
|-------------------------|---|---|
| Dr. Irene Muzvidziwa | 033 2606095 (muzvidziwa@ukzn.ac.za) | Lecturer and project coordinator (ELMP UKZN) |

Prof. Khoza, Simon

031 260 7595
(khozas@ukzn.ac.za)

Supervisor (ELMP)

Appendix C

Letter of permission by principal (Manthatisi High School)

05-FEE-2013 13:40 From: MANTHATISI

3087210141

To: 0825381331

Page: 1/1



MANTHATISI HIGH SCHOOL

DEPARTMENT OF EDUCATION
(Thabo Mofutsanyana District).

Private Bag X819
Witsieshoek
9870

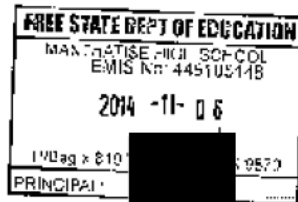
Enquiries : Mphuthi S
Tel/Fax : (050) 721 0141
E mail : manthatisihighschool@gmail.com
EMIS No : 4451051481

TO WHOM IT MAY CONCERN

This is to certify that Mr. Sempe MNJ was given the permission to conduct his studies and research at above mentioned school.

Hope you will find the above in order.


Mr Mphuthi S (Principal)



Appendix D

Consent letter of participants

08-FEB-2013 08:58 From: MANTHATISI 2587216141 To: 0985381331 Page: 1



MANTHATHASI HIGH SCHOOL
DEPARTMENT OF EDUCATION
(Thabo Mofutsanyana District).

Private Bag X819
Witsieshoek
9870

Enquiries : Mr Mphuthi S.
Tel/Fax : (058) 721 0141
Email : manthatisihighschool@gmail.com

CONFIRMATION TO PARTICIPATE IN THE INTERVIEWS

This serves to confirm that I accepted the request by Mr Sempc to participate in the interviews that intends to conduct as part of his data collection

Yours

LEMAOANA L.T

Signature *L.L.T*

Appendix E

Ethical clearance certificate



06 November 2019

Mr Mooketsi Nell Joe Sempe (213570436)
School of Education
Pietermaritzburg Campus

Dear Mr Sempe,

Protocol reference number: HSS/1333/014M

Project title: The management of extra classes conducted on weekends and during vacations for matriculants by the School Management Team

Approval Notification – Recertification Application

Your request for Recertification dated 15 October 2019 was received.

This letter confirms that you have been granted Recertification Approval for a period of one year from the date of this letter. This approval is based strictly on the research protocol submitted and approved in 2014/5.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through the amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

Yours faithfully



Professor Urmilla Bob
University Dean of Research

/ms

Cc Supervisor: Professor Cheryl Potgieter
Cc Academic Leader Research: Dr Ansurie Pillay
Cc School Administrator: Ms M Ngcobo

Humanities & Social Sciences Research Ethics Committee

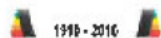
Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

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Telephone: +27 (0) 31 260 9387/9306/4657 Facsimile: +27 (0) 31 260 9809 Email: rsibanda@ukzn.ac.za / info@hssc@ukzn.ac.za / mohano@ukzn.ac.za

Website: www.ukzn.ac.za



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Appendix F

Turnitin report

The screenshot displays a web browser window with two tabs: 'Turnitin' and 'Feedback Studio'. The address bar shows the URL: ev.turnitin.com/app/carta/en_us/?s=3&o=1280360315&u=1015360611&lang=en_us. The page header includes the 'feedback studio' logo, the student name 'MOEKETSI NELL JOE SEMPE', and the project name 'Turnitin project'. A progress indicator shows '-- /0'. The main content area is titled 'ABSTRACT' and contains the following text:

This thesis presented the managers' views on the role they play in managing extra classes conducted on weekends and during vacations for matric students. The study is qualitative, and used the interpretivist approach, and the case study design. Two schools, with 2 principals (respectively), 2 level 1 educators, and 2 Heads of Department, were purposely selected as participants. Data were generated using the one-on-one semi-structured interviews. A conceptual framework produced from the literature which was on the role played managers, was used with the guidance of the personal, societal and professional approach. The following concepts: the managers' rationale for managing the way they do, managing towards which goals, time allocated to extra classes, roles played by managers and teachers, resources needed, the community and staff involvement, were employed to determine the role played by various stakeholders in the school community towards the management of extra classes conducted on weekends and during vacations.

The bottom of the browser window shows a status bar with 'Page: 1 of 149', 'Word Count: 46380', and 'Text-only Report | High Resolution'. The Windows taskbar at the very bottom displays various application icons including Chrome, Edge, File Explorer, Firefox, and Outlook.



Digital Receipt

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ABSTRACT

This thesis presented the managers' views on the role they play in managing extra classes conducted on weekends and during vacations for school students. The study is qualitative and used the interpretive approach and the case study design. Two schools, with 2 principals (respectively, 2 level 1 educators, and 2 Heads of Department, were purposely selected as participants. Data were generated using the one-on-one semi-structured interviews. A conceptual framework produced from the literature which was on the role played by managers, was used with the guidance of the personal, academic and professional approach. The following concepts, the managers' interests for managing the way they do, managing towards which goals, time allocated to extra classes, roles played by managers and teachers, resources needed, the community and staff involvement, were employed to determine the role played by various stakeholders in the school community towards the management of extra classes conducted on weekends and during vacations.

Appendix G

Letter from the editors

Christine Davis christinem4c@gmail.com and Lydia Weight lydiaweight@gmail.com

5A Denys Reitz

Roosevelt Park

Tel: 0716850170

Email: christinem4c@gmail.com Sempe Moeketsi Nell Joe Student No. 213570436
University of KwaZulu-Natal Durban South Africa 3610

23 July 2020

To whom it may concern

Re: Thesis: The School Management Team's Role in Conducting Extra Classes on Weekends and During Vacations for Matriculants

This letter serves to confirm that I edited Sempe Moeketsi Nell Joe's (Student No. 213570436) thesis before submission.

No content was added and little was changed by me during the process. Changes were limited to spelling and grammar, while content changes were identified and submitted to Mr. Sempe for review.

Please feel free to contact me should you have any further questions.

Christine Davis

Appendix H

Semi-structured one-on-one interviews

1. Rationale: Why do you have extra- classes and manage them the way that you do?
2. Goals: Towards which goals are extra classes are conducted?
3. Resources: which resources need to be organized in conducting extra classes?
4. Time Management: what role do you play in managing time during extra classes?
5. Allocation of roles: which roles do managers allocate when conducting extra classes?
6. Community involvement: How does the community support you?
7. Staff involvement: Do schools have a planned structure which stipulates the role to be played by staff?