NORMS AND STANDARDS: FUNDING IMPACT ON QUALITY OF EDUCATION FOR PUBLIC SCHOOLS IN THE BCM DISTRICT OF EAST LONDON, SOUTH AFRICA

by

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This mini dissertation is submitted to Regenesys Business School in partial fulfilment of the requirement for the award of the degree of Master of Business Administration.

ABSTRACT

The research study investigated the influence of norms and standards on learner performance and their role in addressing financial challenges in East London secondary schools falling within quintiles 1 to 3 of the Department of Education Eastern Cape (ECDoE) in Buffalo City Metro (BCM). Public schools in these quintiles received government funding to support teaching and learning, with allocations determined by established Norms and Standards based on school quintile levels and learner numbers. The study specifically sought to determine the relationship between Norms and Standards funding and the quality of teaching, as represented by the grade twelve pass rate.

The study used a quantitative methodology to collect data through descriptive statistics, summary statistics, normality tests, custom tables, reliability analysis, correlation analyses and simple linear regression. A sample of 42 principals from ECDoE public schools in the East London area was selected using the random sampling method. The approach involved distributing a questionnaire to the sampled school principals and subsequently analysing the data.

The study's primary finding indicated no statistical relationship between Norms and Standards funding and learner performance, as evidenced by the grade twelve results in ECDoE. However, the study highlighted a positive impact of Norms and Standards on learner enrolment. Additionally, learner attendance emerged as a factor influencing learner performance.

Recommendations included that ECDoE's management could enhance learner performance by improving the quality of information used in Norms and Standards for public schools. The author asserted the study's credibility, validity, and worth, acknowledging limitations related to the feasibility of isolating funding solely for grade twelve learners and identifying gaps in the literature. The study emphasised the need for ECDOE to focus on enhancing the quality of information for budgeting within Norms and Standards.

Keywords: Norms And Standards, Learner Performance, Public Schools, School Funding, Quintile 1-3, Grade Twelve Pass Rate, Secondary Schools

APPROVAL

This research project has been examined and is approved as meeting the required standards of scholarship for potential fulfilment of the requirements for the degree of Master of Business Administration.

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Internal examiner Date

Signature..... …….
External examiner Date

DECLARATION

I, Moses Sarel Baadjies (student number:), declare that the contents of this thesis represent my unaided work and that the thesis has not previously been submitted for academic examination towards any qualification at any other university or educational institution. It is submitted in partial fulfilment of the requirement of the Master of Business Administration degree at Regenesys Business School, Sandton, South Africa. Furthermore, it represents my own opinions and not necessarily those of the Regenesys Business School.

STATEMENT OF ORIGINALITY

I, **MOSES SAREL BAADJIES**, herewith declare that this **DISSERTATION** is my own, unaided work. It is submitted in partial fulfilment of the Master of Business Administration degree at Regenesys Business School, Sandton, South Africa. It has not been submitted for any degree purposes at this or any other institution or educational institution previously. This dissertation is my original work in design and execution, and contributions from other sources have been duly acknowledged.

Moses Sarel Baadjies

…… 18 January 2024 ……

Student's signature Date

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DEDICATION

This research is dedicated to the memory of my late father, William Baadjies, whom I dearly love.

ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
BCM	Buffalo City Metro
CCEM	Conference of Commonwealth Education Ministers
DOE	Department of Education
ELQ	Empowering Leadership Questionnaire
EMIS	Education Management Information System
GDP	Gross Domestic Product
LAIS	Learner Attainment Improvement Systems
LER	Learner-To-Teacher Ratio
NIDS-CRM	National Income Dynamics Study – Coronavirus Rapid Mobile
NNSSF	National Norms and Standards for School Funding
NSC	National Senior Certificate
NSNP	National School Nutrition Program
MEAP	Michigan Educational Assessment Program
MSQ-SF	Minnesota Satisfaction Questionnaire
OECD	Organisation for Economic Co-Operation and Development
PAM	Personnel Administrative Measure
PBL	Problem-Based Learning
PED	Provincial Education Departments
PIAAC	Program of the International Assessment of Adult Competencies
PIRLS	Progress in International Reading Literacy Study
PYEI	Presidential Youth Employment
RATP	Recovery Annual Teaching Plans
RTI	Response to Intervention
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SAJE	South African Journal of Education
SASA	South African Schools Act 84 of 1996
SASAMS	School Administration and Management System
SGB	School Governing Body
SMT	School Management Team
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education Training (TVET)

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

This study aimed to assess the impact of funding received by public schools, which are schools funded and supplied with materials by the South African government, on educational outcomes and learner performance. Conducted as a case study in the BCM district of East London, South Africa, it investigated whether the equity reform efforts post-apartheid, aimed at balancing school funding among schools, provinces, and socio-economic groups, had been effective. National policies, including the National Education Policy Act 27 of 1996, the South African Schools Act 84 of 1996 (SASA), and the Employment of Educators Act 76 of 1998, supported the direction of funding to public schools (South African Journal of Education - SAJE, Volume 24(4) 2884-288, 2004).

The significance of this study was to indicate that school funding and learners' performance go hand in hand. The management of school funding is essential, and this research sought to identify the relationship between school funding and the performance of the National Senior Certificate (NSC) grade twelve learners (matric results). The researcher concentrated on public schools in BCM, which are quintiles 1 to 3. These schools are no-fee paying schools.

The state must provide schools every year with sufficient information regarding the allocation of school funds to enable schools to prepare their budgets for their fiscal year. The South African Government introduced the National Norms and Standards for School Funding (Norms and Standards) policy to indicate a statutory basis for school funding in quintiles and subsidies to ensure equity in school funding (Government Notice, 2006). Schools serving poorer communities receive more state funding than schools that serve schools with better-off communities (South African Journal of Education, 2014). This study focused on schools that are serving poorer communities. The Minister of Education, in South Africa, is responsible for yearly determining the quintiles for public schools, which are noted in the Government Gazette and the Provincial Education Departments (PED) must use this to allocate funds to schools. They may indicate which schools are the no-fee charging schools. To ensure poor learners could have access to schooling,

the fee exemption model was announced in 2006 with the incentive for principals/ teachers to teach in rural areas (Makoelle, 2020:1).

The primary purpose of the school funding norms and standards was to pay primarily and exclusively for providing efficient and quality education in public schools, rather than covering costs related to personnel and new buildings. SASA section 36 gave the School Governing Body (SGB) the responsibility of enhancing education quality by raising additional resources to supplement state funding. This study focused on analysing inputs in the budget meeting to confirm alignment with the requirements for improving education quality. It compared whether the cost centres allocated and supported by the SGB's financial decisions improved learners' education and teaching methods, particularly for grade twelve students.

Dibete (2015) indicated a move towards self-management of schools, and SGB was mandated to be responsible for financial management. They cannot manage school finances and (Mestry, 2013) suggested that the department was not interested in the school's financial statements, although school funding is one indicator of improved education quality. Thenga (2012) addresses challenges with the lack of principals' financial management skills, and the question raised by the chief financial officer in the school is how principals are guiding SGBs to ensure school funding is used to improve the quality of education and the National Senior Certificate results.

The Organisation for Economic Co-operation and Development (OECD, 2017) and the European Union participated in a 2017 found that countries aiming to enhance the performance of all learners and provide equal learning opportunities have placed significant emphasis on improving teaching and learning outcomes.

Van Rooyen (2011) found clear evidence and a link between funding and the quality of the education provided. The investigation was done on the top-performing schools. In this enquiry, the researcher investigated schools in the quintile 1 to 3, which are from a poorer background and may not be amongst the top performers. Thompson *et al*., (2021) investigation done in Texas indicated that the amount of money spent affects the performance level of learners at schools. Okongo *et al*., (2015) asks, "What is the best way to improve schools"? Some people would want to add more school policies and

resources. The USA has done this over several years without improvement in student performance. Existing evidence shows that schools do not use resources well. The question is whether it is tautological to spend more money and whether it will improve learner performance. The current knowledge suggests that not all available funds will be spent on improving learners' performance.

This chapter has several sections, and they are arranged in the following order. It is the first chapter of the dissertation that illustrates the study background before clarifying the study problem at hand. The next section of the chapter discusses the potential aims, objectives and questions that this research project answers. There is a discussion to understand the significance of the study, followed by a discussion of the rationale and assumptions behind the study. This section describes and examines the study's limitations and delimitations before the study's theoretical foundation and conceptual framework are introduced. The chapter ends with a summary of the main points discussed in the chapter.

1.2 BACKGROUND OF THE STUDY

This study was conducted in the Eastern Cape Department of Education BCM[1] East London schools, from a population of all East London public schools. Section 29 of the South African Constitution states, “Everyone has the right to a basic education, including adult basic education.” (Constitution of the Republic of South Africa, 1996:16).

The Eastern Cape Department of Education's vision is to provide opportunities for all learners to become responsible, productive, and competitive citizens through comprehensive, quality primary education. To achieve the vision, the department will implement relevant and appropriate educational programs through quality teaching and learning, mobilise stakeholders and community support through participation and commit to a culture of accountability at all department levels.

The South African education system had to be changed after 1994 as the schooling system was identified with the provision of unequal education in line with the apartheid laws in South Africa. The study seeks to prove that since 1994, the allocation of funds is

one of the variables that has determined the outcome of the school's results. The South African Government addressed the critical aspects of policies and principles to improve the system. The White Paper on Education and Training (1995) was published to reduce education opportunity inequalities and regulate the equal distribution of resources to all schools. The government issued a document via the Government Gazette, known as the Norms and Standards policy in 2000, to address these historical challenges. These Norms and Standards provide for five groups of schools as quintiles one (1) to five (5). Quintile one is schools in the poorest communities and quintile five is in the least poor (most affluent) communities.

School funding is made available annually via the Provincial Education District (PED) using Norms and Standards. Funding is for schools to assist School Governing Bodies in developing their budgets and managing schools. The categories of schools that receive the Norms and Standards funding are all Public Schools, Special Schools, and Independent Schools. Public Schools are further classified into quintiles, which are from quintiles 1 to 5. Schools that do not pay fees are quintiles 1-3 and the ones that pay fees are quintiles 4 and 5. Some of the latter categories of schools were formerly known as Model C Schools.

Funding from the government for schools is different across schools and is estimated according to the number of learners in a school. In addition, an essential requirement to determine the number of learners is a requirement for valid ID numbers for enrolled learners. The different categories, as described above, receive different amounts of funding. This study seeks to establish whether the amount of funding schools receive as Norms and Standards impacts the quality of education of public schools in East London. The analysis excludes unique and independent schools and concentrates on public schools classified between quintiles 1 and 3.

The National Senior Certificate examinations, known as the "matric", has become a yearly event of paramount public importance. It not only suggests the culmination of twelve years of formal schooling, but the NSC examinations are an indicator of the health of the education system. Under the newly elected independent authority, the first national examination was administered in November 1996, following a highly regionalised approach (Curriculum, National Senior Certificate (NSC) Examinations).

The study addresses school funding and assesses its impact on the quality of education learners receive as measured by learner performance. The key performance indicators for the quality of education include learner accomplishment, correction referrals, presence rates, completion rates and teacher fulfilment. These are compared across different public schools in the other quintiles to identify the impact funding has on the results and performance of learners across these different schools in East London.

The South African Certification Council (SAFCERT) focuses on quality assurance for the Senior Certificate. The functions of The South African Certification Council (SAFCERT) were incorporated into those of the new council, constituted in June 2002 and is now called Umalusi. The Matric Board took over establishing a minimum threshold for degree studies. Umalusi is entrusted with setting and monitoring standards for general and further education and training in South Africa per the National Qualifications Framework Act 67 of 2008, as amended, and the General and Further Education and Training Quality Assurance Act 58 of 2001. Umalusi is also responsible for certifying qualifications for Schools, National Senior Certificates, Technical and Vocational Education Training (TVET) Colleges, National Certificate Vocational, and Adult Learning Centres. To ensure learners are issued with credible certificates, Umalusi develops and evaluates qualifications and curricula to ensure that they are of the expected standards, moderate assessments to ensure that they are valid, fair and reliable, recognises providers of education, training and assessment, conducts research to ensure educational quality and verifies the authenticity of certificates (Government Notice, 2018).

The Eastern Cape MEC for Education announced a district performance for the 2022 year early in January 2023 and indicated that three districts performed over 80% and no district performed under 70%. Buffalo City Metro was declared the second top district at 81 5%, with an improvement of 2,5% from the previous year’s 79% in 2021. BCM was also announced as the top district in the Eastern Cape, with bachelor passes at 43,5% (MEC of Education: Result Statement, 2024). Curriculum interventions were based on improving curriculum performance and this study focuses on and establishes whether the BCM schools received support from the department in the form of extra classes, streaming of virtual lessons, provisioning of learner support material and additional assessment activities.

Previous studies concentrated on the equity of the funds and not on the result or performance of the learners and this is what this study seeks to address. Perry and McConney (2010) did not include financial school data in their study of students' academic achievement in Australian schools concerning variables such as socioeconomic status when they analysed students' academic achievements. Jean-Marc (2014) calculated measures of the technical efficiency of schools in Victoria based on the information that they had available but did not include any information about the schools' finances. On the other hand, Lamb *et al*., (2004) included funding from various sources (such as the government and non-profit organisations) as part of regressions explaining student achievement scores in their regression analyses.

An exploratory study by Ogbonnaya (2019) explored learners' performance probability among South African schools ranked in Quintiles 1 to 4 in a province in the western part of the country (there were no schools ranked in Quintile 5 in the study area). The research questions addressed in this study were: 1) What are the achievement levels of learners in the different quintiles of probability according to Bloom's taxonomy cognitive levels? 2) Are there any significant differences in the achievement levels of learners in the different quintiles according to Bloom's taxonomy cognitive levels?

According to Modisaotsile (2012), with more and more schools providing poor Grade 12 results, more emphasis must be placed on interventions to improve learning environments and teaching methods. This research investigates whether there are strategies in place to improve learner performance. This research also looks at the variable of teacher job satisfaction and how it affects the matric results and learner performance. It also examines how much resources are used to satisfy teachers in their jobs and how the Norms and Standards contribute to it. Job satisfaction can be defined as a sense of employee achievement and success. It is generally believed that it is directly related to productivity, work performance and personal well-being. Job satisfaction means doing the work one likes, doing it well and being rewarded for own efforts (Kaliski, 2007; Aziri, 2011).

School attendance can be defined as attendance at any regular accredited educational institution or programme, public or private, for organised learning at any level of education

at the time of census or, if the census was taken during the vacation period at the end of the school year, during the last school year (Principles and Recommendations for Population and Housing Censuses) (OECD, 2017).

The dramatic comparison is not typical of the debates around the relationship between student learning and school funding (Tyner, 2019). Regressions will be conducted based on the data to quantify the influence of school funding on public secondary school student outcomes and to have a better understanding of the causal link (Baliga, 2018). The SASA of 1996 mandates that schools maintain detailed records of their expenditures, and school resources are determined by the number of students enrolled. One area where schools need to make financial investments to guarantee better outcomes is learner performance. Considering this, the goal of this study is to investigate the connection between learner performance in quintiles 1-3 of public schools in the East London area and the Norms and Standards.

1.3 PROBLEM STATEMENT

The main objective of a schooling system is to educate learners and to ensure that they receive quality learning. As public schools are all governed by the same rules, policies and regulations, they are expected to deliver the same quality of education to learners in their care. This study investigates whether schools with more funding from the government perform better when it comes to their results and whether they are better managed.

Schools do not receive the same amount of funding and are funded based on categories disaggregated into quintiles from 1 to 5. The Department of Basic Education allocates funding to schools as per the learner numbers. Learner numbers that qualify for funding can be influenced by factors like the availability of learners' ID numbers (ECDOE Circular No.3, 2019). Where learners are admitted without ID numbers, this can affect the amount of allocation based on the Norms and Standards received by a school. Schools must be managed with the amount of funding received, and they should ensure that learners are given the best education. The quality of education can be measured using the performance of the learners in the school (ECDOE Circular No.3, 2019).

The problem that this study sought to address was misalignment between the quantum of Norms and Standards funding allocations and the quality of educational outcomes in South African public schools in BCM. The study explores whether funds received from the government are used to improve the learners' performance. This research indicates whether there is ineffective usage or misuse of government funding.

As the governing bodies, as per School Act No. 84 of 1996, are responsible for finance, the study looks at whether the governing body proposes and approves activities to improve learners' performance. According to Johnson (2014), there was an indication that the improvement of student performance was one of the aspects that the government, districts, and schools were under tremendous pressure to improve.

Mestry (2006) reported that principals and governing bodies are under tremendous pressure as they lack financial knowledge, skills and expertise but are expected to manage their schools' finances. Some governing bodies found themselves with legal actions against them regarding mismanagement and misappropriation of school funds.

1.4 RESEARCH AIM, OBJECTIVE AND QUESTIONS

1.4.1 Research Aim

In this research, the researcher indicated the relationship between the funding to schools and the performance of the school's learners (quality of education). The main aim was to determine whether funding received by the schools could be seen as one of the reasons learners performed differently. This research focused on the performance of grade 12 learners. Some other grades are compared, but more emphasis was placed on the grade 12 performance, as these results are publicly available.

1.4.2 Research Objectives

The main objective is to investigate the impact of Norms and Standards: Funding on student achievement in Public Schools in East London, and the following are the sub-objectives towards achieving the first mentioned objective.

- To observe the impact of Norms and Standards: Funding on discipline referrals Public Schools in East London.
- To analyse the impact of Norms and Standards: Funding on attendance rates in public schools in East London.
- To measure the impact of Norms and Standards: Funding on university entrance rates of Public Schools in East London.
- To analyse the impact of Norms and Standards: Funding on teacher satisfaction in public schools in East London.

1.4.3 Research Questions

The main research question is.
How do School Funding Norms and Standards affect the quality of education (grade 12 learners pass rate) in public schools in East London, South Africa?

1.4.3.1 Research Sub-Questions

- How do School Funding Norms and Standards affect discipline referrals in Public Schools in East London?
- What is the impact of School Funding Norms and Standards on the attendance rates in public schools in East London?
- What is the impact of School Funding Norms and Standards on university entrance rates of Public Schools in East London?
- How do School Funding Norms and Standards affect teacher satisfaction in public schools in East London?

1.4.4 Research hypothesis

The research hypothesis (or scientific hypothesis) that this study seeks to test is whether the pass rate is more likely to be higher in schools that receive more funding from the department.

1.5. SIGNIFICANCE OF THE STUDY

The significance of this study can be divided into academic and practical significance as well as personal significance. Below, the significance is discussed:

1.5.1 Practical Significance

From a practical perspective, the importance of this study can be attributed to how school funds are managed and how they are spent by school governing bodies to ensure that the money is used in ways that improve the quality of teaching and learning at schools. In the problem statement, it is indicated that the issue that is investigated is whether schools with more funding from the government perform better when it comes to their performance and whether they are managed more effectively when it comes to their performance. It is also essential for students to understand the relationship between school funding and the quality of teaching and learning, as observed by looking at grade twelve results as well.

1.5.2 Academic significance

In particular, the academic significance of this study lies in the fact that it provides a significant addition to the existing body of knowledge in the public sector about how school funding influences the performance of grade twelve learners in general (as measured by the National Secondary Certificate of Education results).

1.5.3 Personal Significance

In his capacity, the researcher believes this study will allow him to complete independent research. In this way, the researcher can enhance their value to their employer personally and professionally.

1.6 RATIONALE OF THE STUDY

This section reflects on the personal perspective of the researcher, then move on to presenting the school, systems, practical perspective and the perspective based on literature to end it.

1.6.1 Personal Perspective

The researcher has been a professional in the education environment for the last fifteen years. As an Audit Manager in the Department of Education, the researcher has been in the education system at the head office, district and school levels. Seeing learners receive quality education has been a priority from a professional and managerial perspective. Being a member of the audit team of the Department of Education, it has always been the focus of the researcher that quality education is provided to learners in the South African schooling landscape and to ensure through their education that learners achieve as individuals, which will, in turn, benefit the nation. Since his involvement in the auditing process for education, information and financial management, the researcher has become fascinated with understanding how schools are using the funds to ensure quality education is provided to learners, especially grade twelve learners, to ensure a good performance in the Senior Certificate Examination in public secondary schools in Buffalo City District, South Africa.

1.6.2 School, Systems,' Practical Perspective

South Africa inherited a highly diverse and fragmented education system at the dawn of its new democracy in 1994. Not only were there 15 different education departments that had to be administratively merged, but the quality of education provided by these former education departments varied greatly in standard and quality. This mirrors the rapid massification of secondary education in the last decades of the 20th century in South Africa, and the consequent concerns about, and focus on, quality and learning outcomes improvement (Crouch & Vinjevold, 2006).

The administrative restructuring was completed very successfully. Several significant achievements have been made, particularly regarding school facilities, improved

enrolment and improved education standards, as measured by the annual national examinations for older adults. However, South African school performance on the International Trends in Mathematical Sciences Research (TIMSS), the Southern and Eastern Africa Consortium for Monitoring the Quality of Education (SACMEQ), and the Progress in International Reading Research (PIRLS) test shows that the performance of the South African schools is low (Colditz, 2011).

Table 1.1 SACMEQ IV Regional Performance

Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) was implemented in 2000 and comprises 15 education systems in African countries including South Africa. (Table 1.1) indicates that South Africa was performing in position 6 in the region and in the provincial performance, the Eastern Cape was performing the lowest in reading and mathematics (Table 1.2). The results below are from the 2013 SACMEQ IV survey.

Table 1.1: SACMEQ IV Regional Performance

SACMEQ IV Regional Performance				
Country	Reading Score		Mathematics Score	
	SACMEQ III	SACMEQ IV	SACMEQ III	SACMEQ IV
Mauritius	574	588	623	644
Kenya	543	578	557	608
Seychelles	575	609	551	599
Swaziland	549	570	541	578
Botswana	535	567	521	563
South Africa	495	538	495	552
Zimbabwe	508	508	520	524
Uganda	479	512	482	523
Namibia	497	538	471	522
Lesotho	468	511	477	514
Zanzibar	534	526	486	499
Malawi	434	458	447	479
Zambia	434	456	435	477

Source: SACMEQ IV survey, (2013)

Table 1.2: SACMEQ IV Provincial Performance

SACMEQ IV PROVINCIAL PERFORMANCE				
Province	Learner Reading Score		Learner Mathematics Score	
	SACMEQ III	SACMEQ IV	SACMEQ III	SACMEQ IV
Eastern Cape	448	503	469	525
Free State	491	544	492	551
Gauteng	573	580	545	576
Kwazulu-Natal	486	529	485	542
Limpopo	425	487	447	513
Mpumalanga	474	536	476	539
Northern Cape	506	538	499	544
Northwest	506	522	503	540
Western Cape	583	627	566	654
National	495	538	495	552

Source: SACMEQ IV survey, (2013)

Table 1.3: Legend

Best	Lowest	Sampled for this research

Source: SACMEQ IV survey, (2013)

The following serves as a general introduction to public education funding in South Africa. South Africa has spent an average of 21% of its annual budget (almost 6% of GDP) on education since 1994 (DoE,2005b: Table A1). The 2022 consolidated government budget was R2.16 trillion, and learning and culture was allocated R441.5 billion, representing 20.44% of the state budget (Budget Review 2022). This corresponds to 2.1% of GDP (Budget Review 2022). Under the South African Schools Act, Act No. 84 of 1996 (hereafter, called SASA), South African public schools are subject to public funding allocated to the nine provinces' education ministries according to national codes' standards. It is funded by the state from taxes based on School Funding Standards (henceforth, NNSSF). These norms and standards provide five categories of schools called quintiles 1-5 (quintile 1 being schools in the poorest communities, quintile 5 being the wealthiest communities). The law mandates that the school board increase the public funds it receives from the state (SASA, s36(1)). The parent community is involved in the administration of public schools through statutory school governing bodies elected for

three-year terms (SASA, s31). Public schools may charge tuition fees if the Parents Association decides to do so at the annual meeting (SASA, s39(1)). SASA was amended in 2006 to include tuition-free schools.

These poor community schools comprise about 40% of the state's public schools and are in the NNSSF quintiles 1 and 2. In 2007, Quintile's three schools were added to this category. Free schools cannot charge tuition fees and rely entirely on government subsidies to meet their financial obligations for funding and operations (van Dyk & White, 2019).

1.6.3 Perspective based on literature

The quality of education is well documented and continues to receive worldwide attention as a priority goal for individual governments and international organisations such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Commonwealth Council. Conference of Commonwealth Education Ministers (CCEM), especially the 16th CCEM Conference in Cape Town in December 2006, aimed to reflect on the “Access to Quality Education: For the Good of All” goal. The conference committed to increasing the funding for schooling. Murthi_, (2023) noted that the more funding should lead to better quality education is not unequivocally proven.

This is an ongoing international discussion that more funding is needed to improve learner performance as agreed by Gustafsson (2003), (Coleman *et al*., 1966), (Jenks *et al*.), (1972), (Cooley & Leinhardt, 1978), (Hanushek, 1981, 1989, 1996), (Hedges *et al*. 1994). (Ball *et al*.,2003). In the South African context, (Van den Berg, 2001), (Wildeman 2000, 2003, 2008), (Fiske & Ladd, 2004), (Fleisch, 2004), (Christie, 2007) and (Motala 2007, 2008) agreed that school funding and investment is an important aspect to improve learner performance.

Research, particularly in the United States, has led to conflicting opinions on the validity of this hypothesis. Hanushek, 1996) argues, "the effectiveness of school spending has been hotly debated for at least a quarter of a century”. Mestry_, (2020) and Sayed et *al*., (2020) agreed that the aim of the Norms and Standards for School Funding (NNSSF) was to achieve redress and equity in public schools funding to improve learner

performance. Some researchers categorically disagree with this point of view, while others argue that there is a link between school-level funding, job liquidity and income levels.

1.7 ASSUMPTIONS OF THE STUDY

The research is based on a few assumptions. The researcher believes there is a relationship between school funding and the quality of teaching and learning. Therefore, based on that assumption, this study uses quantitative techniques to analyse the data collected for this study. Public revenue is paid to the state with the belief that services of high quality will be rendered (this includes education). A poor-quality education provided by the state or by an institution under its control can be construed as an infringement of the right of all students to receive a quality education, as well as raising questions regarding accountability for the return on investment of education programs.

1.8 RESEARCH DESIGN (BRIEF)

This is the proposal for the design of the research question and what type of research methods can be used for research as there can be an option between quantitative (which is more number oriented data) and qualitative (which is more language-oriented data) research method. The chosen methodology relies on the research questions and in this research, the quantitative methodology was more relevant to test the norms and standards and the impact on learner performance because the data to be analysed was number based. The data collection can be in a form of interview, survey, questionnaire, group discussions, or observation. This study made use of a structured / closed ended questionnaire. The researcher used emails to distribute and receive responses from the participant. Collected data was analysed by a statistician using Statistical Package for Social Science (SPSS). Descriptive analysis, inferential analysis, correlation, and simple linear regression testing was performed to establish relationships between norms and standards and the other constructs. Hypotheses test was done to test whether schools that receive more government funding, learners perform better in the grade twelve result.

1.9 LIMITATIONS OF THE STUDY

Limitations are defined as study limitations based on study methodology and design. Constraints are limitations that the study cannot control. The limitations primarily concern research method limitations (Miles, 2017). Limitations are limitations beyond the researcher's control and are inherent in studies that may affect the generalisability of results (Terrell, 2016).

The researcher’s inexperience was this study's most significant limiting factor. This resulted in wasting a lot of time and the need to repeat some aspects of the investigation. During the investigation the researcher learned that it was not easy to isolate funding solely for grade twelve learners and identifying gaps and compare to the learner performance. While looking at the whole school funding the learner performance aspect only concentrated on the matric results to measure learner performance.

School finances and other variables are numerical, and it was easier to analyse the data mathematically and with statistical methods and techniques to examine correlations and identify relationships and differences. The fundamental limitation was that this approach may not provide detailed reasons for the specific behaviour of the data concerning the dependent variables. The schools did not all record the same information, like the disciplinary referrals, even though the SASAM system had a module to capture the information, it was not captured, and the researcher made use of the information manually provided by schools.

The researcher had to filter a lot of the collected data for grade twelve learners and make the research approach applicable to produce results of the investigation. Nevertheless, this study aims to address the issues facing the education sector and lay the groundwork for future investigations into the relationships between student performance and school finance.

1.10 DELIMITATION OF THE STUDY

Boundaries are primarily related to the scope of research. Boundaries describe the scope of the investigation or define the parameters. In addition, because of the bounds, we cannot say that the results can be generalised to the entire population. Boundaries are the self-imposed limitations of research and limitations inherent in methodology (Miles & Scott, 2017).

In addition, boundaries are further constraints that researchers actively introduce to control factors that may influence results or focus on problems (Terrell, 2016). Boundaries list all aspects of the study that are not included. This process is just one of the 'bricking up' segments that fall outside the scope and purpose of the study. Boundaries inform the reader of certain basic expectations in a particular subject. Readers might be curious to know about (a) the criteria used to determine the scope of research, (b) sources of information used to determine the salient background of the target population, (c) whether gender differences are necessary, (d) how do we define a “significant other,” to name a few. Boundaries tell the knowledgeable reader what to expect, but caution should be ensured not to use this section as one pleases or as a means of avoiding rigour.

Furthermore, aspects that are difficult to explore cannot be ruled out. For convenience, the breadth of research cannot be restricted. Boundaries cannot be used to rule out logical and credible expectations (Webster, 1998).

This study does not include schools from quintiles 4 and 5 schools because schools in these categories of funding are self-funded and fee-paying schools. These schools are often top-achieving schools in the province, and some receive investor funding and donations. With the focus of this study to establish the relationship between school funding and the quality of teaching and learning, the researcher considers that the relationship for these schools would be positive as these schools will be able to bring in a teacher when needed due to their financial muscle.

1.11 THE THEORETICAL FOUNDATION

1.11.1 Expected contributions of the study.

Expected contributions from research have always been to improve the world by solving problems. This study identified theoretical, methodological, and practical contributions discussed below.

1.11.1.1 Theoretical Contribution

The research is built on financial management and spending, education law and education leadership and seeks to contribute towards improvements in education quality.

When education management is studied, emphasis is placed on amalgamating the required resources to provide education, the society's educational needs and actions needed to undertake this process. The driving force of leadership in education guides providing education at all levels of the education system. Education is delivered based on education laws offered by the regulatory framework. The education process comprises a complex range of variables that provide quality education. The theoretical contribution this study made was to explain the relationship between school funding and the performance of grade twelve learners (Van Rooyen, 2011:19).

1.11.1.2 Methodological contributions

The study used a quantitative research methodology to measure the relationship between school funding and the performance of grade twelve learners and tested whether the pass rate was more likely to be higher in schools that received more funding from the department. Research technique alludes to the cycle and methodology embraced by the analyst to lead the review (Blumberg, *et al*., 2016). An objectivist epistemology was used in this study. The ramifications of that decision were that quantitative information should be gathered. Quantitative information can be characterized as information which is in mathematical structure (Keller, 2015). In this review, information was gathered through a structured / closed ended questionnaire. This will contribute to refining existing methods

for investigating this relationship by targeting quintile 1-3 public schools in one education district, viz., BCM.

1.11.1.3 Practical contributions

This study wants to establish whether more learners will pass their grade twelve if schools receive more funding. Inequality exists in allocating school funding and brings about different levels of teaching at schools.

1.12 THEORETICAL AND CONCEPTUAL FRAMEWORK

Research projects are often based on conceptual frameworks, which outline possible courses of action on a particular problem or show a preferred approach to a project. A framework is defined by a set of concepts linked to a system of methods, behaviours, functions, relationships, and objects that have been planned or already exist. As a concept, a conceptual framework can be considered a model representing a relationship among variables. The educational production function is like any other function in terms of its fundamentals. It is essential to understand that the production function in education refers to a mathematical relation that describes a way in which educational resources (inputs) can be transformed into academic outputs (outcomes) (Van Rooyen, 2019).

To describe the educational production function, variables have been separated into three categories: inputs, outputs, and the process by which inputs are transformed into outputs (outcomes). It illustrates this concept by focusing on the input–output process (see Figures 1.1 and 1.2).

1.12.1 The input-output process

According to Van Rooyen (2011), several inputs contribute to the outputs of education, and these inputs all contribute to the outputs of education. Among these are the student characteristics, the entire cluster of school-related factors known collectively as physical and human resources, and the family and community influences. Economists are

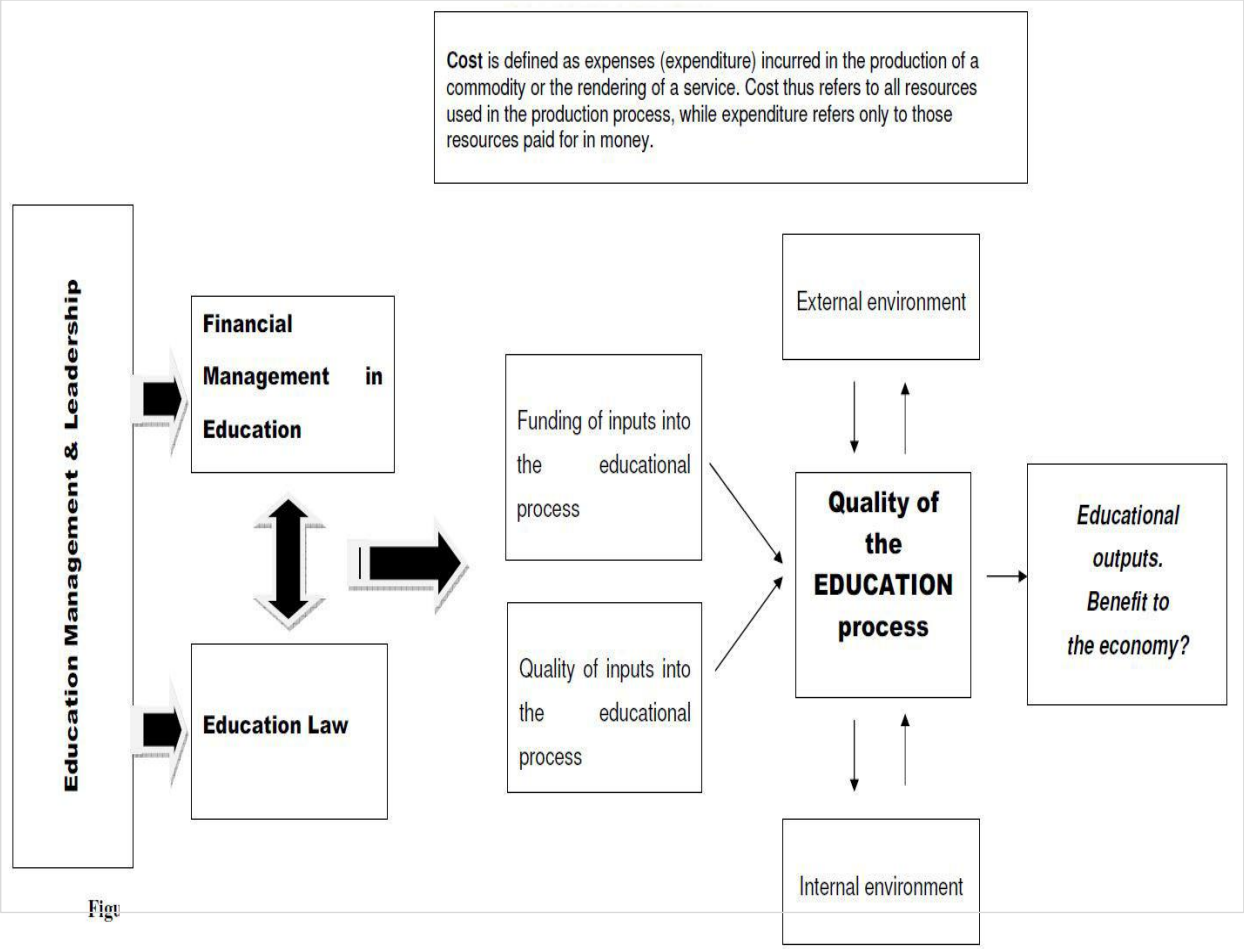
particularly interested in school-related factors as they include the factors that education authorities can manipulate by allocating resources, so they are exciting.

From a sociological perspective, education can be viewed as a set of actions undertaken by societies to prepare their children for their responsibilities as adult members of society when they reach the age of maturity (Cliffnotes, 2016). To achieve this goal, the social structures created for this purpose are manifested through a public education system and public schools. It is essential to keep in mind that the quality of education will be determined by the degree to which the education system successfully prepares children for their social responsibilities as adults in the future. Without a doubt, if society, particularly parents, are convinced that education is of a high quality, then they will be more than willing to contribute to the cost of education.

Education systems are used from a political perspective to communicate the ruling party's political agenda to the public. As a result of this viewpoint, quality education differs according to the government's broad agenda while also considering the sociological perspectives as far as they may pose a political threat to or present an advantage to the government at the time. Funding for education is a duty that all modern nations must fulfil. It is, therefore, clear that each government funds education, at least to the extent that it serves its political goals. This transcends all sociological and economic considerations.

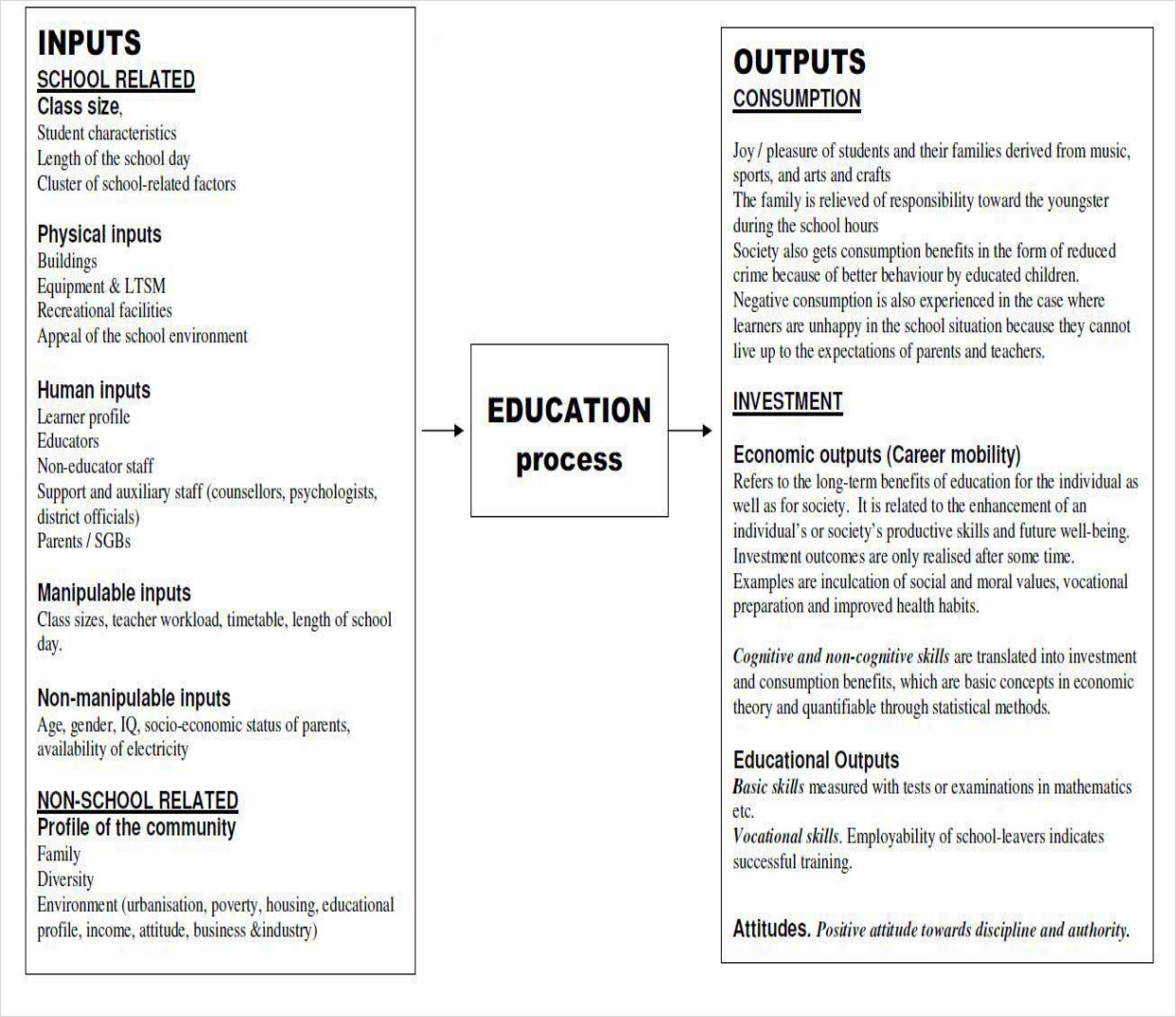
From an economic point of view, there are two aspects to consider. Education is critical in the first place because it provides a competent workforce (human capital) for the labour market and industry. Our ability to contribute to the economy in this regard is directly proportional to the quality of education provided. A second consideration is the cost perspective. Economists are very interested in knowing the return on investment in education (Murthi, 2023). Therefore, all parties concerned with the provision of education have a genuine interest in the link between the level of funding for education and the quality of education. There is no single or simple explanation for what quality education is. It means different things to different people.

Figure 1.1: Theoretical framework of this study



Source: van Rooyen, (2011:22)

Figure 1.2: Conceptual framework (The Educational Production Function

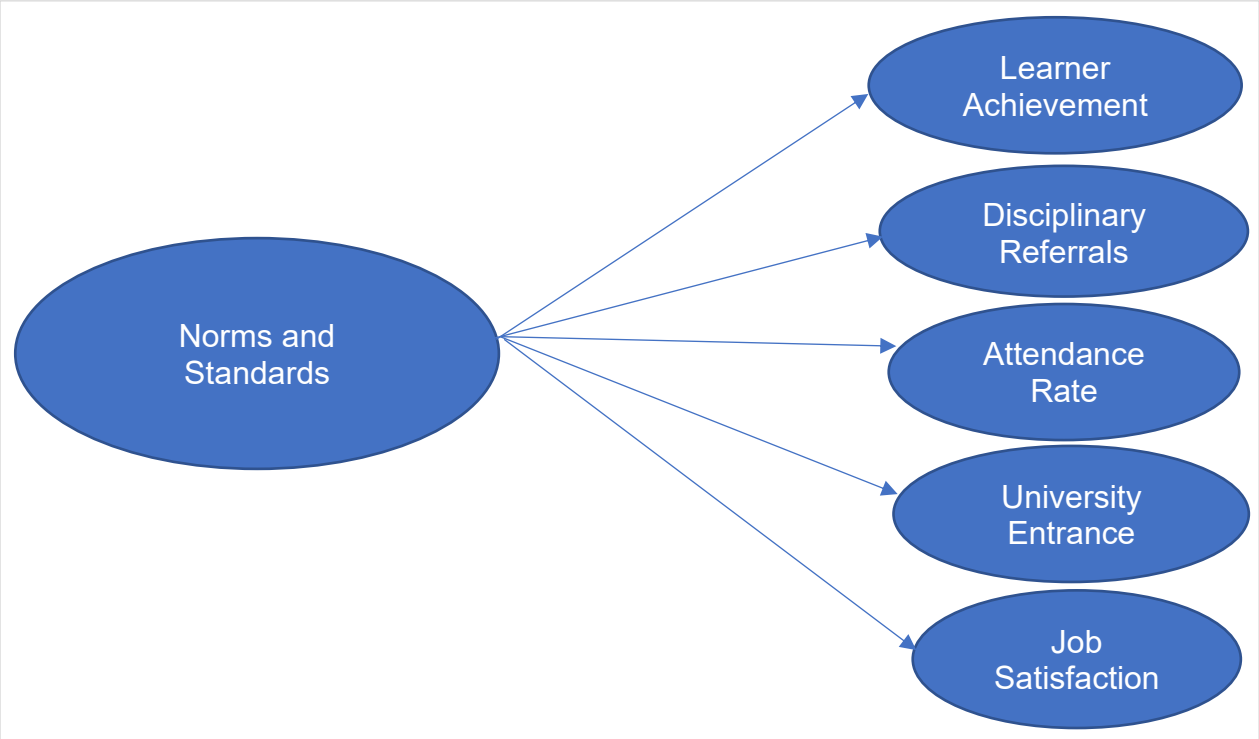


Source: van Rooyen, (2011:22)

1.12.2 Conceptual Model

This uses the following conceptual model: The Norms and standard for funding, an independent variable and learner achievement (matric results), disciplinary referrals, attendance rate, university entrance and job satisfaction as dependent variables.

Figure 1.3: Conceptual Model



Source: Author's Diagram (2024)

The study seeks to prove that the norms and standard funding provided to schools improve the quality of the school performance as measured by the dependent variables and investigates whether there are correlations between the independent and dependent variables.

1.13 CHAPTERS DIVISION

This study consists of 6 chapters. The chapters for this dissertation are presented as follows:

Chapter one comprised the introduction and background for the study, the problem statement of the investigation, and a description of the research design and methods used in the examination.

Chapter two reviewed the literature consulted to give a theoretical background to the study. It also outlined the background and description of school funding in South Africa and compared it with that of other countries. The chapter also described learners' performance and their grade twelve results.

Chapter three, which is the research methodology, explored the research design and the collection of data. Various methods, such as surveys and document analysis, have been used in collecting data. Data was analysed and reasonably interpreted to answer the research questions.

Chapter four presented the findings gained from the analysis and interpretation of data generated in the enquiry of the study.

Chapter five: Discussion of the investigation was presented. This chapter look at findings raised and analysed in chapter four and discuss and provide interpretations of the findings.

Chapter six is a synthesis of all the chapters in this research report. The general recommendations of the study were discussed with specific recommendations for future research, considering the study's limitations. In the chapter the findings discussed would be linked to the research objectives.

1.14 CONCLUSION

This chapter started with a presentation of the background and context of the study. The research problem was then presented in more detail. After this, the chapter moved on to explain the research aims, objectives, and questions that are addressed in the study. The significance of the study was then discussed, followed by a discussion of the rationale and assumptions that led to the study's design. The limitations and delimitations of the study were then presented and discussed before moving on to the presentation of the

theoretical foundations and the conceptual framework for the entire study. The next chapter reviews relevant literature.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews existing literature on the topic. The review begins by clarifying the concepts used in this study, including funding public schools in South Africa. It then moves on to explain the idea of the quality of education. A literature review on the democratisation of education in South Africa follows this. The discussion then turns to the economics of education, that is the link between funding and quality education. This is followed by literature on learner discipline and applied disciplines, learner attendance and teacher satisfaction. The chapter ends by discussing the literature on learner and teacher activities.

2.2 CURRENT LITERATURE REVIEW

2.2.1 Funding of Public Schools in South Africa

Through studies, there is persuasive evidence showing the government is making determined efforts to address inequity in public schooling. Instruments used to distribute funding equitably are the South African Schools Act and the National Norms and Standards for School Funding (NNSSF) policy, which seek to provide all poor learners access to public schools and ensure that the schools are adequately funded. (Metry & Ndhlovu, 2014).

The policy guidelines adopted at the 1992 National Conference of the ANC and published in the book 'Ready to Govern' that committed the ANC government-in-waiting to ‘equalising the per capita expenditure between white and black education’. They also ensured the distribution of resources to those who are most disadvantaged in our society, in particular women, rural and adult students, as well as mentally and physically disabled children and adults.

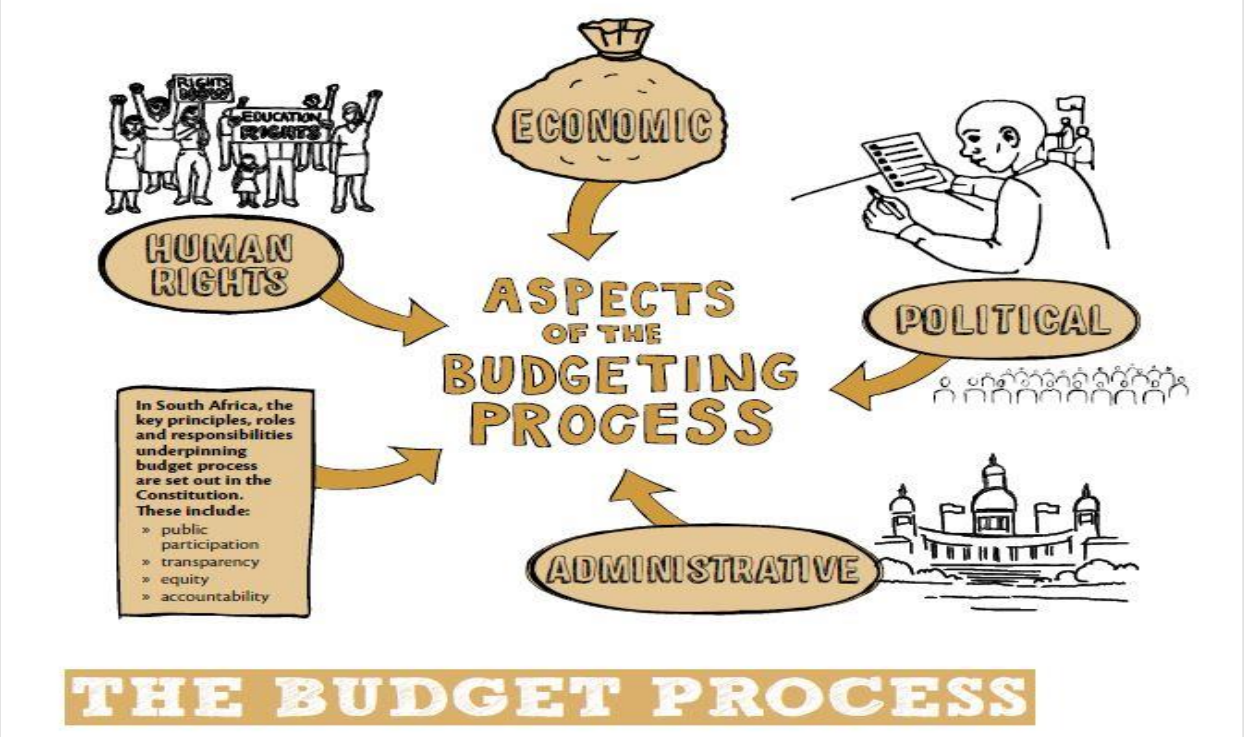
A central issue in the debate regarding how to overcome the legacies of the past has been the question of how to equalise the allocation of resources and ensure economic

access to quality education for all (McLaren, 2016). As promised in the 1995 White Paper on Education and Training, we can 'open the doors to learning and culture to all'.

Education is a process that takes place over a long time and is a cross-generational exercise involving learners, teachers, and parents. This means that the inferior education that most people received until 1994 continues to produce unequal outcomes. Historically in black schools, this can be witnessed in the legacy of substandard infrastructure, low teacher subject knowledge and higher dropout rates because of a substandard infrastructure and low teacher subject knowledge (Mclaren, 2016).

As a rule, public education, responsible for 95% of all education provided in South Africa, is funded from the government budget (Figure 2.1). However, a few public schools can supplement their funding by charging fees in addition to the government budget (Mclaren, 2016).

Figure 2.1: Budget Process



Source: Mclaren, (2016)

The Schools Act of South Africa (SASA) (1996) has resulted in a more accessible, quality-oriented, democratically controlled school system. This ensures that all learners have the

right to a quality education without discrimination and makes education compulsory for children aged 7 to 14. There are two types of schools, private schools and public schools. Law provisions for democratic school management by school governing bodies are now being implemented in public schools nationwide. The school funding criteria outlined in SASA prioritise relief and target poverty by allocating funds to the public school system (Asmal, 2001). The relationship between the resources devoted to education and the outcomes achieved has been a significant area of interest among governments as they seek to provide more and better education for their citizens. The increasing pressure on public budgets, has intense interest in ensuring that public funding is directed to achieve the desired outcomes as efficiently as possible. Schooling requires numerous resources – finance, professional expertise, technical infrastructure and facilities, and community and parental support. Outcomes depend partly on the level of such resources, but also on how they are combined, used, and managed. Resources can also be allocated according to numerous scenarios considering, policy priorities regarding quality and equity, educational levels, core educational services, infrastructures and ancillary services (OECD, 2023.

The Continuing Education Act (1998), Education White Paper on Continuing Education 4 (1998), and National Continuing Education Strategy (1999-2001) require further education and training institutions established under the new law to develop institutional plans and provide program-based funding and a national curriculum for learning and teaching (Asmal, 2001). According to Van Rooyen, (2011) the six core issues that would enhance the quality of education in South Africa (Reaching untapped potential / School fees and no fee-schools / School governing bodies and language policy in schools / Higher education enrolment planning / Further education and skills for a modern economy and Access to adult education for adult learners.

An analysis of recent achievements shows that there should be more attention towards communities with special development needs. In line with President Mbeki's call to unite for change, our programs must target the poorest and focus on hub development areas. Poverty reduction in the allocation of educational resources as part of school funding criteria remains essential. The second year of Tirisano focuses on institutional and spatial orientations aimed at integrating programs for HIV/AIDS, school maintenance and renewal, school security, mathematics and science and technology. It also focuses on

ensuring that those learners who score between 0 and 30% on their 2000 Senior Certification Examination improve their grades, effectiveness of schools, value in education and provision of learning support materials (DBE Circular, 2016)

The Ministerial Statement on Co-Governance of July 1999, which emphasised greater coordination and control at the national level, was welcomed. It supports systemic reform by providing technical support, central funding for specific projects, cooperation with national budget planning, use of government officials for surveillance purposes, state support (especially to verify the implementation of national policies and laws) and increased accountability through regular reporting (DBE Circular, 2016).

National and regional education ministries have acted decisively to improve budget credibility and spending quality. In 1998, the Minister issued Admission Guidelines, Age Group Criteria and Assessment Guidelines. All of these are aimed at reducing out-of-age enrolment and excessive repetition. These have already resulted in flow and system efficiency improvements, freeing up much-needed resources that can be reallocated to critical areas such as quality improvement. As part of the consultative process on education budgets, the issue of shifting funding to functional functions was discussed with teachers' unions and standards were agreed upon (DBE Circular, 2016)

Policy options have been carefully considered to achieve much-needed justice and reparation in a public education sector characterised by enormous inequalities and disparities. Based on international experience, South Africa has pursued various policy options. The strategies included evenly distributing all staff while reducing overall spending on labour costs, budget prioritisation, increased efficiency to free up additional resources, application of national standards. This included the establishment of conditional grants by national education ministries to secure transformational initiatives, curriculum implementation, district development and school management and quality assurance (DBE Circular, 2016), (Van Rooyen, 2011)

Governments have acted swiftly to improve equity in education spending, mainly through two mechanisms. The first is the introduction of the fair share method. This formula allocates each province's government revenue from the state's share of national income. This includes the size of the school-age population and the number of learners enrolled

in regular public schools, the distribution of capital required in educational and hospital facilities, the size of the rural population in each province, and the size of the population in several provinces. It reflects population variables covered by social security benefits, weighted by the poverty index. In South Africa in 2000, the fair share formula has been adjusted to reflect past cumulative delinquencies more accurately. The march to justice has been impressive, with budgets in the most rural provinces increasing by up to 30%. In 1995, inter-provincial inequality was at 34%. By 2000/2001 it was reduced to 14% (National Treasury Annual Report, 2011/12, 2012). This inter-provincial revenue shift also led to a more equitable distribution of funds at the school level, benefiting the poorest schools (Asmal, 2001).

A second mechanism for obtaining relief through the distribution of education budgets is specified in the National Code and Standards for School Funding. This policy provides a framework for allocating ongoing material costs as needed. Each province's education department must develop a "resource target list" detailing physical conditions, available facilities, levels of school overcrowding, and educators. Learning rates, availability of essential services, and relative poverty of communities around schools. The primary effect of the revised formula is that the poorest 40% of schools will receive 60% of the state school system's teaching material allocation, and the most deficient 20% will receive 5% of the resources (Rammala, 2009). The primary purpose of norms and standards is to redistribute material costs to learners who need them most. Provinces in South Africa allocate a basic package of R100 per learner for learning aids (Asmal, 2001) & (Van Rooyen, 2016).

The current funding mechanisms will enable better planning through joint actions, institutional coordination of national and province organisations rather than through legislation. Oversight of provincial budget practices is taking place, resulting in better and fairer spending patterns. Changes in spending across provinces are reflected in improved teacher placement, convergence in per capita spending and educator equity-learning rate (DBE Circular, 2016).

From a political perspective, educational systems communicate the ruling party's political agenda to the public to influence them to support the party's policies. Because of this viewpoint, quality education differs according to the government's broad agenda while

also considering the sociological perspectives as they may pose a political threat to, or present an advantage to, the government at the time because of their sociological perspective. The provision of education funding is a duty that all modern states are bound to fulfil as a matter of course. Therefore, it should make sense that the current government will at least fund education to the extent it serves its political goals. That is above any sociological and economic considerations (Van Rooyen, 2011).

It is essential to consider two angles from an economic perspective. Education is a crucial aspect of the economy, providing qualified labour to the labour market and industry (human capital). There is a direct correlation between the contribution that can be made to the economy and the quality of education provided (Van Rooyen, 2011). It is important to consider costs from a financial perspective as a second consideration. Economists often want to know how well investments in education are performing in terms of returns on investment. Consequently, all parties involved in providing education are genuinely interested in the link between the funding levels and the quality of education offered. Defining what quality education is and how it differs from other education is not as simple as it may sound. There are many ways in which it can be interpreted by different people (Van Rooyen, 2011).

A study by Mamphekgo (2011), whose objective was to gain knowledge on the extent to which schools use Norms and Standards money effectively and efficiently, found that schools are still engaged in illegal activities that contravene the guidelines from SASA and prescripts for schools. This investigation only addressed the spending of funds by No-Fee paying schools.

According to the National Norms and Standards for School Funding (Department of Education: 2002), the SGB must raise funds as one of its responsibilities. For the development of learners and their progress, schools should add to the income received from the state by raising funds. The SGBs must research all means to raise funds to ensure the school can operate (Thenga, 2012). This study also concentrated on the spending of funds. To level the playground of opportunities amongst citizens, education is generally regarded as a great equaliser. As some parents can choose good schools for their children and others cannot, the result is that some learners will go to the schools

that offer better quality of education whilst other learners are left with the additional resources/schools which might offer little to them (Blake, 2021).

With the introduction of 2000 pro-poor school funding, the new system's impact was expected to be even more significant, as it focuses on the more discretionary types of expenditures that can make a real difference in the quality of education (Van Der Byl, 2014). Using simple equality indices to track the system's progress under this new way of funding is problematic as the system will start moving toward increasing inequality, but in a way that benefits people with low incomes instead. However, it can be concluded that pro-poor school funding works to improve classroom equity. A resource targeting list (RTL), prescribed by the National Norms and Standards for School Funding and which ranks schools according to their poverty status, is now being used to effect expenditure redress on non-personnel and employee recurrent expenditures (Blake, 2021).

The Estimate of the National Expenditure 2023, Vote 16: Basic Education, states that support will be provided to improve matriculants' completion rate. Second Chance Matric is an initiative that supports matriculants who did not pass the national senior certificate examinations or senior certificate (amended) aimed at reducing the rate of learner dropout.

The MTEF programme seeks to increase the number of learners who obtain subject passes over the MTEF period, with this growth partly resulting from its expansion to include learners with barriers to learning, starting with visual and hearing-impaired learners in 2023. There is an allocation of R182.1 million over the medium term for this programme's Curriculum Policy, Support and Monitoring Programme. Improvement in high-quality learning materials, development of quality teaching and learning, the department plans to print and distribute more than 60 million workbooks for grades R through 9 in the areas of languages, mathematics, and life skills, to all public schools.

R3.8 billion for Curriculum and Quality Enhancement sub programme in the Curriculum Policy, Support and Monitoring program. Funza Lushaka bursary programme to assist in the creation of more quality teachers by collaborating with the Department of Higher Education and Training to address the critical shortage of educators in priority areas such as inclusive education, mathematics, coding, robotics, science, and technology. R4.2

billion has been allocated to the bursary programme under the Teachers, Education Human Resources, and Institutional Development program (Minister Budget Speech, 2013).

Education is one of the critical priorities of the MEC for Education of the Eastern Cape, as it is one of the tools used to build and transform the socioeconomic standing of the country (Policy and Budget Speech 2022/23). According to the MEC, the department has experienced severe budgetary pressures that have adversely affected the ability of the department to carry out some of its planned activities. The department has also experienced delivery challenges across different areas of its operational spectrum that have affected its ability to execute some of its planned activities. There were notable improvements in 2022, especially in terms of examination outcomes, should be viewed about the Department's broader education system transformation plan, which will ensure that learners have a greater chance of achieving a good pass in the National Senior Certificate (NSC) examinations as well as improving the performance of the entire system. According to the MEC, the Department's expenditure in 2019/20 were R36.463 billion, but in 2022/23, it is estimated that they will be R39.796 billion, up from the 2019/20 figure. Compared to the budget allocation for 2022/23, the allocation for 2023/24 is slightly higher by 3.3% to R41.128 billion, primarily because of additional funds provided for personnel and norms and standards in the baseline budget (Policy and Budget Speech 2023/24)

The MEC announced that the Department of Education had to decrease its headcount declaration of 53 605 posts regarding its 2022 Post Provisioning Norms (PPN) to 52 817 headcounts in 2023 for both Public Ordinary and Special Schools. PPN provides positions in eligible schools for school board appointments. Core Subjects Educators, Alternate Positions, Special Treatments, Curriculum and Development, and Foreign Languages delivered at schools are some of the strategies the department will implement to improve grade twelve results. The Department of Education will continue to ensure that viable secondary schools in the 1st to 3rd quintiles receive appropriate support packages. Providing quality education is the main reason for streamlining small, unviable schools. The second goal is to improve financial efficiency and reallocate resources to where they are needed most (Policy and Budget Speech 2023/24).

The Department's policy priorities for the 2022 MTEF indicated that the Department, notwithstanding its constrained fiscal environment, will continue to ensure and strive for improvements in Teaching and Learning. As such, the budget allocation will focus on funding key sector priorities, including prioritisation of funding for school-level educators.

Regular in-kind transfers to the poor result from implementing national norms and standards for school funding. Compensation is unevenly distributed across provinces, but overall, it tends to have higher net transfers to people experiencing poverty. The funding models have not changed much, and the norms and standards for school funding have been used since 1995, known as the National Norms and Standards for School Funding (NNSSF) policy (Metry & Ndhlovu, 2014). The department made inputs yearly to receive funding allocation from the state fund and indicated activities as budget input to improve the quality of teaching and learning.

Coleman *et al*., (1966) and Hanushek, (2006) discovered little or no relationship between school funding and educational quality. Hanushek (2006) argued that most studies conducted in developed and developing countries showed an increase in school funding and resources having a predominantly negative effect on learning outcomes. The (Coleman, 2016) research revealed no association between spending, outcomes, and learner performance, while Asongu and Tchamyou (2019) discovered that foreign aid did not influence enrolment and learner performance (which they link to lifelong learning).

Jackson *et al*., (2016); Lafortune *et al*., (2018); Kriesman and Steinberg (2016) studied the effects of school reforms (SFRs) as policies that gave more funding to low-performing schools or schools with economically disadvantaged children, which we may compare to schools in quantile 1-3 in South Africa. According to Jackson *et al*., (2016), districts were required to deliver more excellent financing to lower-income districts/areas. This was viewed as having a nationwide impact in closing the financial gap between wealthy and poor districts and increasing funding for disadvantaged schools.

Cardo and Payne, (2022) discovered that increasing financing to impoverished schools/districts improves performance and test scores. Lafortune *et al*., (2018) determined that school-funding reforms improved student performance in low-income schools/districts. According to Papke (2005) and Roy (2011), there were effects in

Michigan's school finance program budgets to increase performance in low-spending schools/districts.

(Hanushek, 2006) examined the relationship between school resources and student outcomes and used test scores as the standard and graduation rates to assess learners' success. (Hanushek, 2006) conducted 377 studies, 163 of which directly examined the impact of school finance on learning outcomes. 27% of the 163 investigations found a statistically significant positive connection. Seven per cent discovered a statistically significant negative association indicating that the more money schools spend, the worse their students' performance compared to the average. The remaining 66% of research found no statistically significant relationship between school budget and student achievement. In Michigan, the United States, school funding and student success have a low association (DeGrow & Hoang, 2016).

The primary conclusion of the England Education Report for August 2017 was that the report could not establish a consistent link between spending levels and school outcomes during the research period. (Pearson, 2017) stated that few adjustments in financing could be connected to student achievement. There was no significant change in the influence of school money on student achievement.

Schools use the School Administration and Management System (SASAMS) to capture information regarding the schools, for instance, learner numbers, learner attendance and absenteeism, financial information, disciplinary information and annual learner achievement information/ learner performance. The Education Management Information System (EMIS) is a system that assists schools with education information needs to help them with education planning and the implementation of relevant education policies. SASAMS is the basis system for all school data collection to standardise and improve data collection (Sello, 2014).

2.2.2 Quality of Education

The government has implemented strategies (like Learner Attainment Improvement Systems -LAIS) to monitor and improve the quality of learning experiences and learner

achievement by strengthening foundational literacy and numeracy skills. (Department of Basic Education, Pretoria, South Africa, 2016)

An additional secondary impact was recognised from parental participation. Studies have described an encouraging relationship between apparent parental participation and learners' achievement (Steinberg *et al*.,1992, cited in Makgato, 2016). Al Shawwa *et al*. (2015) indicated that using problem-based learning (PBL) sessions and studying on the weekend for more hours contribute enormously to students' academic achievement. (Sikhwari *et al*., 2019)

A high learner-teacher ratio because of overcrowding in classrooms affects student achievements. This is mentioned as one of the factors that can be seen as -possible contributing factors to the low student achievement in Huitt's model of teaching and learning process (Nkanzela, 2015). In the last decade (2000 - 2010), there has been international attention and calls for schools to focus on improving performance and to close the learner achievement gaps. It has been a debate about primary and secondary schooling. To this effect, standard examinations for grades 11 and 12 have been developed to allow tools to measure learner achievement (Ncanywa, 2013)

(Van Rooyen, 2016) indicates that the subject has been researched but that most of the time the research looks at the role of SGBs managing the funds or whether parents could afford to put learners in certain schools. This research will examine the funding to schools, how it affects the quality of teaching received by the learners and whether that differs between schools in different quintiles.

In Dalles Taxes USA, despite the solid bipartisan support for charter schools, inequitable funding between charter schools, home-rule school district charters, open-enrolment charters and traditional public schools remains a powerful barrier to charter school growth and success. The Center has reported for Education Reform that charter schools receive roughly thirty per cent less funding than local public schools on average (Geheb & Owen 2018). Despite this, donations, grants, and corporate funding are unreliable sources of income for charter schools, and several charter school administrators mention this reliance as a source of concern regarding the future operation and growth of charter schools. Charter schools are not being closed because they do not improve student

achievement. They close because they do not receive adequate funding and because of fiscal mismanagement, which has contributed to the failure of charter schools (Geheb & Owen, 2018).

There can be significant differences in the educational opportunities and outcomes for students depending on the distribution of government funding for schooling. Many countries have had a great deal of political and public debate about school funding policy because of the lack of adequate funding. Australia has three kinds of school sectors: Public, Catholic and independent schools. These three sectors, together, makeup what is known as the Australian education system and are all funded by the government (OECD, 2017).

Depending on the distribution of government funding for schooling, there may be significant differences in the educational opportunities available to individual students, schools and communities (Horsford & Sampson, 2013). Moreover, school funding is not economic disparity. In addition, social and political factors influence the allocation of resources at national, state and local levels of an education system, as well as “who gets what, when and how” (Lasswell, 1958; Connors & McMorrow, 2015; Molla & Gale, 2019). There is an ongoing conflict between the values of entitlement versus need that has been at the centre of the most intense debates on school funding (Connors & McMorrow, 2015). Meaning that fundamental issues related to equity are in the middle of a contested, ongoing discussion. Whether it is researchers, teachers, or citizens, there is a belief that an equitable educational system ensures that all students have equal access to resources and opportunities.

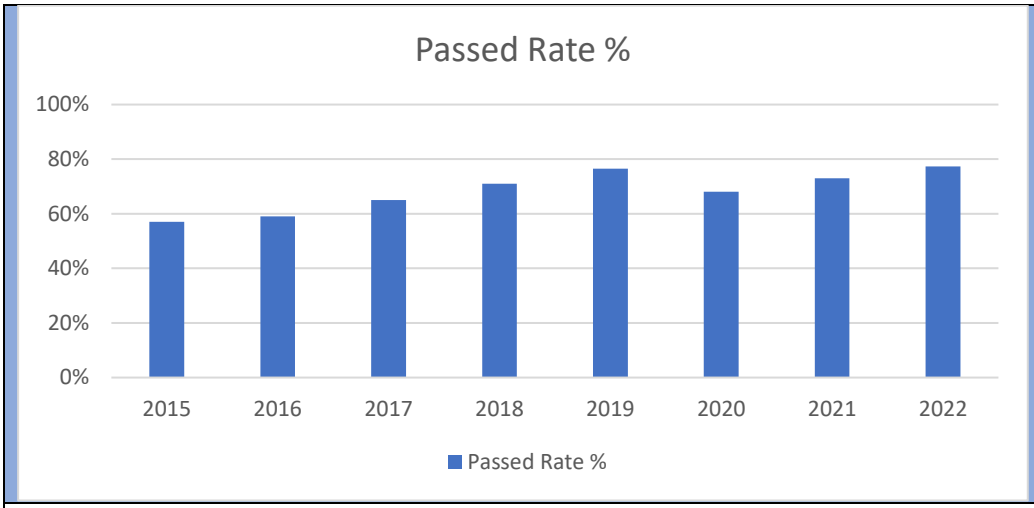
Defective schools that consistently fail to meet educational standards will be removed from the education market. This quality control mechanism also provides a unique exit market strategy within the school education market. It provides revenue to charter school managers and allows education investors to “pay off” their investments (Gabe & Owen, 2018). Unfortunately, global comparisons show differences in academic performance between top and bottom performers in Australia. It depends more on family and social background than other countries such as Canada, Ireland, Austria, South Korea, and Finland (Organisation Economic Co-operation & Development [OECD,2017]).

In the post-COVID year, through the president's office, the Department of Basic Education in South Africa introduced an initiative to assist teachers and create jobs and employment opportunities for young South Africans. They launched the Presidential Youth Employment (PYEI) in 2020. The government has not yet reported the impact of this initiative and the researcher investigated whether it helped improve the quality of teaching.

The MEC of Eastern Cape Education announced an increase in budget allocation in its 2022/23 Policy and Budget speech. However, progress in the primary education sector will require a continued focus on long-term policy goals and objectives. It is also essential to note that the department is progressing in addressing the Basic Education Sector requirements. It will focus on the long-term goals and aims and address challenges and problems as they arise. For example, in the last 15 years, the number of learners passing the NSC has increased from 50% in 2008 to 77% in 2022. During the same period, the proportion of learners eligible to continue their studies at university has more than doubled, from 14.5% to 36.8%. The global competitiveness of South Africa's education system is also reflected in a World Education Forum report titled 'Countries with the Best Education Systems in Africa', which surveyed 38 countries on the quality of school education in each country. It is reflected that South Africa was the fourth highest among African countries after Mauritius, Tunisia, and Seychelles.

The success rate of NPCs in the Eastern Cape has improved over the past five years from 57% in 2015 to 59% in 2016 and 65% in 2017. Reaching record milestones of 71% in 2018 and 76.5% in 2019, falling by 68.1% due to the 2020 pandemic, recovering to 73% in 2021 and reaching 77.3% in 2022. This is a staggering 4.3% above 2021 performance and 0.3% above the target of 77%. This moves the national ranking of EC performance from 7th in 2021 to 6th in 2022. Given the high enrolment in the 2022 class, the total number of children passed the National Senior Certificate is 73,386. Bachelor's degrees pass increased by 2.5% from 34.3% in 2021 to 36.8% in 2022 (National Senior Certificate Report, 2022).

Figure 2.2: Eastern Cape Past Pass Rates over the five years



	Pass Rate Achieved
2015	57%
2016	59%
2017	65%
2018	71%
2019	76,5%
2020	68,1%
2021	73%
2022	77,3

Source: National Senior Certificate Report, (2022)

In 2022, the district-wide performance took a new turn, with three districts above 80% and none below 70%. Alfred Nzo West leads with 82.7%. It improved 9% from 73.7% in 2021. Buffalo City Metro ranked second with 81.5%, up 2.5% from 79% in 2021, and Nelson Mandela was third with 80.4%, up 2.2% from 78.2% in 2021. The latter represents a 10% improvement, followed by Alfred Nzo West at 9% and OR Tambo at 6.5% (National Senior Certificate Report, 2022). The correlation between district performance and passing quality will continue in 2022. However, 6 of the 12 districts are above the province's average of 36.4 Bachelor Pass, and 3 6 are the top 3 newcomers: Chris Hani East, Alfred Nzo West and OR Tambo Inland. BCM was the chief district at 43.5% bachelor passes. Chris Hani East was second with 41.3%. Alfred Nzo West was third at 40.5%. None of the districts fell below 30% in 2022. Joe Gqabi' s improved with 27.3% and 28% for OR Tambo Coastal for Bachelor pass rate from 2021 to 2022 (EC Department of Education Policy & Budget Speech 2023/24, 2024).

Figure 2.3: Top District Pass Rates

	% Achieved in 2022	% Achieved in 2021
Alfred Nzo West	82,7%	73,7%
Buffalo City Metro (BCM)	81,5%	79%
Nelson Mandela	80,4%	78,2

Source: National Senior Certificate Report, (2022)

To improve the quality of education, the strategies implemented, including implementing the Restoring Annual Curriculum with Suspension of Grade 12 in 2022 and Recovery Annual Teaching Plans (RATP), are combined with intensive assessment activities. This was done to mitigate the impact of these learners being unable to take complete formal exams in their 10th and 11th grades due to the disruption of COVID-19 pandemic. The outcome of the grade twelve results has improved over the years since 2015. This research will focus on whether it has a link and relationship with school funding.

According to Van der Berg (2007), schools in South Africa's quintiles 4-5 outperform schools in quintiles 1 -3, implying that the education system in South Africa is still failing to address the skills limits problem, which can disadvantage learners in the labour market. Van der Berg (2007) investigated the standard ten (now known as grade twelve) pass rate in 1999 and 2000 and discovered substantial disparities between the poorest and richest school groupings. Since 80% of students attend the poorest schools, South African school performance is centered on those schools.

2.2.3 Democratization of Education in South Africa

By establishing a new democracy in South Africa, the government has set the path to democratising South Africa's education system. Nieuwenhuis and Mokoena (2005) state, "Democratisation enshrined in South Africa's constitution is based on developing power and authority at the community level. Parallel to the ideals of democratisation and decentralisation of power, reparations, educational reform and restructuring, which the central and local governments must manage, are essential".

The South African Schools Act (SASA) of 1996 established the national school system and recognised two categories of schools. Public/State and Independent/Private. Public schools are state-controlled, and private schools are private. Learners who attend public schools are primarily from rural areas. Public schools are based on geographical regions; public schools surround learners, and parents who pay for these schools always go for public schools in rural areas, as they cannot afford schools in urban areas. Public schools are primarily in low-income rural areas, and the challenge is low education standards due to a lack of government funding, the need for qualified teachers, and inadequate materials and equipment not being available for education (Dass & Rinquest, 2010). These schools must operate and manage the schools' public funds.

Van Rooyen (2011) described public schools in the context of South Africa as self-governing schools. One can find schools in different stages of self-management in South Africa and worldwide. Figure 2.4 shows the Quintile Category/ sequence of developments leading to the school becoming autonomous/ self-managed. For (Van Rooyen's, 2011) research, discretion is defined as the policy, curricula, and human resources involved in the provision of quality education by all stakeholders in secondary education (parents, staff, and secondary school learners) and material resources, as well as the authority to determine financial matters in a specific school community/ public school.

South Africa's efforts to democratise education based on developing power and authority at the community level manifested in establishing the SGB with varying levels of discretion in managing school-level funds. This allows different levels of autonomy in public schools in South Africa. Each year, the minister sets a national quintile of public

schools. The MEC should use this to identify schools not authorised to charge tuition fees. An MEC must then place and publish a list of these schools in the province.

Therefore, schools in each province are divided into five groups, from poorest to most well to do. For example, Quintile 1 is a group of schools that covers the most deficient 20% of schools in each province. Quintile 2 covers the next most deficient 20% of schools, while quintile 5 represents well-to-do schools. According to Quintiles, the school receives money from the government. Schools in quintile 1 receive the highest allocations per learner, while schools in quintile 5 receive the lowest allocations (Hall & Giese, 2008).

Quintiles 1-3 (Q1-Q3): Section 20 schools that do not charge tuition fees will receive the total amount. Section 20 schools receive quotas for textbooks and stationery from the government. Other schools are section 21 of the South African Schools Act (South Africa, 1996), which have governance capacity and financial expertise and can apply to the Head of Education (HOD) of the PED for extra functions such as purchasing textbooks and educational materials, maintaining, and improving school property and paying for maintenance and repairs of school buildings. These schools enjoy the benefits of control over the utilisation of state funds deposited into the schools' banking accounts, selecting their suppliers, determining the delivery dates for essential goods and services, negotiating better prices and discounts, and paying their electricity accounts (Mestry & Bisschoff, 2009). This study examined schools in quintile 1-3 which are Section 21 schools that manage most if not all their activities and functions by themselves.

Quartiles 4-5 (Q4-Q5): Section 21 Schools that charge fees and receive small state subsidies. The finance department assigns schools, orders stationery and textbooks, pays utility bills and performs maintenance. They can also determine the school's subjects and the sports and other extracurricular activities that learners can participate in. South Africa has a large gap between rich and poor (Spaull, 2015). Graven (2014); Letseka and Maile (2008) postulate that this inequality contributes to unequal educational opportunities for learners from different socioeconomic backgrounds. Similarly, Spaull and Kotze (2015) found that this educational inequality (in terms of access, performance and availability of resources) is particularly pronounced in mathematics, where South African learners consistently underperform.

To address the issue of socioeconomic status and unequal access to education, the South African government divided the country's public schools into five quintiles to allocate financial resources, as discussed above (Dass & Rinquest, 2017; Graven, 2014).

It is generally understood that schools with the same quintile ranking across the nine provinces should have comparable socioeconomic status and standards. Despite introducing school quintiles and associated education funding, questions remain about whether the significant gaps in learners' academic performance from different socioeconomic backgrounds have been closed. Mathematics, in general, and some subjects, such as statistics and probability, seem difficult for most South African learners. This study examines learners' educational attainment in schools ranked from quintile 1 to 3 in the Eastern Cape Province in South Africa (there are no schools from quintile 4 to 5 quintile in the study area). Even Category 1 schools have discretion over financial decisions, and that power increases as they approach the five-school quintile.

Figure 2.4: Quintile Category

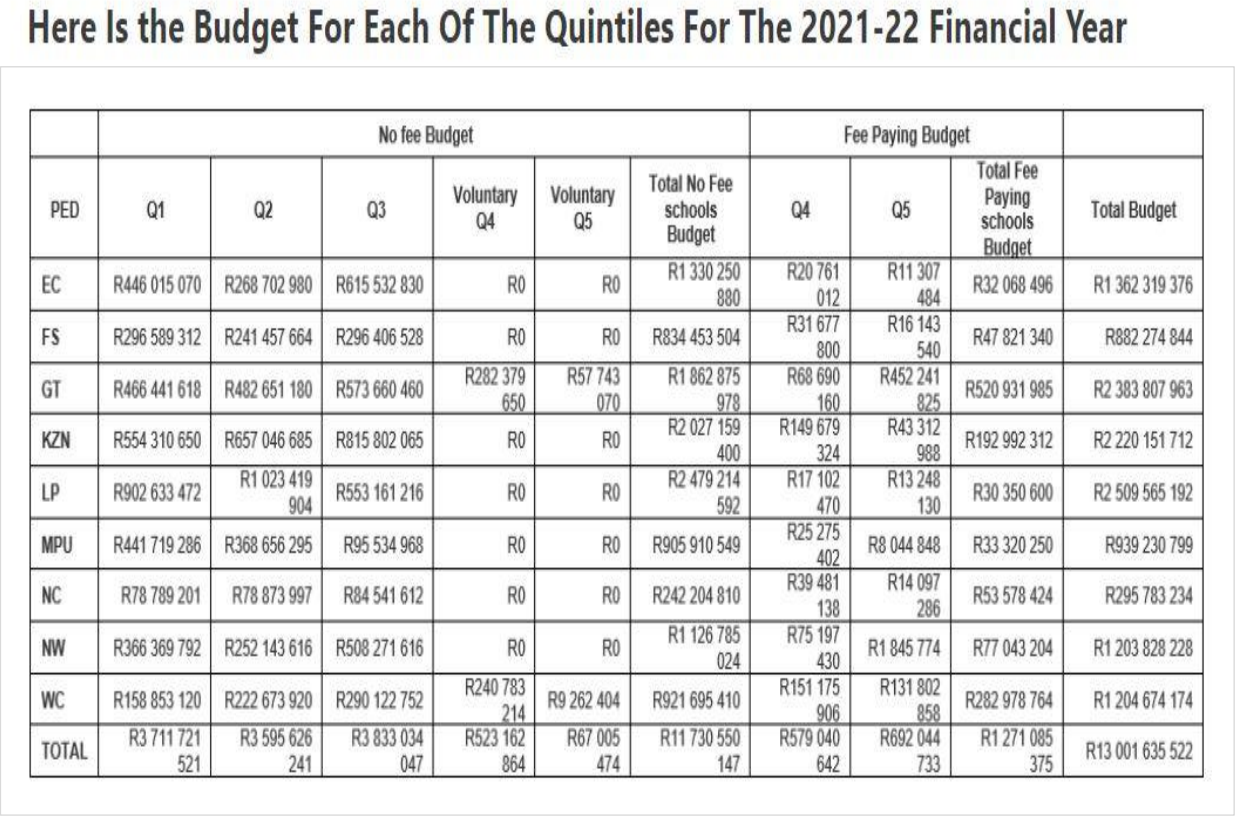
Q1	Q2	Q3	Q4	Q5
Limited Discretionary Power / Section 20			Complete Discretionary Powers / Section 21	

Source: Author's Diagram (2024)

This section indicated that there are categories in the schooling funding, and the researcher will focus on the schools in quintiles 1 -3 in the Eastern Cape of South Africa.

The quantile level is used to categorise schools and the budget the government would provide them. Provinces are responsible for organising the schools and placing them into different quintiles. PED is responsible for reviewing the quintiles of the schools, and they can make the necessary adjustments annually and provide the national department with the information to amend the budget. In the 2021-22 academic year, the budget for the quintiles financial year is illustrated in Figure 2.5 below.

Figure 2.5: Quintiles for the 2021 -22 Financial Year



Here Is the Budget For Each Of The Quintiles For The 2021-22 Financial Year

	No fee Budget						Fee Paying Budget			
PED	Q1	Q2	Q3	Voluntary Q4	Voluntary Q5	Total No Fee schools Budget	Q4	Q5	Total Fee Paying schools Budget	Total Budget
EC	R446 015 070	R268 702 980	R615 532 830	R0	R0	R1 330 250 880	R20 761 012	R11 307 484	R32 068 496	R1 362 319 376
FS	R296 589 312	R241 457 664	R296 406 528	R0	R0	R834 453 504	R31 677 800	R16 143 540	R47 821 340	R882 274 844
GT	R466 441 618	R482 651 180	R573 660 460	R282 379 650	R57 743 070	R1 862 875 978	R68 690 160	R452 241 825	R520 931 985	R2 383 807 963
KZN	R554 310 650	R657 046 685	R815 802 065	R0	R0	R2 027 159 400	R149 679 324	R43 312 988	R192 992 312	R2 220 151 712
LP	R902 633 472	R1 023 419 904	R553 161 216	R0	R0	R2 479 214 592	R17 102 470	R13 248 130	R30 350 600	R2 509 565 192
MPU	R441 719 286	R368 656 295	R95 534 968	R0	R0	R905 910 549	R25 275 402	R8 044 848	R33 320 250	R939 230 799
NC	R78 789 201	R78 873 997	R84 541 612	R0	R0	R242 204 810	R39 481 138	R14 097 286	R53 578 424	R295 783 234
NW	R366 369 792	R252 143 616	R508 271 616	R0	R0	R1 126 785 024	R75 197 430	R1 845 774	R77 043 204	R1 203 828 228
WC	R158 853 120	R222 673 920	R290 122 752	R240 783 214	R9 262 404	R921 695 410	R151 175 906	R131 802 858	R282 978 764	R1 204 674 174
TOTAL	R3 711 721 521	R3 595 626 241	R3 833 034 047	R523 162 864	R67 005 474	R11 730 550 147	R579 040 642	R692 044 733	R1 271 085 375	R13 001 635 522

Source: ECDOE Budget Book, (2022)

2.2.4 The Economics of Education: The Link between Funding and Quality Education

It all started with the so-called 1966 Coleman Report, where Coleman and his co-workers found that family background characteristics and community level variables accounted for variance in student achievement at the school level, while school resource variables, such as pupil /teacher ratios, per pupil expenditures, or teacher characteristics accounted for no or slight variance.

As mentioned in paragraph 1.6.3, Coleman's work sparked an ongoing international debate. Gustafsson (2003) explains that whereas research traditionally concentrated on the effects of resources on results in an educational production function approach (where input factors are related to output in statistical models), recent meta-analytic integrations from different studies indicate positive effects of resources such as per pupil expenditure, class size, teacher education and teacher experience. Motala (2001), cited in Wildeman

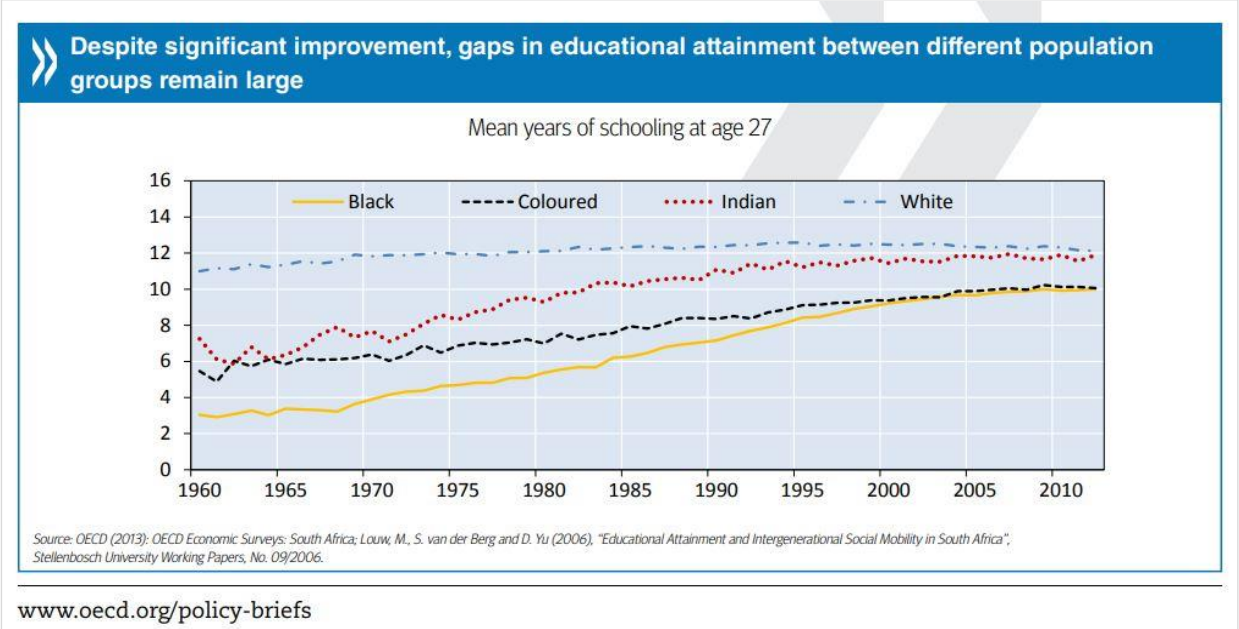
(2003) also warns against a simplistic approach to the relationship between investment in education and human capital development.

The following may indicate an increase in skill quality and relevance. South Africa has made remarkable progress in improving access to education, with upper secondary enrolment increasing by 35% since 2000. However, persistent inequalities and poor quality of education lead to poor educational outcomes. South Africa needs to improve the quality of primary and secondary education to ensure that all students acquire the skills they need to work and live (OECD, 2017). Enhancing equity, efficiency and effectiveness in resource use is essential to address South Africa's widespread social and educational inequalities and to meet the aspirations of its growing young population. Governments and industry actors should work together to increase the relevance of education, including vocational education and training, to the labour market and improve school-to-work transitions, especially for disadvantaged youth.

South Africa has made remarkable progress in expanding educational opportunities and addressing the injustices of apartheid. Access has been improved at all levels. This rapid expansion was fuelled by increased government spending on education. Today, South Africa invests more than 6% of its GDP in education, equivalent to spending on education in OECD countries. However, persistent low quality and inequality in schooling have prevented South Africa from benefiting from this investment (see Figure 1.4). Learning outcomes are expected in international comparisons and comparisons with neighbouring countries. A recent comparison of global assessment results by the (OECD, 2017) found that more than two-thirds of South African students lacked essential skills, far fewer than in any other middle-income country surveyed. Instead of supporting social mobility, South Africa's education system widens inequality (OECD, 2017). A severe shortage of qualified teachers, inadequate infrastructure, and limited access to early childhood education and care (ECC) have led to widening academic achievement gaps between wealthy and poor students, particularly among black Africans. School dropout rates are high. South Africa's Vocational Education and Training (VET) system does not offer alternative pathways to further education or employment. Due to low quality, low status and poor relevance to the labour market, the system is ill equipped to meet the needs of the country's growing young population. The government is aware of these challenges. The National Development Plan 2030 offers a bold vision for education reform, rightly

focusing on improving learning outcomes through robust assessment, quality education and improved access to ECEC.

Figure 2.6: Mean Years of Schooling



(**Source:** https://www.oecd.org/southafrica/south-africa-improving-quality-and-relevance-of-skills.pdf, (2017))

The (OECD, 2017) estimates that annual GDP growth in South Africa would be 1.65% higher if all students currently in school had mastered basic skills. Higher skill levels make it easier for young people to get decent jobs. Therefore, improved education and active labour market policies could significantly reduce South Africa's high youth unemployment rate. Findings from the OECD's International Program for the Assessment of Adult Abilities (PIAAC) show that higher skills also bring critical social benefits in better health outcomes, greater self-confidence, and more active involvement in the political process. Getting children from low-income families to school early and ensuring that they receive the same quality of education and learning infrastructure as children from wealthier communities is the most effective way to tackle South Africa's vicious cycle of inequality and poverty.

2.2.5 Learner Discipline and Applied Disciplines

One of the study objectives the researchers focus on is disciplinary referrals and funding spent to ensure the learners and their behaviour are improved to achieve better outcomes. Berg & Cowell, 2013 defined disciplinary referrals as Abusive language, physical hostility, insubordination, bullying, property destruction and illegal substance usage are all examples of inappropriate behaviour. The data gathered classified general education vs special education population referrals for disciplinary action into two categories: public education vs special education and repeat offenders into public education vs special education. Researchers state misbehaviour could be stopped or prevented before educators wrote a referral if there was better classroom management, and vice versa; with referrals, the school disciplinarians would have more time to help learners and feel less overwhelmed (Ntuli, 2012).

The concept of discipline relates to helping children develop self-control, motivation, guidance, feel-good, and design-thinking skills (Grootman, 2003). In the Collins English Dictionary, 2003) Discipline means obligatory training or conditions for the improvement of physical performance, regular training, and self-discipline by rules and authority, conditions of behavioural improvement resulting from such training or conditions, punishments or reprimands or defined as a classification of rules of behaviour and practice. Consistent with the definition of the discipline above, Burger (2006) states that discipline is necessary at the school level to ensure that schooling takes place and there is interaction between the teacher and the learners.

With regular analysis of problem behaviours from discipline referrals, School Management Teams can quickly support students' behaviours before they become entrenched (Sugai *et al*., 2000; Walker & Sprague, 1999). The use of a data-driven response to intervention (RTI) process, an early screening plan and an effective plan, and a menu of evidence-based, trauma-focused interventions serve as the keys to reducing disproportionality in discipline referrals. When this process is carried out correctly, information indicates that the targeted and specific interventions work as students' progress well (Williams, *et al*.,2017).

Vincent and Tobin (2012) presented that learners with poor discipline also have poor academic outcomes/results in the United States public school system, and research has indicated and documented a high number of disproportionately disciplined referrals.

Disciplinary referrals in South African schools refer to the process by which learners are referred to disciplinary committees or other authorities for violations of school rules or codes of conduct. Disciplinary referrals are essential for maintaining order and promoting a safe and supportive learning environment in South African schools.

Several studies have explored disciplinary referrals in South African schools. For example, a survey by Du Plessis and Moolman (2018) found that the most common reasons for disciplinary referrals in South African schools were bullying, disruptive behaviour, and drug and alcohol use. The study also found that learners from disadvantaged backgrounds and those with special needs were more likely to be referred for disciplinary action. Another study by Naidoo *et al*., (2017) found that the process of disciplinary referrals in South African schools could be improved using restorative justice practices, which focus on repairing harm and restoring relationships rather than punitive measures.

The confidence of parents of students in public schools is based on the school district's ability to improve academic achievement (Chen *et al*.,2018; Jacob & Lefgren, 2007) while also keeping students disciplined and safe from physical and cyberbullying attacks (Butcher 2019; Rabovsky 2011). An increase in discipline spending relates to a statistically significant improvement in academic performance metrics, especially mathematics preparedness (Chen *et al*., 2018).

Section 8(2) of the South African Schools Act, (1996) refers to the code of conduct for learners, stating that it must establish a disciplined and purposeful school environment dedicated to improving and maintaining the quality of the learning process. According to the Personnel Administrative Measure (PAM), the principal is responsible for the direction, counselling, discipline, careers, and general welfare of students (Van Rooyen, 2011), and school discipline should be compatible with the child's rights and dignity.

Disciplinary referrals in South African schools are essential for maintaining a safe and supportive learning environment. It is vital to ensure that the process is fair, equitable, and effective in addressing the underlying causes of the behaviour. Initiatives such as restorative justice practices and counselling services have been introduced in some schools to support learners and address the underlying issues that may contribute to disciplinary referrals.

2.2.6 Learner Attendance

The learner attendance rate, as defined by Middleton, (2018) is the percentage of a school or district's overall student population physically present in school on any given day. The absenteeism rate is defined as the percentage of students who miss at least 10% of their enrolled days for any reason, including excused and unexplained absences, as well as days absent due to out-of-school suspensions served (includes both explained and unexplained reasons for absences, as well as disciplinary absences (e.g. out of school suspensions)). The Learner Attendance Policy and the SA Schools Act, made some suggestions regarding learner attendance, including Enrolment ratios for Grades 8-10-12 to measure school performance, Policy for learner attendance and clear guidelines. (Eastern Cape Department of Education circular: 2021:4). The Department of Education in South Africa recommends a Learner-To-Teacher Ratio (LER) 30:1 for schools. Overpopulated classrooms result in teacher shortages and inadequate schooling, as revealed by the 2021 School Realities Publication, EMIS. The Eastern Cape is one of the top provinces with higher learner-to-teacher ratios and received the second-last lowest pass rate in the 2021 cohort of matriculants in South Africa.

The Eastern Cape showed a noteworthy decrease in attendance rate from 96% to 92% between 2020 and 2021. Only 74% and 84% of parents and caregivers inhabiting the Free State and Eastern Cape report that all learners returned to school in 2021 after the COVID-19 pandemic (StatSA, 2022). According to Shepherd and Mohohlwane (2012), it must be distinguished that the NIDS-CRAM[1] survey is not premeditated to be provincially representative, and these results should be seen as cautious and revealing rather than decisive.

[1] National Income Dynamics Study – Coronavirus Rapid Mobile Survey

When the department provides enough classroom space, clean water, electricity and sanitation for all their learners that can be classified as quality education. In rural and poor areas, improved learners' performance and increased attendance rates come through comfortable and safe infrastructure. What also enhances attendance amongst learners is the elimination of the phenomenon of "learners under stress" and unsuitable conditions (Koledade, 2008:36). Because of this living arrangement, some learners stay apart from their parents, resulting in a low school attendance rate. Affordability and potential benefits of meaningful access to education are directly affected by poverty (Mgushelo, 2018)

Learner attendance is one of the factors that determine the budget given to schools. Therefore, the researcher will focus on the number of learners at the school and compare that with what the department pays the schools per the norms and standards. To provide quality education means there must be enough classrooms, proper sanitation facilities, clean water and electricity for learners. The learners' performance and attendance rate, especially in rural and poor areas, can be expected with reliable and safe infrastructure. The dismissal of the sensation of "learning under stress" and improper circumstances will improve attendance among learners (Cox, 2015)

London *et al*., (2016) indicated that learners with problems attending school (attendance issues) are likely to have a chronic absence pattern throughout their school career, which is expected to negatively affect their academic performance. Learner attendance refers to the regularity with which learners attend school, which is an essential factor in their academic achievement and educational outcomes. In South Africa, learner attendance has been an area of research interest, as high rates of absenteeism and low attendance can affect the quality of education provided in schools.

Several studies have explored learner attendance in South Africa. For example, Spaull and Kotze's (2015) survey found that learner absenteeism significantly predicted poor educational outcomes and that learners from low-income households were likelier to be absent from school. Similarly, a study by Motala *et al*., (2013) found that learner attendance was a significant predictor of academic achievement, and interventions aimed at improving learner attendance could lead to improved educational outcomes.

Other studies have explored factors that can affect learner attendance in South African schools. For example, a study by Taylor *et al*., (2019) found that factors such as school infrastructure, teacher qualifications, and classroom environment were significant predictors of learner attendance, highlighting the importance of addressing these factors to improve learner attendance rates.

Improving learner attendance has been identified as a critical strategy for improving South Africa's education quality. Initiatives such as the National School Nutrition Programme and the School Attendance Improvement Strategy have been introduced to support learners and address factors that can affect learner attendance (NSNP, 2013).

Learner attendance in South African schools is defined as students' regular and punctual attendance in their classes. The South African Schools Act, 1996 (Act No. 84 of 1996) stipulates that attendance is compulsory for all learners of school-going age, subject to certain exceptions such as illness or other justifiable reasons.

The Department of Basic Education has also developed policies and guidelines for learner attendance in South African schools. In their "Learner Attendance Policy", (1996) document, the Department emphasises the importance of regular attendance for academic progress stating, "The greater the number of school days attended by learners, the greater the chances of success in academic achievement" (Department of Basic Education, 2010:2). The policy also outlines the procedures that schools must follow to monitor and address issues related to learner attendance.

In addition, the Minimum Uniform Norms and Standards for Public School Infrastructure, developed by the Department of Basic Education in 2013, includes provisions related to learner attendance. The norms require that schools have adequate facilities for learners to attend classes, including classrooms, toilets, and clean drinking water (Department of Basic Education, 2014). School attendance has a significant impact on students' academic success. According to Roby's, (2004) School Attendance Hypothesis, frequent school attendance can assist students achieve intellectual brilliance. Similarly, Fleming, (2008) emphasises that students must attend school regularly to fully participate in classroom activities.

There is a growing amount of research on the academic achievement (as measured by graduation and retention) of publicly sponsored students vs self-financed students (De Villiers *et al*., 2013; DHET, 2018, 2019). In the South African context, however, there is a gap in understanding the relationship between funding and accomplishment (as measured by academic scores).

Wildschut *et al*., (2020) discovered that the relationship between all funding types and academic achievement is relatively weak, with self-funding and other funding forms having a stronger association. Learner attendance is an important aspect of education in South Africa, as it is essential for academic progress and success.

2.2.7 Learner and Teacher Activities

In South Africa, the general academic admission requirements will vary depending on the level of education you wish to study. The minimum admission requirement for a bachelor's degree is a National Senior Certificate (NSC, 2022). A certificate of exemption from the matriculation endorsement is required as issued by the Matriculation Board or a conditional admission certificate issued by a university of technology. As per the introduction, the researcher indicated that it is essential in this study to consider the learner activities that the department finances and to establish how these contribute to the achievement of the pass rate of the grade twelve learners.

The OECD, (2017) concluded that teachers would continue to be fundamental to educational delivery, and the quality of education will depend mainly on the quality of teaching and teacher effort. Logically speaking, like other global economies where a skilled workforce is critical to value creation, the knowledge industry (education) will increasingly depend on the quality of human capital (teachers). Parents are essential in any educational strategy, but most parents expect teachers to teach their children. If teachers are critical, education policymakers should ask who teachers are, how they see their role in the system, and what incentives, regulations, and training can enhance their efforts. There is a need to have a clearer picture of how to improve the ability to impart knowledge. to students.

Learner and teacher activities lead to positive outcomes and improved results. The researcher will focus on the positive interactions between the learners and teachers and how they enhanced matric results. The learner graduation rate, or the matriculation rate, refers to the percentage of learners who complete the final year of secondary school and receive their National Senior Certificate (NSC) in South Africa. In South Africa, the matriculation rate is an essential indicator of educational outcomes and is used to evaluate the education system's effectiveness.

Several studies have explored the matriculation rate in South Africa. For example, a study by Reddy *et al*. (2016) found that the matriculation rate in South Africa had increased over time but that significant disparities existed between schools located in different areas and serving diverse student populations. Similarly, a study by Mohohlwane and Khumalo (2019) found that factors such as poverty, language barriers, and lack of educational resources could affect the matriculation rate.

Other studies have explored the relationship between the matriculation rate and different educational outcomes, such as university enrolment and employment. A study by Jansen *et al*., (2018) found that learners who completed enrolment were more likely to enrol in university and obtain jobs, highlighting the importance of improving the matriculation rate to improve long-term outcomes for learners.

2.2.8 Teacher Satisfaction

The study also aims to identify how school funding affects teacher satisfaction. Overcrowded classes and less attentive learners lead to teachers' frustration and reduced job satisfaction. Teachers become dependent on the learners' speed, which hampers them and the teaching profession in general (Mankgele, 2023).

The encouraging point is that most teachers are satisfied with their work despite workplace challenges. Satisfaction goes a long way, breeds commitment and motivates teachers and learners in their tasks. The Department of Education should consider more incentives for teachers who take advantage of the participants' positive sentiment, which will improve their work and assist learners in doing better in subjects like Physical Sciences (Koti, 2016).

The shortage of resources for teachers may lead to decreased capacity for educators and teaching staff. Outcomes of work stress are predictable and can be related to low teacher work satisfaction, that is, emotional distress and low self-esteem. The after-effect of enduring strain is exhaustion. Under pressure, teachers experience exhaustion, irritability, tension and headache regularly (Okeke & Mtyuda, 2017).

Teachers experience factors that prejudice their work engagement, especially in rural Eastern Cape and KwaZulu-Natal. Job satisfaction can be weighed against other factors that affect the teacher's work and their motivation to teach in other areas (like rural areas) is less and greater in urban areas. (Dehaloo & Schulzze, 2013).

In India, several studies have concentrated on primary and secondary school teachers and their satisfaction (Sivakumar & Chitra, 2018). For employees to achieve the organisational standards, they must work in an environment, which permits them to work without problems freely to reach their full potential (Raziq & Maulabakhsh, 2015). Hughes (2006) indicated that when teachers combine problem solving and learning with the professional community, it provides a powerful motivator and a significant source of job satisfaction.

Zaid *et al*. (2020) stated that leadership by the principals is important for their and teachers' job satisfaction. However, finances are the main factor ensuring all-inclusive school activities are achieved. There are differences in findings amongst researchers, with Norazmi (2020) finding that the relationship between teacher job satisfaction and financial resources is low. There are not many studies on teacher job satisfaction, and the ones that are there are for special schools and indicate that the level of teacher satisfaction is low.

Teacher job satisfaction refers to the level of contentment or fulfilment teachers experience in their work (Toropova, *et al.,* (2021). In South Africa, teacher job satisfaction has been an area of research interest, as it can affect the quality of education provided in schools and impact student outcomes. Several studies have explored teacher job satisfaction in South Africa. For example, a study by Oladele and Mabokela (2018) found that workload, remuneration and working conditions were significant predictors of teacher job satisfaction. Similarly, a study by Pashiardis and Baloğlu (2012) found that factors

such as job security, professional development opportunities and supportive leadership were positively associated with teacher job satisfaction.

Other studies have explored the relationship between teacher job satisfaction and teacher retention. A survey by Mestry and Kloot (2017) found that teacher job satisfaction was a significant predictor of teacher retention in South African schools, highlighting the importance of addressing factors affecting teacher job satisfaction. Michaelowa (2002) indicated that low salaries and plethoric class sizes are the major sources of low teacher job satisfaction and student performance.

Improving teacher job satisfaction has been identified as a key strategy for addressing teacher shortages and enhancing South Africa's education quality. Initiatives such as the Integrated Quality Management System and the Teacher Development Programme have been introduced to support teachers and address factors that can affect their job satisfaction (Mestry, 2009).

Maforah, (2015) indicated a gap in the job satisfaction of principals of previously disadvantaged secondary schools. Principals were unhappy with their salary, working environment and learner performance.

Improving the matriculation rate has been identified as a key strategy for improving the quality of education and increasing access to higher education and employment opportunities in South Africa. Initiatives such as the National Senior Certificate Examination and the Schools Master Plan have been introduced to support learners and improve the matriculation rate.

2.3 RESEARCH GAP THAT THE STUDY SOUGHT TO ADDRESS

Above all, the constructs in the conceptual model have been discussed. The literature reviewed indicated studies where relationships were identified between norms and standards and learner performance, and others did not find the same relationship. This means that there is no research gap in this area. Previous studies were done by (Van Rooyen, 2016), who found no relationship between norms and standards and learner

performance. (Coleman, (2016); and Hanushek_, 2006) found there is relationship between norms and standards and learner performance. This also indicates that the study can be reliable (Lobiondo-Wood, 2013) and has been investigated by other researchers with different outcomes. Van der Berg, 2007); (Van Rooyen, 2016) performed studies with public schools in quintile 4 and 5. This study, therefore, identified a gap that there were no studies performed for public schools in quintile 1-3. Van der Berg 2007 study indicated a substantial disparity between the poorest and the richest schools. Since 80% of students attend the poorest schools, the researcher developed a hypothesis that schools in quintiles 1 -3 (poorest) performed better than schools in quintiles 4 -5 because they receive more funding from the government.

Ntuli, (2012) indicated learners needed more discipline to perform better. Vincent & Tobin presented that learners with poor discipline will perform poorly. (Chen *et al*., 2018) indicated that an increase in disciplinary spending will improve academic performance. There is not a lot of research dealing with the relationship between norms and standard and disciplinary referrals, and the research seeks to address this gap.

Learner attendance was indicated (Mgushelo, 2018) as a factor that influences learner performance. (London *et el*., 2016) was of the same opinion that learners with disciplinary problems will perform poorly at school. Most of the research around learner attendance only focuses on the disciplinary factor and performance, and the researcher identified a gap that school funding should be testing against learner attendance.

The researcher also observed that there was not a lot of investigation into the learners that gain entry to university and the norms and standards associated with school funding. There is a gap and a lot more studies can be done in this area. Jansen *et al*., 2018 indicated the importance of learner performance and enrolment in universities and that grade twelve results need to improve to enrol more learners on universities.

Coetzee (1999) indicated that teachers become dependent on the learner's speed of learning, which hampers them and the teaching profession in general, and do not find job satisfaction in teaching. Under pressure, teachers experience exhaustion, irritability, tension and headache regularly, tension and headache, regularly identified by (Okeke & Mtyuda, 2017) as challenges for teachers. Norms and standards were not indicated as

one of the factors. School funding should assist teachers in working under better working conditions. The research saw this as a gap and included it as a research objective.

As per the conceptual model, literature review and the research objectives, the researcher has identified norms and standards (school funding), learner performance, disciplinary referrals, learner attendance rate, university entrance, and teacher job satisfaction as areas to investigate.

2.4 CONCLUSION

This chapter has reviewed existing literature on the topic. The review began by clarifying the concepts of the study and the conceptual model and its constructs, the economics of education: the link between funding and quality education, learner attendance rate, learners and teacher activities and job satisfaction. The literature review was done in order of the conceptual model, which indicates the impact of Norms and Standards on Learner Achievement, Disciplinary Referrals, Attendance Rate, University Entrance and Job Satisfaction. This chapter addressed the research gap through the review of literature. The next chapter presents the research methodology which was adopted.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this third chapter, the research methodology that was used to gather, examine, and evaluate study data is discussed and supported. It focuses on the decisions the researcher makes about the collection and analysis of study data (Weinreich, 2009). The research paradigm that was chosen and the research approach in data analysis are covered first in this chapter. The research sample, the sampling plan that was used, and the study design that was adhered to are also covered in this chapter. Large samples are possible in quantitative research and are regarded as being taken from the population. Discussions are held regarding aspects of data collection, including the creation and administration of the study instrument.

There are fundamental limitations, namely that this approach may not provide detailed reasons for the specific behaviour of the data concerning the dependent variables. Gruszczyński (2022) points to the frequent use of quantitative methods in accounting research as a particular methodological choice because there were many data to analyse, and it is a difficult way to test questionnaire results, and it is supported using statistical tools and techniques, this study applied statistical tools and methods to test the collected data. School finances and other variables are numerical, and it is easier to analyse the data mathematically and with statistical methods and techniques to examine correlations and identify relationships and differences.

Once that was done, the result was discussed. The results of the sample are accepted as if they were representative of the entire population (Martin & Bridgmon, 2012). Ethical considerations and the procedures for testing hypotheses will close off the chapter.

3.2 RESEARCH PARADIGM AND ORIENTATION

The philosophical system that this exploration depends on is epistemology. This study inspected the hypothesis and information around the review's goal. The review follows an objectivist epistemology. Before discussing the paradigmatic assumptions of this

study, it is important to discuss paradigms, which are defined as a basic set of beliefs or assumptions that guide a researcher ‘s inquiry (Rocco *et al*., 2003). A paradigm is a framework or worldview from where knowledge is streamed (Lincoln *et al*., 2011); it is a foundational perspective carrying a set of assumptions that guides the research process. Paradigms are often difficult to see because they are taken for granted (Babbie, 2013). The researcher is of the opinion that there is a set of facts, principles, and theories that can be relied on and are objective. These facts, principles and theories either already exist or will in the future. Researchers bring their own world views, paradigms, or sets of beliefs to the research project, and these inform the conduct and writing of the study Creswell (2007) and Mason (2002) indicate that in defining one ‘s paradigmatic perspective as a researcher, the interplay between ontological and epistemological assumptions, meta-theoretical underpinnings, the research questions and research methodology become prominent. At the level of praxis, there are four key elements of research: genre/design, methods/practices, theory and methodology. This study discusses the four aspects of the research philosophy. The philosophical sub structure of research consists of three elements: paradigm, ontology and epistemology. This study used a quantitative approach to quantify this reality and a positivists paradigm to guide the study, as the study is based on the view there is a single reality that can be measured and understood.

3.2.1 Epistemology

All human beings have an urge to know something and to understand information and have knowledge thereof. Epistemology can be characterized as connecting with the analyst's conviction about the beginning, nature and cut off points of human information and is a branch of philosophy concerned with the nature, origin and restrictions of human knowledge (Martinich & Stroll, 2023). This indicates epistemology as the study of people to have knowledge and is known as the theory of knowledge. To put it another way, epistemology is the foundation of what people believe to be true. It connects with how people try to make sense of the connection between appearance - what is considered detects what individuals detect - and reality concerning the real world.

An epistemology is a philosophical belief system about how research proceeds and what counts as knowledge. Our epistemological position informs how we enact the role of the

researcher and how we understand the relationship between the researcher and research participants (Leavy, 2004, 2011).

This school however is called Objectivist Epistemology. Specialists who hold the Objectivist Epistemology trust in principle unbiased observational language. In other words, information can be created from accurate perception as well as estimating of an examination peculiarity freely of the convictions of the human entertainers who perform such perceptions or potentially estimating. The fundamental characteristics of the philosophical orientation known as Objectivist Epistemology are objectivity, measurability and the independence of human actors. This research subscribe to an objective epistemology as the study aims to prove that social science and humanities are equally subjected to measurement as natural phenomena.

Going against the norm, there is an epistemology way of thinking called Subjectivist Epistemology, which disproves the possibility that reality and the resultant information about that reality can be impartially noticed and additionally estimated disregarding the memoirs of specialists – scientists' convictions as being moulded by their surroundings and their childhoods (Saunders, et al., 2016). The view that human beings' interpretations of reality are shaped and influenced by their historical and social backgrounds is at the heart of Subjectivist Epistemology (Zukauskas, *et al*., 2018). According to Leavy (2004), the subjectivist epistemology rejects theory neutral observational language and contends that knowledge is socially and historically constructed. As a result, as there are numerous historical and social constructions, there are also numerous "truths" whose truthfulness is contingent on how humans interact with and interpret the world internally and externally. The ramification of this conviction is that the people who hold it accept that information is, and truth is emotional and cannot be noticed or potentially estimated dispassionately. The researcher believes that subjective epistemology because of the curiousness that it might generate new knowledge about reality and truth and can be challenged and are not afraid to be wrong, have room for contestation of the resulting knowledge, and that it can always be improved (Martinich & Stroll, 2023).

3.2.2 Ontology

A philosophical belief system about the nature of the social world. Comprised of paradigm, ontology and epistemology and addresses the question “What do we believe?” The last segment has demonstrated the way that people can have alternate points of view with respect to the reality of a peculiarity relying upon various variables. Cosmology tries to further this discussion on the idea of information and how it ought to be created by checking out and dissecting who the 'being' truly is (Žukauskas, *et al*., 2018). Ontology aims to explain the nature of social entities and what they are. There are additionally two types of ontologies, specifically, Objectivist Metaphysics and Subjectivist Philosophy.

According to Fayolle *et al*. (2005), ontology is the broadest and most profound level, followed by epistemology, which is the second level and may be deduced from ontology. Ontology is concerned with the different ways of attaining knowledge, referred to as methodology. Each methodological choice consists of several specific methods and within these methods the researcher finds several alternatives for data gathering and analysis.

Research is all about being amazed at the world around us, and the steps we take to understand this world. It concerns how we think the social world is constructed or what we think the world is (ontology), and this shapes the way we believe we can know the world. How we look at the world (epistemology) and the methods we use, shape what we can see. The researcher is concerned with understanding the world, and such understanding is informed by their view of the world, their interpretation of understanding, and their perception of the purposes of understanding (Cohen *et al*., 2003).

An ontology is a philosophical belief system about the nature of the social world (e.g., whether it is patterned and predictable or constantly re-created by humans). Our ontological belief system informs both our sense of the social world and, correspondingly, what we can learn about it and how we can do so. Guba and Lincoln (1998) explained the ontological question as “What is the form and nature of reality and, therefore, what is there that can be known about it?” The study adopted an objective ontology, as the observations of the researcher were not biased or influenced by personal views or the context of the research.

3.2.3 Methodology

Methodological assumption - a quantitative design, a questionnaire instrument was adapted from a pre-designed questionnaire. Elements looked at and tested were the input of the constructs as indicated as Norms and Standards, Learner Performance, Disciplinary Referrals, Learner Attendance and Principals' Job Satisfaction, which indicate an element of performance, efforts, social influence, and behavioural intentions (Venkatesh *et al*., 2003).

The research methodology for the study was based on ontological and epistemological assumptions and axioms. As the study was concerned with consent as it relates to leadership and the study productively included elements of leadership and leadership methods assumed to be workable.

3.2.4 Axiology

Axiology can be defined as the role of values. The researcher's subjective values, intuition and biases are important—they play a role in the dialogue of social construction and inform his or her interpretation of the data (Venkatesh *et al*., 2012). Ontological assumptions about the nature of reality. Epistemological assumptions about what can be known. Axiological assumptions about what is important and valuable in research. Methodological assumptions about what methods and procedures are allowable within the paradigm (Venkatesh *et al*., 2003). Axiological assumptions about what is important and valuable in research. This research assumed the importance of school funding as indicated by Norms and Standards and how it will affect the learner performance of grade twelve learners and their quality of education.

3.2.5 Reason for the selection of research paradigm and orientation

This study adopted an objectivist epistemology on an epistemological level. This was informed by the specialist's conviction that, for information to be less contestable, it must be created in an objective way. The data analyst was of the view that, while the Subjectivist Epistemology could produce conceivable information about the reality of the

real world, it left such a lot of space for the contestation of the resultant information, thus the decision to opt for the Objectivist Epistemology.

After picking the Objectivist Epistemology, accordingly, it became regular that the review would follow the Objectivist Philosophy. The scientist's conviction has been impacted by inherent sciences, in which it is feasible to research and notice a peculiarity freely of the social and verifiable developments. To put it another way, the researcher is of the opinion that this kind of belief can be taken from the natural sciences and used in research in the social sciences. The researcher believes the objective truth will be discovered during the research.

3.3 RESEARCH APPROACH

The purpose of quantitative research is to predict, explain and generalize the outcomes of the research, whereas the purpose of qualitative research is to contextualize, interpret and understand the perspective of the actors. Regarding the approach, quantitative research begins with hypotheses and theories, using formal instruments such as questionnaires and reduces the data to numerical indices. The role of the researcher in quantitative research, is that of a distant observer, i.e. the researcher is detached from the research setting to ensure impartiality and objectivity, whereas in qualitative research, the researcher identifies fully with the researched phenomenon, and this may possibly lead to partiality and bias.

This implies that every researcher will approach research with a plethora of interlocking and sometimes contradicting philosophical assumptions and standpoints. Creswell (2007) indicates that the research design process begins with philosophical assumptions that the enquirers make when deciding to undertake a study.

Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. The analysis of numerical data is complex and must be addressed systemically. Quantitative research uses deductive reasoning. The research approach used to collect, analyze and interpret the data is discussed in this section.

3.3.1 Research approach to data collection

It has been contended that this study took on an Objectivist Epistemology. The ramification of that decision is that quantitative information should be gathered. Quantitative information can be characterised as information in mathematical structure (Keller, 2015). In this review, information was gathered through a study. With quantitative data analysis, one can look at two data types that need statistical analysis: descriptive and inferential. Descriptive statistics enable the researcher to consolidate and summarise the data collected.

Inferential statistics focus on “statistically significant” differences between two or more data groups. This can be classified into two types of inferential data: comparative and relationship data. In this review, as will be examined later under the "Instrument for Information Assortment" segment, the questionnaire utilized a Lickert-type scale. The poll was intended to gather information electronically, with members getting connections to the questionnaire through a link on their messages.

3.3.1.1 Types of quantitative data

3.3.1.1.1 Descriptive data

Descriptive data types can easily quantify variables (or variables) for a target group. For example, this research sent out questionnaires that look at data on how many grade twelve learners have passed. In this example, the variable is the pass rate, and the target group is grade twelve learners.

3.3.1.1.2 Comparative data

This quantitative data collection method structured / closed-ended questionnaire open-ended questionnaire, facilitated the comparing of two or more target groups centred on one or more variables. This study compares the pass rate in different schools as an example of comparative data.

3.3.1.1.3 Relationship data

Relationship data underlines trends, groups and relationships between two or more variables. In this study, the researcher determined the relationship between school funding and the performance of matric candidates (grade 12 learners).

3.3.1.1.4 Correlations and Regression Analysis

This research used statistical measurement to establish relationships between the funding and performance data (National Senior Certificate results). With regression, the researcher also presents a linear relationship between school funding and performance (National Senior Certificate results).

3.3.1.2 Advantages of Quantitative Research

3.3.1.2.1 Objective analysis

In quantitative analysis, bias is less likely to occur because the data that one works with is numbers (statistical). This means there is less room for a researcher's subjectivity to affect the results. In this study the objectives were to establish a relationship between Norms and Standards and learner performance. Both the constructs are numbers and cannot not be manipulated.

3.3.1.2.2 Easy to analyse

Compared to qualitative data, quantitative data is more accessible to analyse. What makes it easy to use is that one can use filters for a more in-depth view of the data when using online survey software. The data used in this study was analysis by using the SPSS software, which made it easy to be analysed.

3.3.1.2.3 Conclusions are generalisable

The findings can be generalised to the larger group if the sample of data (population) is demonstrative/representative of the study population.

The research methodology which was used in this study is quantitative. The research sought to identify the quality of teaching/the result of matriculants in relation to the financial support received. There are figures compared as part of the funding received by the schools. To test the causal relationships between variables, making predictions and

generalizing results to wider populations the researchers' approach is to use a quantitative research methodology and approach.

3.3.2 Research approach to data analysis

Neuman, 2013 indicated the approaches for data analysis are categorised according to the nature of the data which would be collected either quantitative or qualitative. The form of the data used in this study were quantitative. The researcher used the quantitative data analysis approaches (Sim *et al*., 2018) and a deductive approach to analysis the data. (Saunders *et al*., 2007) indicates that the deductive approach starts by making a proposition from existing theory, which is followed by collection and analysis of data to prove such proposition. The proposition made in this study is that Norms and Standards have influence on learner performance. This is the proposition that the data analysis sought to prove. The aim for using deductive approach was that there is existing knowledge regarding Norms and Standards and learner performance. This was used as existing theories as foundation for inquiry for this study.

This study made used of statistical analysis namely descriptive and inferential statistical analyses to achieve the research objectives and to test the hypotheses. Descriptive and inferential statistics were also used to inquire the level of Norms and Standards and learner performance. (Saunders *et al*., 2007) suggest that descriptive statistics describe the current state of a given phenomenon. To draw conclusions from a population through examining random samples inferential statistic are used (Collins *et al*., 2005). The study used ANOVA, correlation and regression modelling and significant testing were used to make inferences for into the reasons for observed relationships between Norms and Standards and learner performance.

3.4 THE QUANTITATIVE STRAND IN THE RESEARCH APPROACH

3.4.1 Coverage of the study

This study is based on the ECDoE located east of the Buffalo Metropolitan City, formerly known East London. Therefore, the study was conducted in the Buffalo City urban area,

east London, South Africa. The location was chosen because it was where the researcher worked and accessible to the researcher.

The Department has several mandates, including providing learner support materials, testing, training, and developing educators, designing, and delivering school performance management systems and procuring goods and educational services for schools (Ministry of Basic Education, 2022). ECDoE plays a supporting role for schools in implementing educational policies. In particular, the ECDoE is responsible for planning, supporting schools, providing monitoring and accountability services, and engaging with stakeholders (Department of Basic Education (DBE), 2022).

3.4.2 Target Population

The population that the intervention is intended to study and take conclusions from is known as the target population. A target population, also referred to as a target audience, is a group of people with characteristics that may be effectively defined to distinguish them from the general population (Suresh *et al.*, 2011).

The target population aims to comprehend and assess their preferences and behaviours to promote a particular good or service or to research a specific feature that frequently manifests itself in their behaviour, such as behaviour patterns. It is a notion that has to do with business market segmentation tactics.

In quantitative research, the term "target population" refers to the group of people or things the researcher wishes to analyse and draw conclusions about based on the data collected (Salkind, 2010). The target population for this study is senior secondary schools in East London. Only the quintile 1-3 schools are considered for this study. All quintile 1-3 senior secondary schools with grade 12 are part of the study as the matric performance and results are essential for the questionnaire analysis.

3.4.2.1 Research Procedure

The questionnaire strategy enabled one to collect quantitative data that can be analysed by using descriptive and inferential statistics. One can also use a questionnaire strategy

to collect data to suggest possible reasons for relationships between variables and generate models of these relationships.

In collecting the data, the researcher used a Lickert-type scale questionnaires with scaling questions, which were sent to head office officials in the education department and to principals in the BCM district. Information regarding the schools was be requested from the EMIS section in the department. Published information regarding funding resourcing, paper budgets and National Senior Certificate School Performance Report was analysed.

3.4.2.2 Research Participants

The public schools around the East London area were sampled. Questionnaires were sent to all principals and teachers who appear on the list for BCM schools, and schools with responses from the East London area were considered.

3.4.3 Sample Size Calculation

Randon sampling was the process of taking a subset of subject's representative of the entire population. The sample size must be sufficient to justify statistical analysis (Lammers, 2004). The Eastern Cape have about 5 311 schools across the province, which include primary, secondary, and combined public schools. These schools are from quintiles 1 – 5 and are within twelve districts in the Eastern Cape province. Buffalo City Metro is made up of schools in King Williams Town and East London. East London has about 282 primary, secondary, and combined schools in quintile 1 -5. This study only looked at senior secondary schools in East London for quintile 1 -3. The study used a sample of all the schools in the population. This sampling method is better known as the random sample method.

3.4.4 Research Design

Research design can be defined as the overall strategy or blueprint that the researcher uses to dictate the collection and analysis of data, and can be seen as the process of building, or planning the project research (Leavy, 2017). There are a few explorations plans from which a specialist can pick, and these incorporate cross-sectional, contextual

investigation, graphic, trial and correlational plans. Quantitative approaches to research centre on achieving objectivity, control and precise measurement. Methodologically, these approaches rely on deductive designs aimed at refuting or building evidence in favour of specific theories and hypotheses. Fallon (2016) refers to quantitative research as a “top-down process”. It ought to be noticed that this study embraced a cross-sectional review plan. Quantitative approaches are most used in explanatory research investigating causal relationships, associations, and correlations use of polls, Lickert-type scale questionnaires and surveys, the researcher collected statistical data for this study with the use of computational techniques. In this study the researcher used a 5-point Likert scale questionnaire.

The hypothesis that this study tested was whether the pass rate is more likely to be higher in schools that receive more funding from the department. The questionnaire strategy enabled one to collect quantitative data that can be analysed using descriptive and inferential statistics. As this study collected numerical data, the researcher used code to classify the data collected from the participants responses. A psychometric scale was then used to understand the views and the perspectives of the participants towards the school funding and learner performance, and the other constructs tested. From the collected data the researcher could also collect their attitudes and opinions. The rationale to make use of quantitative research as a design was to establish relationships and to test hypothesis, and determine the attitude, opinions and practices of the selected sample data. One can also use a questionnaire strategy to collect data to suggest possible reasons for relationships between variables and generate models of these relationships.

3.4.5 Sampling Method

When a small group is selected as representative of the whole, it is known as sample size. The method of selecting for study the portion of universe with a view to draw conclusions about the universe is called sampling (Myneni, 2007). Sampling method refers to the way that observations are selected from a population to be in the sample for a sample survey. Sampling is used when a researcher must collect data from a huge area, there is no requirement for percent accuracy, when the population is homogenous and where it is not possible to adopt census method (Myneni, 2007).

Statistical agencies prefer the probability random sampling. In business, companies, marketers mostly rely on non-probability sampling for their research; the researcher prefers that because of getting confidence cooperation from his respondent especially in the business sample questionnaire like consumer price index. A sample is a sub-set of a target population from which the researcher seeks to collect research data (Joshi *et al*. 2004). The sample can be selected through probability sampling method or non-probability sampling method, under which the sample elements are selected based on their accessibility and convenience to the researcher (Saunders, *et al*., 2015). The researcher looked at all the public schools in the Eastern Cape province which were around five thousand and selected to work only with public schools in BCM district, and only selected for this study only the secondary schools in the East London area from the quintiles 1-3, then only considered the secondary schools in the East London area for the sample which ended up to a number of fourth two secondary schools. The sample method used by the study can be indicated as a random sampling. This sample helped the researcher to answer the research question that was concentrated on secondary public schools in East London.

The public schools around the East London area were the sample frame. The questionnaire was sent to all principals who appear on the list for East London senior secondary public schools in quintile 1 -3, and the data from the responding schools was analysed. This study used the random sampling method, which is part of probability sampling methods. Random sampling is a type sampling technique where the researcher chooses to examine only a randomly selected part of population, which means it is an unbiased representation of the total population (Myneni, 2007).

3.4.6 Data collection methods

Vogt *et al*., (2014) indicated that for a study data are collected with the use of structured interviews, questionnaires, unstructured interviews, semi-structured interviews and observations among other methods. For this study, data was collected via a questionnaire. Fowler (2014) indicated that questionnaire research is the most widely used quantitative design in the social sciences. A questionnaire is defined as a list of items used to collect data from research participants about their experience, opinions, and attitudes (Vogt *et al*., 2014). In this study, the questionnaire was used because it

allows for the collection of structured numeric data. A well planned and well-executed questionnaire can provide and produce rich data in a format for simple interpretation and analysis (Ruel *et al*., 2016).

There are two primary methodological designs in questionnaire research: cross-sectional and longitudinal (Ruel *et al*., 2016). This study made used of a cross-sectional questionnaire that collected data for the sample at one stage at the time. The researcher ensured that there was a close link with the research questions and concepts that were measured to ensure a valid instrument for testing the constructs.

3.4.7 Instrument for data collection

A Research Instrument is a tool used to collect, measure and analyse data related to your research interests. Researchers are the instrument for research and humans are instruments for research. The research instrument, the questionnaire in this study was generated from a pre-determined questionnaire and derived from observations and ethnographic inquiries.

The questionnaire is a widely used and useful instrument for collecting information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyse. A research instrument can include interviews, tests, questionnaires or checklists. Wilkinson and Birmingham (2003) indicated that no single research instrument is inherently superior to others. It just depends how well the researcher use the instrument. The researcher used a questionnaire and ensured that the instrument is valid and reliable, is linked to the conceptual framework, can test the research questions and hypotheses, and is free from bias and appropriate for the context. The questionnaire included Lickert-type questions. This tool allowed the participants to only tick one answer on the rating scale (Wilkinson & Birmingham, 2003)

3.4.8 Pilot study

A pilot study must be performed when a researcher uses new questionnaire in a study (Polit *et al*, 2001). The pilot is used to test the question in the questionnaire, and the

validity and reliability of the measurement instrument (De Vos and Fouche, 2002). The questionnaire for job satisfaction that was used in this study is a pre-existing questionnaire whose internal consistency had already been assessed by using the Cronbach's alpha, a statistic calculated from the pair wise correlations between items (Williams, 2015). A measurement instrument is considered reliable if scores on similar items are related (internally consistent), and each score contributes some unique information to the measurement. Internal consistency ranges between zero and one.

According to Dale (2006), researchers planning their own surveys can find and 'reuse' existing tools. This forestalls the need to re-invent the wheel. Despite this being entirely doable, this consideration of existing inquiries is not something frequently considered by researchers. This is partly due to the pressure to be "original" in the academic and research communities, but also because people are unaware that such questions are available.

In this study a pre-existing questionnaire was used, therefore there was no need to do a pilot study. The researcher just sent the questionnaire to participants to answer as the reliability test was already done on the questionnaire.

3.4.9 Data Analysis

Analysis in this study was number-based for example the participants' gender, participants language and years of teaching experience were converted into numbers to be analysed.

The purpose of using quantitative analyses was to measure between different groups, to establish relationships between constructs and was to test the hypothesis.

3.4.9.1 Descriptive Statistics

The descriptive statistics focussed on the sample that was used in the research and to investigate the impact of Norms and Standards on learner performance. The tests performed in the study was to test and determine the mean to provide mathematical averages, the median which indicate the midpoint in the range of a group of data, the

mode that showed the most common occurrence in the data set, and standard deviation that indicate how close numbers were from the mean (the average). This test was performed to determine the mean and standard deviation regarding the amount of funds given to school for the enhancement of learner performance, Jansen and Warren, (2020).

3.4.10 Validity and reliability

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. For example, a questionnaire designed to explore depression, but which measures anxiety would not be considered valid. The second measure of quality in a quantitative study is reliability, or the accuracy of an instrument. Meaning, the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions (Lobiondo-Wood, 2013). Collecting the information from principals was one way to ensure the information was reliable. In qualitative data validity might be addressed through the honesty, depth, richness, and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher (Winter, 2000). The researcher selected a population sampling, a questionnaire and an appropriate statistical analysis tool SPSS for the analysis of the data and to improve the validity of the data.

Reliability relates to the consistency of a measure. Reliability tests the accuracy of a test and is the degree to which a test or tool produce similar results under consistent conditions or in other words the precision of a test. A participant completing an instrument meant to measure motivation should have approximately the same responses each time the test is completed. Although it is not possible to give an exact calculation of reliability, an estimate of reliability can be achieved through different measures. (Lobiondo-Wood, 2013). Reliability tests whether a study is stable over time, meaning no matter at what time a study will be done that it will it produce the same result. If different people soes the same test and cannot agree on the interpretation test result will be little used.

In this study, the Cronbach's alpha was used to assess the validity of the research instruments used. According to Wadkar *et al*., (2016), a measure is presumed to be valid if the Cronbach's alpha is at least .70. The researcher calculated correlation coefficients to establish the reliability of the data. In chapter four the reliability analysis and with table

4.15 instrument reliability was also discussed to indicate that reliability testing was performed.

3.4.11 Administration of research instruments

Both the MSQ-SF and the ELQ were self-administered structured questionnaire. The questionnaire was administered manually, using Microsoft Word. The Microsoft Word document in the form of the questionnaire were distributed, electronically via email, to all the principals of senior secondary public schools in the East London area in the BCM district (as discussed in under Sampling Methods above). The questionnaire was emailed to all the principals, which were forty-two in total each individually, rather than in one email. That was done to maintain the privacy of participant. Once the responses were collected, the data was saved in Microsoft Excel, and then converted into IBM Statistical Package for Social Science (SPSS) ready for analysis.

3.4.12 Ethical Considerations

This section discusses the ethical issues which arose from the study and how they were mitigated.

3.4.12.1 Informed consent

In this study, the researcher informed the school Principals (educators in the BCM, East London section secondary public schools in quintile 1 -3) that their participation was voluntary and showed them the permission letter from the department. They were informed that they should freely (voluntary) participate in the study, and they were adequately informed of the study as the departmental approval letter was attached to the request for information. In that way the participants were free to decide whether to participate or not as explained in the permission letter from the department). The sampled participants were approached telephonically and via emails and the purpose of the study and the data collection process was explained to them. Participants were given appropriate time to respond and time to asked questions.

3.4.12.2 Confidentiality

The researcher informed the participants that the surveys must be completed anonymously and collected information would be managed with confidentiality, for this research only. In addition, participants were informed not to write their names on the questionnaire to ensure their responses could not be traced back to them. Confidentiality and anonymity of the participants was preserved as their names and identity was not revealed in the data analysis, data collection, reporting and study findings.

3.4.12.3 Deception, privacy and empowerment

Researchers view deception as violating of privacy and consent (McMillan & Schumacher, 2001). Therefore, the participants in this study were informed that they would not be betrayed or deceived by seeing the findings of research. It was, therefore, important that deception should be evaded. An undertaking that any potential for harm would be reported was made, and that the results would be communicated.

3.4.12.4 Harm, caring and fairness

This study did not have any physical harm among participants and participants did not experience any loss of interpersonal trust and personal humiliation during the study (Creswell, 2014, Leavy, 2017). In this study, participants were guaranteed that they would not be exposed to any mental and physical harm while participating in the study.

3.4.13 Procedure for hypothesis testing

The main purpose to test for hypothesis is to choose a parameter, where two parameters are competing, meaning the answer maybe be negative or positive. A hypothesis is assumed to be true unless there is strong evidence to the contrary. Chumney, (2010), define hypothesis testing as a statistical method that uses sample data to evaluate a hypothesis about a population, we conduct a study to test whether the null hypothesis is likely to be true. Hypothesis should be stated before the test is done, and this study assume that the pass rate is more likely to be higher in schools that receive more funding from the department.

The hypothesis for this study tested whether the pass rate is higher if schools receive more funding from the Norms and Standards. There was a sample compared with schools in the quintile 1-3 in the East London area against a sample of school in the quintile 4-5 schools which receives lesser norms and standards funding. The result was negative as the schools in quintile 4-5 pass rate are higher than schools in quintile 1-3. Also, the researcher could not establish a relationship established between the Norms and Standards and the grade twelve learner performance.

3.4.14 Measurements

Chu (2013) conducted a pilot study on teacher efficacy to evaluate the clarity of the items to be used in the formal study to ensure that measurement instruments were reliable and valid in the educational context before undertaking the formal study. Taking this material into account could help to shed light upon the extent to which certain questions can accurately measure one's concept of interest (Goertz, 2006). A 5-point Lickert scale, ranging from 1 to 5, was used for both measurements that were used in this study. The actions utilized in this study were embraced from Yukl, et al, (2011) (the ELQ) and from Weiss, *et al*, (1967), for the MSQ-SF. The MSQ-SF utilized the accompanying scale.

Table 3.1: The MSQ-SF

Response Choice	Score
Very Dissatisfied	1
Not Dissatisfied	2
Neutral	3
Satisfied	4
Very Satisfied	5

Source: Author's Diagram (2024)

3.5 CONCLUSION

This third chapter discusses and demonstrates the research methodology applied to collect, analyse, and interpret the research data. This chapter begins with a discussion of the research paradigm and orientation, research approach and the model applied,

followed by the data analysis research method and indicates the use of a quantitative approach. The researcher used a positivists paradigm to guide the study, and subscribed to an objective epistemology, subjective epistemology, and objective ontology. Furthermore, this chapter discussed the research approach and its benefits, and the data analysis. The study discussed the research coverage, target population, research -procedures, -participants, -sample, the sampling strategy and the research design, sample method adopted. Aspects of data collection such as the development of the research instrument, instrument for data collection was structured / close ended questionnaire, give a background on the pilot study and data analysis, and the data validity and reliability, and its administration of the research instrument, which was self-administrated, were also discussed. Once that was done, the ethical considerations, procedure for hypothesis testing and measurement were also discussed. The next chapter will present and discuss the research results.

CHAPTER 4: PRESENTATION OF RESULTS/FINDINGS

4.1 INTRODUCTION

The study's aim concerns the relationship between the Norms and Standards (School Funding) and learner performance. To fulfil this aim, quantitative data was collected from principals in East London senior secondary schools with grade 12 learners in the quintiles 1 to 3. Quantitative analysis is used to analyse the collected data in this chapter. Demographic data was the first data analysed from the data collected. After that, the data was analysed to test for reliability of the research questionnaire used to measure the variables. The researcher captured the data collected on the Statistical Package for Social Science (SPSS) and a statistician run queries on the software to analyse the data and provided results to the researcher for analysis. Analysis was done on the data to answer the research questions related to the study. The analysis is integrated with existing literature to assess whether the results support prior literature. The questionnaire consisted of ten (10) items and the first four items were general information related to the biographic information. The IBM Statistical Package for Social Science (SPSS) version 29 was employed to analyse the data. The data analysis included frequencies, custom tables, means, standard deviations, reliability analysis, correlation analysis and simple linear regression.

4.2 RESPONSE RATE

As per Chapter 3, the sample size was specified as a random sampling method, and it was determined that a sample of 42 participants as shown in table 4.1 (school principals) from East London senior secondary schools in quintiles 1-3 would participate in the study. The actual questionnaire yielded 40 valid responses, which represent 95%. Marx (2009) indicates that within the South African context, research by scholars indicates that response rates average between 25% to 38%; this is far above average, and the South African response rate is known to be lower than the international rate, which is seen as average at up to 61%.

Table 4.1: Number of Questionnaires

Questionnaires Distributed	Questionnaires Returned	Response Rate
42 Copies	40 Copies	95%

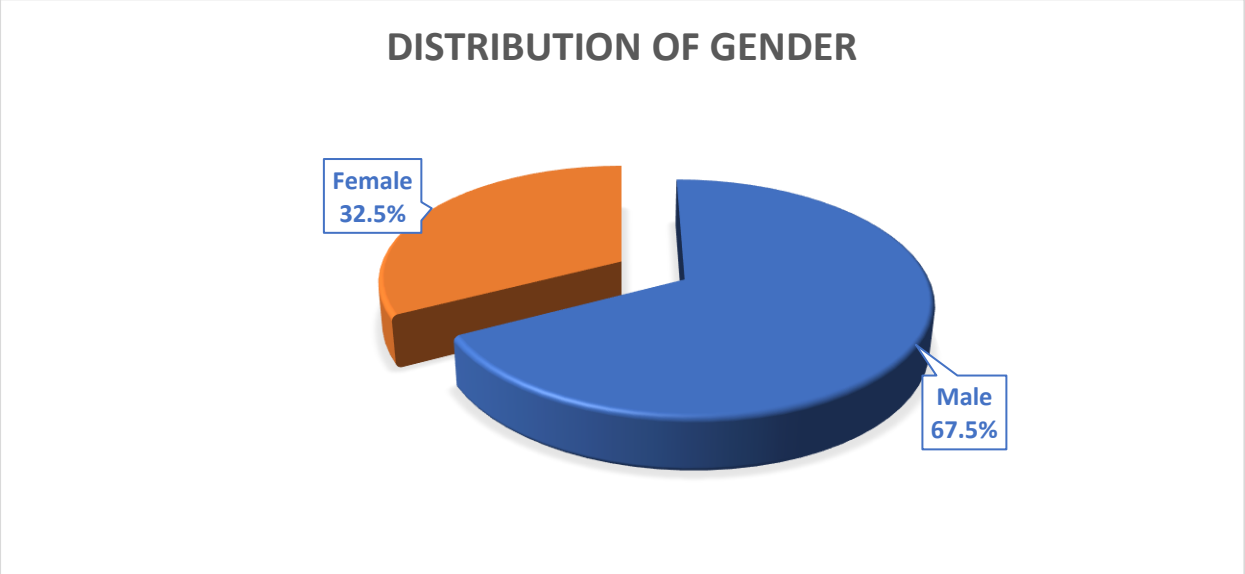
Source: Author's Diagram (2024)

4.3 DESCRIPTIVE STATISTICS

An easy way to read and understand the characteristics of collected data and the meaningful presentation thereof is through descriptive statistics (Ali *et al*., 2019). In this study, frequencies, custom tables, means and standard deviations were performed as part of the descriptive statistics.

4.3.1 Participants' Gender

Figure 4.1: Participants' Gender



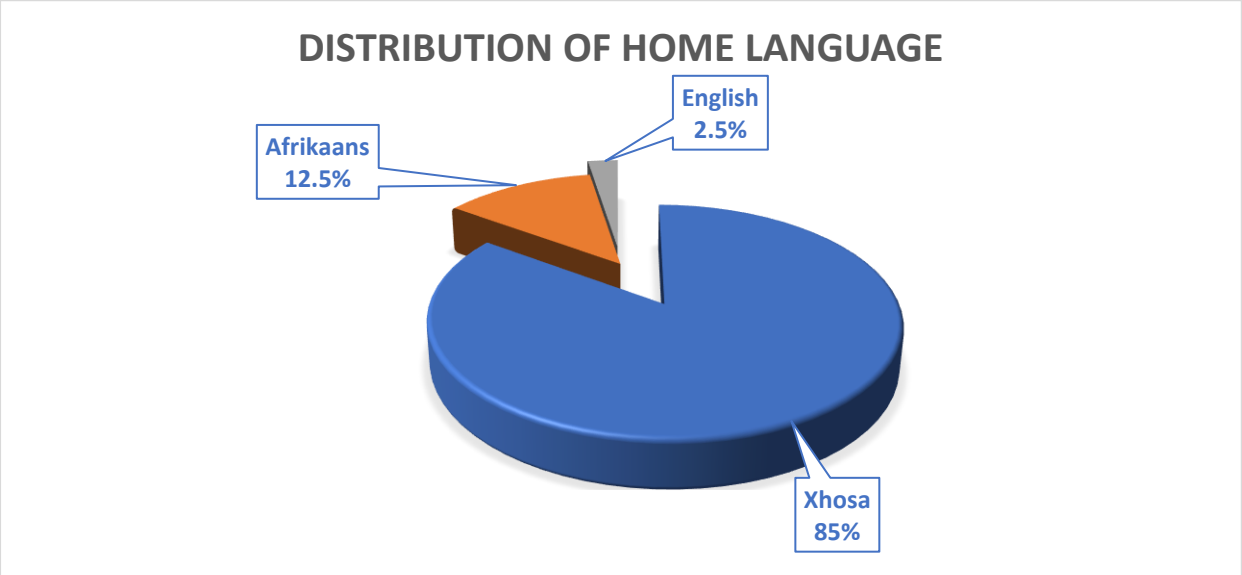
Source: Author's Diagrams

Figure 4.1 reveals the gender distribution of the respondents. It indicates that 27 respondents (67,5%) are male, and 13 (32,5%) are female. The implication of the finding suggests that the respondents consisted of more male principals 67,5% (n=27) than female principals 32,5% (n=13). This indicates that more male principals are in the teaching environment in the East London area for secondary schools in quintile 1-3. The

South African population, as at mid-year estimates, indicated approximately 51,1 % females (about 30,75 million) and approximately 48,9 % (about 29-39 million) males. Statistics in South Africa show that 47% of females in the workforce and 53% of males around August 2022 (https://www.statssa.gov.za). The existing labour dynamics in South Africa back the result.

4.3.2 Participants' Home Language

Figure 4.2: Home Language

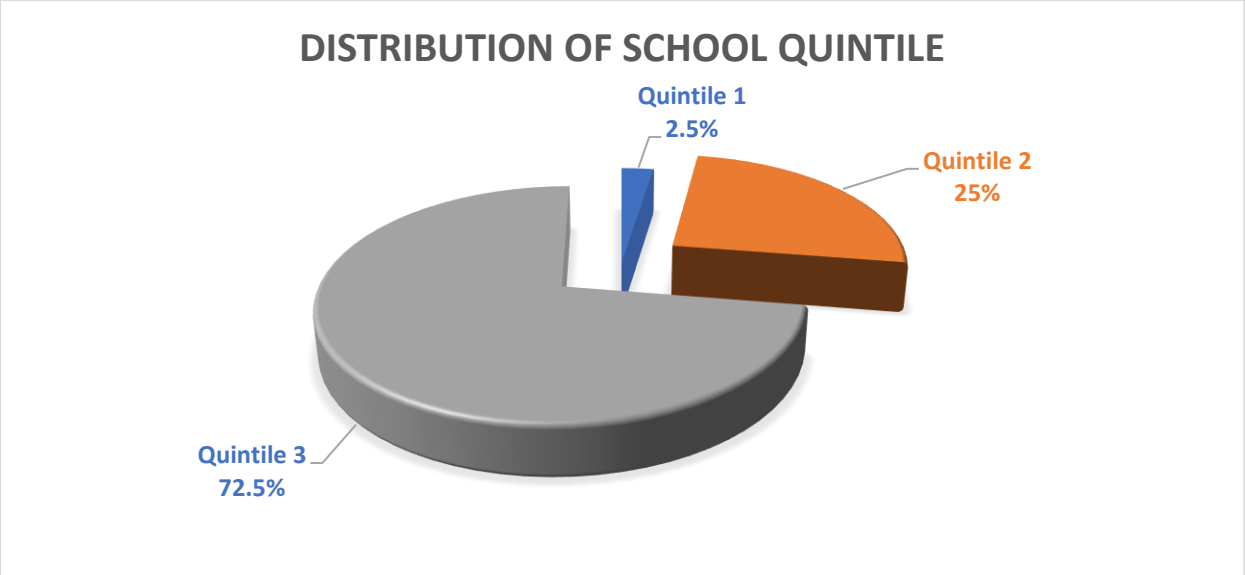


Source: Author's Diagram (2024)

Figure 4.2 shows the home language distribution of the respondents. It shows that 35 respondents (85%) speak Xhosa, five respondents (12,5%) speak Afrikaans and one respondent (2,5%) speaks English. The finding implies that Xhosa-speaking principals are the majority in the East London area for quintile 1-3 schools, constituting 85% (34 out of 40) of the sample. Afrikaans-speaking principals constituted 12,5% (5 out of 40), and English-speaking principals included 2,5% (1 out of 40). The spread of language spoken in the Eastern Cape indicated a distribution of 78,8% Xhosa-speaking people, with 10,6% Afrikaans-speaking people, 5,6% people speaking English and others represented 5% per the census information for 2022 (https://www.gov.za/provinces). The result is consistent with the language spoken in the province.

4.3.3 Participants' School Quintile

Figure 4.3: School Quintile

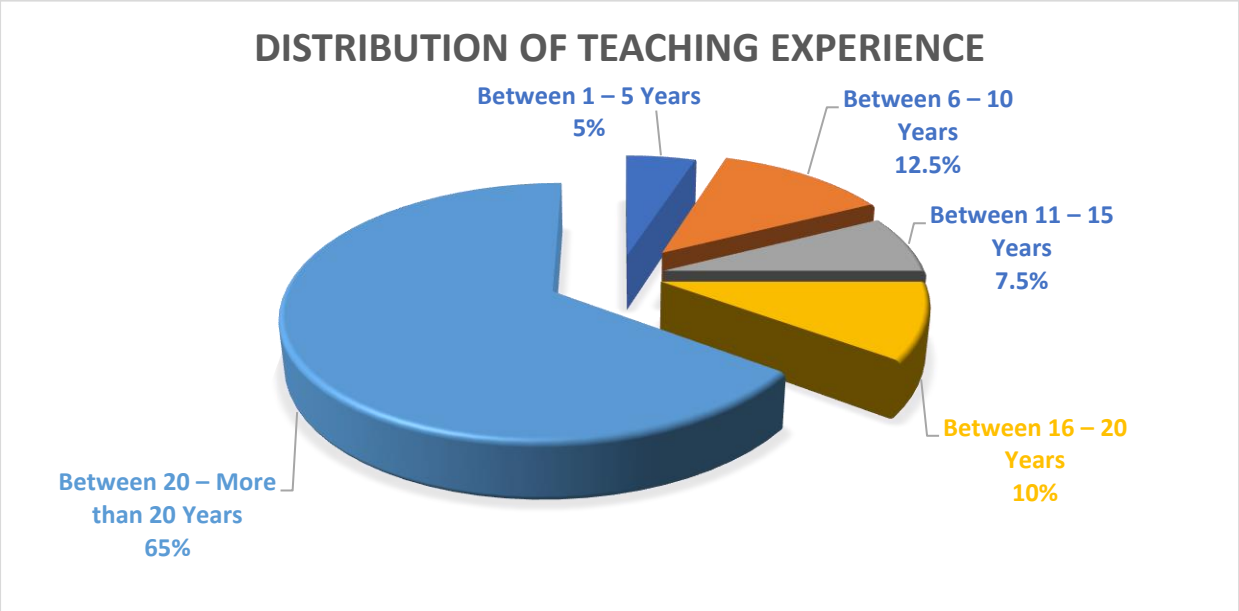


Source: Author's Diagram (2024)

Figure 4.3 shows the school quintile distribution of the respondents' schools. It shows that one respondents' school (2.5%) is in quintile 1, 10 respondents' schools (25%) are in quintile 2, and 29 respondents' schools (72,5%) are in quintile 3. South African public schools are classified into quintiles and this study only looks at schools in the East London area in quintiles 1 to 3. The implication of the finding shows that more schools in the sample are in quintile 3 with 72,5% (29 out of 40), with 25% (10 out of 40) of schools sampled in quintile 2 and 2,5% (1 out of 40) in quintile 1. These schools are public schools that are known as No-Fee Schools.

4.3.4 Number of Years of Teaching Experience

Figure 4.4: Number Teaching Experience



Source: Author's Diagram (2024)

Figure 4.4 shows the teaching experience distribution of the respondents. It shows that two respondents (5%) have between 1 - 5 years of teaching experiences, five respondents (12,5%) have between 6 - 10 years of teaching experience, three respondents (7,5%) have between 11 - 15 years of teaching experiences, four respondents (10%) have between 16 - 20 years teaching experiences, and 26 respondents (65%) have between 20 – more than 20 years teaching experiences. The implication of the finding shows that 26 principals representing 65% (26 out of 40), had more than 20 years of teaching experience, with 12% (5 out of 40) having between 6 to 10 years' experience, 10% represented a 10% (4 out of 40) with 16 to 20 years' experience, with 7,5 % (3 out of 40) representing principal with 11 to 15 years teaching experience and 5% (2 out of 40) had 1 to 5 years teaching experience. This means the principal had a lot of experience and knowledge and, as participants, can be trusted to give credible responses to the questions in the survey.

4.4 SUMMARY STATISTICS AND NORMALITY TEST

Table 4.2: Norms and Standards

	2020			2021			2022		
	Mean	**Mini mum**	**Maxi Mum**	**Mean**	**Mini mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi Mum**
Norms and Standards	638171.23	94811	1396944	769934.83	121911	1652687	999005.70	152464	2127166

Source: Author's Diagram (2024)

Table 4.2 shows the Norms and standard analysis table 4.2 were done over the three years 2020, 2021, and 2022; these are the funds received by schools from the Department of Education. The mean was calculated by adding all the funds received divided by the number of schools/ participants (n=40). In 2020, the average received by schools, represented by the mean, was R 638 171,23. For the same year, the minimum funding received by a school on the sample was R 94 811 and the maximum was represented by R 1 396 944. In 2021, the average received by the schools, represented by the mean, was R 769 934,83 (which indicates a 20,65 % increase). For the same year, the minimum funding received by a school on the sample was R 121 911, and the maximum was represented by R 1 652 687. In 2022, the average obtained by the schools, represented by the mean, was R 999 005,70 (which indicates a 29,75 % increase). For the same year, the minimum funding received by a school on the sample was R 152 464 and the maximum was represented by R 2 127 166.

Table 4.3: Other Funds

	2020			2021			2022		
	Mean	**Mini mum**	**Maxi Mum**	**Mean**	**Mini mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi Mum**
Other Funds	3702.08	0	94983	2815.63	0	112625	2850.00	0	114000

Source: Author's Diagram (2024)

Schools have ways of receiving funds separately from the funds from the department, which are classified as Other Funds indicated in table 4.3. Not all the schools indicated Other Funds, as one must understand these schools are in the poorer areas. Looking at the intensity of poverty in South Africa's nine provinces, Eastern Cape has the second highest percentage of 43,3% after Northwest Province with 44,1% (https://southafrica-info.com/people/mapping-poverty-in-south-africa/).

Over the three sampled years, the mean/average was R 3 702, 08 in 2020, R 2 815,63 in 2021 and R 2 850 in 2022. It shows a 29,90% decrease, which could be because of COVID-19, which meant that parents could not afford to contribute to funding the school. The maximum of other funds received by schools increased from R 94 983 in 2020 to R 112 625 in 2021, representing 15,66% and from 2021 to 2022, the increase was 1,21%.

Table 4.4: Annual Budget

	2020			2021			2022		
	Mean	**Mini mum**	**Maxi Mum**	**Mean**	**Mini mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi Mum**
Annual Budget	1285066.70	50000	24491100	714370.28	50000	3100233	947905.95	100000	3606423

Source: Author's Diagram (2024)

Table 4.4 indicating school budgets with the approval of the SGB, which usually happens at the start of the last term in the academic year, around October and November. The mean decreased by 44,42 % from 2020 to 2021 and increased by 32,70% from 2021 to 2022. The minimum budget amount stayed the same for 2020 and 2021 and grew by 100% from 2021 to 2022. The maximum school budget increased by 87,34% from 2020 to 2021 and from 2021 to 2022 by 16,32%.

Table 4.5: Learner Achievement

	2020			2021			2022		
	Mean	**Mini mum**	**Maxi Mum**	**Mean**	**Mini mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi Mum**
Pass Rate	65.6283	20.50	100.00	70.93	27.10	92.20	72.4450	44.70	93.20

Source: Author's Diagram (2024)

Becket and Brookes, (2005) indicated that a lot of research has been conducted to assess the quality of education and concluded that there is no standard to measure the quality of education. Learner achievement represents the pass rate for schools with grade 12 learners in table 4.5. The Eastern Cape over the years pass rate was in 2020: 68,1%, in 2021 73% and in 2022 it was 77,3%. The average pass rates the learners achieved for 2020 was 65,63%; for 2021, it was 70,93 and in 2022, it was 72,25%. There was an increase in the pass rate every year, but the average was always lower than the pass rate received by the whole province. Over the three years, the lowest pass rate achieved was 20,5% in 2020 and the highest pass rate achieved was 93,2% in 2022.

Table 4.6: Other Learner Achievement

	2020			2021			2022		
	Mean	**Mini Mum**	**Maxi Mum**	**Mean**	**Mini mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi Mum**
Grade 12 Distinctions	64	0	555	76	0	605	78	0	587

Source: Author's Diagram (2024)

This table 4.6 represents another learner's achievement regarding distinctions received by the learners in the schools. The mean for 2020 was 64, with an 18,75% increase to 76 in 2021 and a 2,63% increase in 2022 to 78. The most distinctions were received in 2022, with several 587.

Table 4.7: Disciplinary Referrals

	2020			2021			2022		
	Mean	**Mini Mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi mum**
Total Referrals for Minor Problems for Grade 12s	2.05	0	20	2.20	0	20	2.15	0	20
Total Referrals for Major Problems for Grade 12s	1.33	0	17	1.30	0	15	1.38	0	18
Referrals solved.	2.68	0	17	2.58	0	15	2.85	0	18
Funds spend to solve problems.	242.50	0	6800	232.50	0	6000	267.50	0	7600

Source: Author's Diagram (2024)

Schools deal with minor and significant disciplinary referrals and spend some of the school funds to solve some of the problems faced with the disciplinary referrals as indicated in table 4.7. Over the three years, the schools had to deal with around two (2) minor disciplinary referrals and around one primary disciplinary referral. Over the years, there has always been a maximum of 20 minor disciplinary referrals and 18 primary disciplinary referrals in 2022. Every year, all disciplinary referrals are resolved. Most schools have used up to R 7 600 in 2022 to determine disciplinary referrals.

Table 4.8: Attendance Rate

	2020			2021			2022		
	Mean	**Mini Mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi mum**
Total number of boys in school	331.30	46	845	323.13	11	853	344.98	15	870
Total number of girls in school	407.28	50	917	401.23	26	962	427.98	18	991
Total number of learners in school	738.58	96	1762	724.23	37	1815	772.96	33	1861
Absenteeism Rate of boys in school in Grade 12	11.58	1	105	19.15	1	184	20.25	2	203
Absenteeism rate of girls in school in grade 12	13.18	1	153	23.68	1	303	34.63	1	635
Total amount of absenteeism of learners in school in grade 12	24.88	2	196	42.78	3	378	54.90	3	838

Source: Author's Diagram (2024)

Table 4.8 illustrate the average number of male learners in schools in 2020 was 332, and the girl learners was 407. In 2021 for boy leaners, it was 323 which indicated a 2,46% decrease with girl learners at 401 a reduction of 1,48% and in 2022 the average was 345 a 6,76% increase for boy learners from the previous year, with the girl learners 428 a 6,67% increase. Total number of learners the minimum was 33 in 2022, and the maximum was 1 861 in 2022.

The average number of grade twelve (12) boy learners absenteeism rate in schools in 2020 was 11,58% and the girl learners absenteeism rate in grade twelve (12) was 13,18%. In 2021 it was 19,15% for boys in grade 12 absenteeism rate which indicated a 65,37% increase with girl learners absenteeism rate at 23,68% a rise of 79,66%. In 2022, the average was 20,25%, a 5,74% increase from the previous year for boys learners' absenteeism rate in grade twelve (12), with the female learners' absenteeism rate in grade 34,63%, a 46,24% increase. Total number of learners grade twelve (12) absenteeism rate: the minimum was one for all three years and the maximum was 635 in 2022.

Table 4.9: University Entrance

	2020			2021			2022		
	Mean	**Mini mum**	**Maxi Mum**	**Mean**	**Mini Mum**	**Maxi mum**	**Mean**	**Mini mum**	**Maxi Mum**
Grade 12 Distinctions	46.48	17	63	50.53	18	89	50.33	25	86

Source: Author's Diagram (2024)

This information represents the percentage of learners who passed grade twelve and gained entrance to a university in table 4.9. The average number was 46,48% in 2020, 50,53 in 2021 and 50,33 in 2022. From 2020 to 2021, there was an 8,71% increase and from 2021 to 2022, there was a decrease of 0,4%. The lowest percentage of learners that entered university was in 2020, at 17% and the highest in 2022, with 86%.

4.5 CUSTOM TABLES

The Custom tables are mainly used in Lickert Scale questions, which measured the principals' attitudes. Custom tables were used to assess principals' perceptions regarding their satisfaction, development, mental health, growth and supervision.

Job satisfaction was one of the constructs in the conceptual model tested against the Norms and Standards and was one of the research questions to test whether it affects the Norms and Standards. Data was collected through the ELQ, and description statistics were calculated to achieve this. The results are presented in Tables 4.10, 4.11, 4.12, 4.13 and 4.14.

Table 4.10.: Satisfaction

			Very Dissatisfied /Not Satisfied	Neutral	Satisfied /Very Satisfied	*Mean*	*Std Deviation*
S1	Are you satisfied with the benefits/ compensation offered by the school /organisation?	Count	17	12	11	2.78	1.025
		Row N %	42.5%	30.00%	27.5%		
S2	Are you satisfied with the organisation/ schoolwork environment?	Count	20	9	11	2.77	1.025
		Row N %	50.0%	22.50%	27.5%		
S3	Are you satisfied with the performance of the learners that you are teaching?	Count	11	10	19	3.38	1.213
		Row N %	27.5%	25.00%	47.5%		
S4	Do you have enough resources to perform well at your work?	Count	24	9	7	2.40	1.128
		Row N %	60.0%	22.50%	17.5%		
S5	Are there enough resources to improve the performance of the Grade 12 learners at your school?	Count	23	10	7	2.50	.987
		Row N %	57.5%	25.00%	17.5%		

Source: Author's Diagram (2024)

S1 – Are you satisfied with the benefit/ compensation offered by the school/ organisation?

The result indicated that the majority of participants (42.5%) were very dissatisfied/not satisfied, which implied that principals were not happy with the benefits the department was offering to them, 30% of the participants remained neutral, and 27.5% agreed that they were satisfied/delighted with the benefit the department was presenting to them. The result shows a low level of satisfaction with the benefits by the participants and was supported by a low mean score Mean = 2.78, SD = 1.025.

S2 – Are you satisfied with the organisation/ schoolwork environment?

The result indicated that most participants (50%) were very dissatisfied/not satisfied, implying that principals are not happy with the working environment in schools, 22.5% of the participants remained neutral, and 27.5% agreed that they were satisfied/delighted with the working environment provided by the department. The result showed low satisfaction levels with the working environment and was supported by a low mean score Mean = 2.7, SD = 1.025.

S3 – Are you satisfied with the performance of the learners that you are teaching?

The result shows that most participants (47.5%) were satisfied/ very satisfied, which implies the principals were confident with the performance of the learners they are teaching, 25% of the participants remained neutral, and 27.5% agreed that they were very dissatisfied/ not satisfied with the learner they are teaching. The result showed a high level of satisfaction with the principals teaching learners and was supported by a high mean score Mean = 3.38, SD = 1.213.

S4 – Do you have enough resources to perform well at your work?

The result shows that principals do not have enough resources to perform their work, as indicated by most participants (60%) who were very dissatisfied/not satisfied with the resources the department was providing to them, 22.5% of the participants remained neutral, and 17.5% agreed that they were happy/delighted with the resources provided

by the department to do their work. The result shows low satisfaction with the working environment and was supported by a low mean score Mean = 2.4, SD = 1.128.

S5 – Are there enough resources to improve the performance of the Grade 12 learners at your school?

The result indicated that most participants (57.5%) were very dissatisfied/not satisfied, which implies that principals are not happy with the resources provided to grade 12 learners to improve their performance at the school, 25% of the participants remained neutral, and 17.5% agreed that grade 12 learner is provided with enough resources to improve their performance. The result shows a low level of satisfaction of the principals being happy with resources for grade 12 to improve grade 12 performance and was supported by a low mean score Mean = 2.50, SD = 0.987.

Table 4.11.: Development

			Very Dissatisfied /Not Satisfied	Neutral	Satisfied /Very Satisfied	*Mean*	*Std Deviation*
D1	How satisfied are you with the employee benefits/funds paid to improve your skills at the workplace?	Count	19	15	6	2.63	.897
		Row N %	47.5%	37.5%	15.0%		
D2	Are you receiving enough training to improve the performance of the learners?	Count	16	12	12	2.85	1.001
		Row N %	40.0%	30.0%	30.0%		
D3	How likely are you to change your current job?	Count	7	18	15	3.25	.981
		Row N %	17.5%	45.0%	37.5%		
D4	How important does the department support the performance of the learners?	Count	8	15	17	3.28	.933
		Row N %	20.0%	37.5%	42.5%		

Source: Author's Diagram (2024)

D1 – How satisfied are you with your employee benefits/funds paid to improve your skills at the workplace?

The results indicate that most participants (47.5%) were very dissatisfied/not satisfied. This implied that they are not satisfied with the benefits of improving their skills by the department at their workplace, 37.5% of the participants remained neutral. The remaining 15% agreed that they were satisfied/delighted with the benefit the department was offering to them to improve their skills in their workplace. The result shows a high level of

dissatisfaction among principals regarding the funds spent on the improvement of their abilities and was supported by a low mean score Mean = 2.63, SD = 0.897.

D2 – Are you receiving enough training to improve the performance of the learners?

The result indicates that most participants (40%) were very dissatisfied/not satisfied implied that principals are not happy with the amount of training provided to improve the performance of the learners, 30% of the participants remained neutral, and 30% agreed that they were satisfied/delighted with the amount of training provided to improve the performance of the learners. The result shows a low level of satisfaction with the amount of training offered to improve the learners' performance and was supported by a low mean score Mean = 2.85, SD = 1.001.

D3 – How likely are you to change your current job?

The result shows that most participants (45%) are neutral and are not looking to change their current job, 37.5% are not looking to change their current job, and 17.5% are looking to change their current job. The result shows high level of satisfaction of the principals in the present teaching jobs and was supported by a high mean = 3.25, SD = 0.981.

D4 – How important does the department give the support to the performance of the learners?

The result shows most participants (42.5%) were satisfied/delighted with the support provided by the department to learners to improve their performance, 37.5% of the participants remained neutral and 20% were very dissatisfied/dissatisfied with the support provided by the department to learners to enhance their performance. The result shows a high level of satisfaction with the support provided by the department to learners to enhance their performance and was supported by a high mean score Mean = 3.28, SD = 0.933.

Table 4.12.: Mental Health

			Very Dissatisfied /Not Satisfied	Neutral	Satisfied /Very Satisfied	*Mean*	*Std Deviation*
MH1	How demanding is your job?	Count	9	7	24	3.60	1.215
		Row N %	22.5%	17.5%	60.0%		
MH2	How often do you feel stressed?	Count	11	11	18	3.18	1.217
		Row N %	27.5%	27.5%	45.0%		
MH3	How proud do you feel to be part of this organisation/school?	Count	5	17	18	3.43	1.010
		Row N %	12.5%	42.5%	45.0%		
MH4	How realistic are your Principal expectations at work?	Count	3	13	24	3.63	.868
		Row N %	7.5%	32.5%	60.0%		
MH5	How is the behaviour of the learners at your school?	Count	16	11	13	2.90	1.128
		Row N %	40.0%	27.5%	32.5%		

Source: Author's Diagram (2024)

MH1 – How demanding is your job?

The result shows that most participants (60%) were satisfied/very satisfied that their job was demanding, 17.5% of the participants remained neutral and 22.5% were very dissatisfied/dissatisfied with their job being demanding. The result shows a high level of satisfaction with their job demands and was supported by a high mean score Mean = 3.60, SD = 1.215.

MH2 – How often do you feel stressed?

The result shows that most participants (45%) were satisfied/very satisfied and did not often feel stressed, 27.5% of the participants remained neutral, and 27.5% were very dissatisfied/dissatisfied with feeling stressed. The results show a high level of satisfaction and that principals are generally not feeling stressed and was supported by a high mean score Mean = 3.18, SD = 1.217.

MH3 – How proud do you feel to be part of this organisation/school.

The result indicted that most participants (45%) were very satisfied/ satisfied that, implied that principals do not feel very happy to be part of their organisation, 42.5% of the participants remained neutral and 12.5% agreed that they were very dissatisfied/ dissatisfied and feel very happy to be part of their organisation. The result shows a low

level of satisfaction with their organisation and was supported by a low mean score Mean = 3.43, SD = 1.010.

MH4 – How realistic are your principal expectations at work?

The result indicated that most participants (60%) were very dissatisfied/not satisfied, which implied that principals are comfortable with what is expected of them at work, 32.5% of the participants remained neutral, and 7.5% agreed that there is much expectation from them as principals. The result shows a low level of satisfaction with their organisation and was supported by a low mean score Mean = 3.63, SD = 0.868.

MH5 – What is the behaviour of the learners at your school?

The result shows most participants (40%) were dissatisfied/ very dissatisfied with the behaviour of the learners at their school, 27.5% of the participants remained neutral and 32.5% were very satisfied/ satisfied with the behaviour of their learners at their school. The result shows a high level of satisfaction and principals who are happy with their learners' behaviour and was supported by a high mean score Mean = 2.90, SD = 1.128.

Table 4.13.: Growth

			Very Dissatisfied /Not Satisfied	Neutral	Satisfied /Very Satisfied	*Mean*	*Std Deviation*
G1	Are your suggestions at work taken seriously by your co-workers?	Count	6	11	23	3.53	.877
		Row N %	15.0%	27.5%	57.5%		
G2	Do you feel that the tasks given to you by your superior make you grow professionally?	Count	7	17	16	3.38	1.030
		Row N %	17.5%	42.5%	40.0%		
G3	Does your organisation offer ample career growth opportunities to you?	Count	17	12	11	2.88	1.042
		Row N %	42.5%	30.0%	27.5%		
G4	Do you feel encouraged to share new ideas related to lessons with your co-principals and superiors?	Count	4	14	22	3.58	.844
		Row N %	10.0%	35.0%	55.0%		
G5	Do the school spend any funds to improve your teaching skills?	Count	17	13	10	2.68	1.095
		Row N %	42.5%	32.5%	25.0%		

Source: Author's Diagram (2024)

G1 – Are your suggestions at work taken seriously by your co-workers?

The result indicated that many participants (57.5%) were very dissatisfied/not satisfied that co-workers do not take their suggestions seriously, 27.5% of the participants remained neutral and 15% agreed that co-workers do take their suggestions seriously. The result shows a low level of co-worker suggestions that are taken seriously and was supported by a low mean score Mean = 3.53, SD = 0.877.

G2 – Do you feel that the tasks given to you by your superior make you grow professionally?

The result shows that most participants (42.5%) are neutral and are not sure whether the tasks they are given are growing them professionally, 40% of the participants are satisfied/delighted that the tasks assigned to them are growing them professionally, and 17.5% of the participants are very dissatisfied/not confident that the tasks given to them are growing them professionally. The result shows high level of satisfaction of the principals in the current teaching jobs and was supported by a high mean; Mean = 3.38, SD = 1.030.

G3 – Does your organisation offer ample career growth opportunities to you?

The result indicated that most participants (42.5%) were very dissatisfied/not satisfied that their organisation does not offer them ample growth opportunities, 30% of the participants remained neutral and 27.5% agreed that their organisation does offer them great growth opportunities. The result shows a low level that their organisation does not provide them ample growth opportunities with a low mean score Mean = 2.88, SD = 1.042.

G4 – Do you feel encouraged to share new lessons-related ideas with your co-principals and superiors?

The result shows that most participants (55%) were satisfied/delighted and does feel encouraged to share new ideas related to lessons with their co-principals and superiors, 35% of the participants remained neutral, and 10% were very dissatisfied/dissatisfied and

does not feel encouraged to share new ideas related to lessons with their co-principals and superiors. The results show a high level of satisfaction, and principals do feel encouraged to share new ideas pertaining to lessons with their co-principals and superiors. This was supported by a high mean score of Mean = 3.58, SD = 0.844.

G5 – Do the school spend any funds to improve your teaching skills?

The result indicated that most participants (42.5%) were very dissatisfied/not satisfied that the school does not spend any funds to improve their teaching skills, 32.5% of the participants remained neutral and 25% were satisfied/delighted that the school does not pay any funds to improve their teaching skills. The results show a low level that the school does not spend any funds to improve their teaching skills with a low mean score of Mean = 2.68, SD = 1.095.

Table 4.14.: Supervision

			Very Dissatisfied /Not Satisfied	Neutral	Satisfied /Very Satisfied	*Mean*	*Std Deviation*
SV1	Do you think you are supervised too much, too little, or just the right amount?	Count	9	16	15	3.15	1.027
		Row N %	22.5%	40.0%	37.5%		
SV2	How often do you feel that the tasks assigned by your Circuit Manager make you grow professionally?	Count	9	14	17	3.33	1.118
		Row N %	22.5%	35.0%	42.5%		
SV3	Do you get an appreciation for your efforts from your superiors?	Count	15	7	18	3.05	1.358
		Row N %	37.5%	17.5%	45.0%		
SV4	Can you openly and freely communicate your ideas, concerns, and suggestions?	Count	13	5	22	3.35	1.272
		Row N %	32.5%	12.5%	55.0%		
SV5	How realistic are your superiors' expectations at work?	Count	13	14	13	2.95	.986
		Row N %	32.5%	35.0%	32.5%		

Source: Author's Diagram (2024)

SV1 – Do you think you are supervised too much, too little or supervised just the right amount?

The result shows that the majority of participants (40%) are neutral and are not sure whether they are supervised too much, too little, or just the right amount of supervision; 37.5% of the participants are satisfied/delighted with the amount of supervision, and 22.5% of the participants are very dissatisfied/not happy with the amount of supervision

received from their superiors. The result shows a high level of satisfaction of the principals being happy with the amount of supervision received from their superiors and was supported by a high mean score Mean = 3.15, SD = 1.027.

SV2 – How often do you feel that the tasks assigned by your Circuit Manager make you grow professionally?

Most participants (42.5%) were satisfied/delighted with the tasks assigned to them by the Circuit Manager, which made them to grow professionally; 35% of the participants remained neutral, and 22.5% were very dissatisfied/dissatisfied and think the tasks assigned to them by the Circuit Manager does not make them to grow professionally. The results show a high level of satisfaction and principals do feel the tasks assigned to them by the Circuit Manager, which makes them grow professionally and was supported by a high mean score of Mean = 3.33, SD = 1.118.

SV3 – Do you get appreciated for efforts by your superiors.

Many participants (45%) were satisfied/very satisfied and does feel their superiors appreciate the effects they put into their work, 17.5% of the participants remained neutral and 37.5% was very dissatisfied/dissatisfied and does not feel their superiors appreciate the effects they put into their work. The result show high level of satisfaction and principals does feel their superiors appreciate the effects they put into their work and was supported by a high mean score Mean = 3.05, SD = 1.358.

SV4 – Can you openly and freely communicate your ideas, concerns, suggestions.

Many participants (55%) were satisfied/very satisfied and does feel they are encouraged to communicate your ideas, concerns, and suggestions openly and freely, 12.5% of the participants remained neutral and 32.5% was very dissatisfied/dissatisfied and does not feel they are encouraged to openly and freely communicate your ideas, concerns and suggestions. The result show high level of satisfaction and principals does feel they are encouraged to communicate your ideas, concerns and suggestions, superiors and was supported openly and freely by a high mean score Mean = 3.35, SD = 1.272.

SV5 – How realistic are your superiors' expectations at work.

The result shows that majority of participants (35%) are neutral and feel their superiors' expectations at work are realistic, 32.5% of the participants are satisfied/very satisfied with the expectations of their superior and feels it is realistic, and 32.5% of the participants are very dissatisfied/not satisfied with the expectations of their superior and feels it is not realistic. The result show high level of satisfaction of the principals with the expectations of their superior and feels it is realistic and was supported by a high mean score Mean = 2.95, SD = 0.986.

4.6 RELIABILITY ANALYSIS

The study made used of reliability analysis to estimate and establish the reliability of the questionnaire. By use of the Cronbach's Alpha reliability coefficient the internal consistency of the items on the questionnaire for the job satisfaction was used to measure. There are rules by George and Malley (2003) indicating the following rules of thumb: > 0.9 – excellent, > 0.8 – good, > 0,7 – acceptable, > 0.6 – questionable, 0.5 – poor and < 0.5 – unacceptable. The extent to which the result provided by the chosen research methods are stable and consistent can be referred to as reliability (Kothari, 2015).

Some ways to conceptualise reliability is to determine the extent of measure be free from error. Where the instruments have little error, it indicates that the instrument is reliable, with a lot of error, the instrument is unreliable. (McMillan & Schumacher, 2006)

This study made used 5-point Lickert-type scale which measured the variables. Satisfaction Questionnaire – Short Form (MSQ-SF) was used to measure Job Satisfaction. Even though those who developed the instruments reported them to be reliable, it was necessary in this study to evaluate the reliability of the instruments. As indicated in Chapter 3, that was done through the Cronbach's Alpha. The results of such analysis are presented in Table 4.15.

Table 0.15: Instrument Reliability

Constructs	Cronbach's Alpha	Number of Items
Satisfaction (S)	0.741	4
Development (D)	0.752	3
Mental Health (MH)	0.863	2
Growth (G)	0.714	5
Supervision (SV)	0.866	5
Total		

Source: Author's Diagram (2024)

It should be noted that Job Satisfaction were multi-dimensional, meaning that they comprised of several factors which include satisfaction, development, mental health, growth and supervision. Reliability was tested for the full instrument and for each of these factors. As indicated in Chapter 3, instrument reliability is presumed to exist if the Cronbach's Alpha is greater than or equal to 0.70 (Cronbach's Alpha ≥ 0.70). The results above show as in table 4.15 that the scales were reliable because all of them had the Cronbach's Alphas which were above 0.70.

4.7 CORRELATIONS

Correlations was used to assess the relationship between variables and can be defined as a measure of linearity between two variables (Huston & Juarez-Colunga, 2009). The interpretation guide suggests that a Pearson (r) value between -0.30 and 0.30 indicates little or no relationship.

In the study the norms and standards funding (NS5.3.3) is the independent variable, which was tested against the dependent variables, which include the learner achievement (matric results – LA6.3.1), disciplinary referrals (DR7.3.1), attendance rate (AR8.3.3 & AR8.3.6), university entrance (UE9.3.1), and job satisfaction as per the conceptual model in chapter 1. The study used the data for the 2022 academic year to test for correlation. The strength of the correlation can be measured using the correlation coefficient, which varies between -1 and +1. The following table 4.16 illustrates the strength of correlation:

Table 4.16: Strength of Correlation

Amount of correlation	Strength of correlation
0.0 < 0.1	No correlation
0.1 < 0.3	Little correlation
0.3 < 0.5	Medium correlation
0.5 < 0.7	High correlation
0.7 < 1	Very high correlation

Source: Author's Diagram (2024)

Table 4.17*:* Correlations

Correlations									
		Funds from Norms & Standards	Grade 12 Pass Rate	Minor Disciplinary Referrals	Major Disciplinary Referrals	Total Number of Learners	Absenteeism Grade 12 Learners	University Entrance Rate	Job Satisfaction
Funds from Norms and Standards	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	40							
Grade 12 Pass Rate	Pearson Correlation	.306	1						
	Sig. (2-tailed)	.055							
	N	40	40						
Minor Disciplinary Referrals	Pearson Correlation	.219	.412**	1					
	Sig. (2-tailed)	.174	.008						
	N	40	40	40					
Major Disciplinary Referrals	Pearson Correlation	.108	.245	.717**	1				
	Sig. (2-tailed)	.508	.128	.000					
	N	40	40	40	40				
Total Number of Learners	Pearson Correlation	.802**	.255	.059	-.060	1			
	Sig. (2-tailed)	.000	.113	.718	.715				
	N	40	40	40	40	40			
Absenteeism Grade 12 Learners	Pearson Correlation	-.011	.287	.682**	.671**	-.162	1		
	Sig. (2-tailed)	.947	.072	.000	.000	.319			
	N	40	40	40	40	40	40		
University Entrance Rate	Pearson Correlation	.020	-.048	-.138	.062	.082	-.288	1	
	Sig. (2-tailed)	.903	.771	.396	.703	.616	.072		
	N	40	40	40	40	40	40	40	
Job Satisfaction	Pearson Correlation	-.060	.014	.077	.198	-.180	.049	.182	1
	Sig. (2-tailed)	.713	.930	.637	.220	.267	.764	.262	
	N	40	40	40	40	40	40	40	40
**. Correlation is significant at the 0.01 level (2-tailed).									

Source: Author's Diagram (2024)

Funds from Norms and Standards only correlate with a Total number of learners. The correlation (corr. = .802) which means there is positive correlation between the two constructs. This implies that the Norms and Standards funding increased with the total number of the learners at a school.

Grade 12 Pass rate correlate with Minor Disciplinary Referrals. The correlation (corr. = .412) which means there is positive correlation between the two constructs. This implies that the grade 12 pass rate decrease with the increase of minor disciplinary referrals at a school.

Minor Disciplinary Referrals correlated with Major Disciplinary Referrals. The correlation (corr. = .717) which means there is positive correlation between the two constructs. This implies that the Minor Disciplinary Referrals raised with the Major Disciplinary Referrals at a school.

Minor Disciplinary Referrals correlated with Absenteeism grade 12 learners. The correlation (corr. = .682) which means there is positive correlation between the two constructs. This implies that the Minor Disciplinary Referrals raised with the Absenteeism grade 12 learners at a school.

Major Disciplinary Referrals correlated with Absenteeism grade 12 learners. The correlation (corr. = .671) which means there is positive correlation between the two constructs. This implies that the Major Disciplinary Referrals raised with the Absenteeism grade 12 learners at a school.

4.8 SIMPLE LINEAR REGRESSION

Simple Linear Regression analysis was performed with the use of the information for the year 2022 and Norms and Standards was tested against the other dependant variables/ constructs as will be indicated below in the tables. Most of the analysis performed were not statistically significant. The ANOVA (Analysis of Variance) table give analysis of the significance of the model.

The main reason for performing simple linear regression analysis was to assess whether Norms and Standards do have an influence on total number of learners, learner achievement, minor disciplinary referrals, major disciplinary referrals, number of absenteeism, university entrance and principals' job satisfaction.

Simple linear regression is a regression model that are used to assess the relationship between independent variables and dependent variables using a straight line for quantitative variables. Simple linear regression was also used to establish if one variable can positively predict another variable.

4.9 ANOVA – NORMS AND STANDARDS AND TOTAL NUMBER OF LEARNERS

Table 4.18 represent the simple linear regression whereby the depended variable represented by the total number of learners and the independent variable is Norms and Standards. With the p value of < ,001 it suggests that there is a relationship between the independent variable Norms and Standards and the dependent variable total number of learners.

Table 4.18: Simple Linear Regression – Total Number of Learners vs Norms and Standards

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4980505.607	1	4980505.607	68.357	<.001[b]
	Residual	2768680.368	38	72860.010		
	Total	7749185.975	39			
a. Dependent Variable: AR8.3.3						
b. Predictors: (Constant), NS5.3.3						

Source: Author's Diagram (2024)

4.10 EVALUATION OF COEFFICIENTS

Table 4.19 represent the evaluation of the coefficients the p value of Norms and Standards is statistically significant in the model and suggest that it does have an influence on the total number of learners.

Table 4.19: Simple Linear Regression – Total Number of Learners vs Norms and Standards – Coefficients

Coefficients[a]										
Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	105.677	91.273		1.158	.254	-79.096	290.449		
	NS5.3.3	.001	.000	.802	8.268	<.001	.001	.001	1.000	1.000
a. Dependent Variable: AR8.3.3										

Source: Author's Diagram (2024)

4.11 EVALUATION OF THE MODEL

In Table 4.20 the r square value represent coefficients and it therefore indicate that 64,3% in the variance in the total number of the learners is explained by Norms and Standards.

Table 4.20: Simple Linear Regression – Total Number of Learners vs Norms and Standards – Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802[a]	.643	.633	269.926
a. Predictors: (Constant), NS5.3.3				

Source: Author's Diagram (2024)

4.12 SIMPLE LINEAR REGRESSION – LEARNERS ACHIEVEMENT BEEN INFLUENCE BY NORMS AND STANDARDS

The p value is above 0.05 therefore it implied that this model is not statistically significant.

Table 4.21: Simple Linear Regression – Learners Achievement vs Norms and Standards

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	725.660	1	725.660	3.932	.055[b]
	Residual	7012.299	38	184.534		
	Total	7737.959	39			
a. Dependent Variable: LA6.3.1						
b. Predictors: (Constant), NS5.3.3						

Source: Author's Diagram (2024)

4.13 SIMPLE LINEAR REGRESSION – MINOR DISCIPLINARY BEEN INFLUENCE BY NORMS AND STANDARDS

The p value is above 0.05 therefore it implied that this model is not statistically significant.

Table 4.22: Simple Linear Regression – Minor Disciplinary Referrals vs Norms and Standards

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.384	1	31.384	1.918	.174[b]
	Residual	621.716	38	16.361		
	Total	653.100	39			
a. Dependent Variable: DR7.3.1						
b. Predictors: (Constant), NS5.3.3						

Source: Author's Diagram (2024)

4.14 SIMPLE LINEAR REGRESSION – MAJOR DISCIPLINARY BEEN INFLUENCE BY NORMS AND STANDARDS

The p value is above 0.05 therefore it implied that this model is not statistically significant.

Table 4.23: Simple Linear Regression – Major Disciplinary Referrals vs Norms and Standards

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.598	1	5.598	.447	.508[b]
	Residual	475.777	38	12.520		
	Total	481.375	39			
a. Dependent Variable: DR7.3.2						
b. Predictors: (Constant), NS5.3.3						

Source: Author's Diagram (2024)

4.15 SIMPLE LINEAR REGRESSION – TOTAL NUMBER OF ABSENTEEISM BEEN INFLUENCE BY NORMS AND STANDARDS

The p value is above 0.05 therefore it implied that this model is not statistically significant.

Table 4.24: Simple Linear Regression – Total Number of Absenteeism vs Norms and Standards

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	90.369	1	90.369	.004	.947[b]
	Residual	775099.231	38	20397.348		
	Total	775189.600	39			
a. Dependent Variable: AR8.3.6						
b. Predictors: (Constant), NS5.3.3						

Source: Author's Diagram (2024)

4.16 SIMPLE LINEAR REGRESSION – UNIVERSITY ENTRANCE BEEN INFLUENCE BY NORMS AND STANDARDS

The p value is above 0.05 therefore it implied that this model is not statistically significant.

Table 4.25: Simple Linear Regression – University Entrance vs Norms and Standards

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.256	1	2.256	.015	.903[b]
	Residual	5728.519	38	150.751		
	Total	5730.775	39			
a. Dependent Variable: UE9.3.1						
b. Predictors: (Constant), NS5.3.3						

Source: Author's Diagram (2024)

4.17 SIMPLE LINEAR REGRESSION – JOB SATISFACTION BEEN INFLUENCE BY NORMS AND STANDARDS

The p value is above 0.05 therefore it implied that this model is not statistically significant.

Table 4.26: Simple Linear Regression – Job Satisfaction vs Norms and Standards

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.043	1	.043	.137	.713[b]
	Residual	11.901	38	.313		
	Total	11.944	39			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), NS5.3.3						

Source: Author's Diagram (2024)

4.18 ANALYSIS OF RESULTS

The purpose of this research was to analyse the relationship between Norms and Standards (School Funding) and the quality of education in the quintile 1 -3 secondary schools in Eastern Cape province, East London South Africa. The main question investigated was: “What is the impact of School Funding Norms and Standards on the quality of education in public schools in East London South Africa?” The main question led to the following sub-questions: (i) What is the impact of School Funding Norms and Standards: Funding on scholar achievement (pass rate) in Public Schools in East London? (ii) How do School Funding Norms and Standards affect disciplinary referrals in Public Schools in East London? (iii) What is the impact of School Funding Norms and Standards on the attendance rates in public schools in East London? (iv) What is the impact of School Funding Norms and Standard on university entrance rates to universities from Public Schools in East London? And (v) What is the impact of School Funding Norms and Standards on teacher satisfaction in public schools in East London?

4.18.1 What is the impact of School Funding Norms and Standards on the quality of education in public schools in East London South Africa?

The impact of the school funding Norms and Standards to the equality of education and achievement as estimated the results of grade 12 learners is minimal and no relationship could be established as indicated in the statistical analysis with the simple linear regression show no statistical significance. However, minor disciplinary referrals show a relationship between the pass rate (grade 12 learner achievement)

4.18.2 How do School Funding Norms and Standards affect disciplinary referrals in Public Schools in East London?

The analysis of the impact of the Norms and Standards on the disciplinary referral, whether minor or major indicated that there is no impact or relationship between the two. However, disciplinary referrals showed a correlation with absenteeism.

4.18.3 What is the impact of School Funding Norms and Standards on the total number of learners in public schools in East London?

Correlation regression analysis and the simple linear regression analysis showed there is an impact of the Norms and Standards on the number of learners in public schools. The relationship is positive when one increases the other increase as well.

4.18.4 What is the impact of School Funding Norms and Standard on university entrance rates of Public Schools in East London.?

The analysis of the impact of the Norms and Standards on the university entrance of public schools in East London shows no impact or relationship between the two.

4.18.5 What is the impact of School Funding Norms and Standards on principal satisfaction in public schools in East London?

The analysis of the impact of the Norms and Standards on the principal's satisfaction indicated that there is no impact or relationship between the two.

4.19 CONCLUSION

The demographic and other preliminary data collected were analysed prior to the presentation and analysis of the results in this chapter. That assisted with a better understanding of the sample of the study. When the information was examined, information about the instruments was investigated to evaluate the dependability of the constructs in the conceptual model and the factors relating to their relationship. The investigation and conversation then, at that point, moved to the examination of information to address research questions. Based on the findings presented in this chapter, the results are discussed in the following chapter.

CHAPTER 5: ANALYSIS AND DISCUSSION OF THE RESULTS

5.1 INTRODUCTION

The results in this study show that, Norms and Standards have no significant statistical impact on learners' performance as measured by the results of the grade twelves. This result does not support the findings in earlier studies by Van Rooyen, 2019. Jackson *et al*., (2016) which indicate the influence of school financing reforms on student achievement and long-term outcomes such as incomes and educational attainment. Van Rooyen, (2019) discovered that increasing school financing resulted in higher student test scores, higher high school graduation rates and better long-term economic consequences.

The study also found that there was no impact on disciplinary referrals, university entrance and job satisfaction of principals. Furthermore, the study did find that there is statistically significance impact of Norms and Standards on the attendance rate and learner numbers. There were also relationships identified between attendance rates and learner performance. The motivation for researching the association between Norms and Standards and learner performance in East London secondary schools in quantile 1 to 3 arises from three perspectives.

The researcher has been working in the education environment for the last fifteen years. From a practical standpoint, the value of this study can be ascribed to how school funds are managed and spent by School Governing Bodies to improve the quality of teaching and learning at schools.

The theoretical underpinning of the study was described in chapters one through two, the methodology in chapter three and the data analysis in chapter four. In this chapter, the researcher summarises the material of chapters one through chapter four of the study before delving into the results and recommendations based on the study.

The findings were examined in terms of the conceptual model and theoretical underpinning that guided this investigation.

The primary research question seeks to determine whether funding for Norms and Standards impact on the quality of learner performance of grade twelves, as represented by the grade 12 pass rate. Van Rooyen (2019) attempted to explain the relationship between school money and the performance of grade twelve students and discovered that school funding Norms and Standards influenced grade twelve performance.

5.2 DISCUSSION

5.2.1 Definitions

The review started with the clarification of concepts including Norms and Standards (school funding), learners' performance, disciplinary referrals, learner attendance, university entrance and job satisfaction. Metry and Ndhlovu (2014) indicated that the purpose of Norms and Standards is to ensure equity in school funding by the South African Government and the policy with the indication of a statutory basis for school funding in quintiles and subsidies (SASA and NNSSF). Learning performance can be defined as students' self-evaluation of gained knowledge, comprehension, and talents developed, as well as their motivation to learn more (Young, *et al*., 2003). The student's grades might be used to describe academic achievement. Berg and Cowell (2013) define disciplinary referral as abusive language, physical hostility, insubordination, bullying, property destruction, and illegal substance usage which are all prohibited. The learner attendance rate, as defined by Middleton (2018) as the percentage of a school or district's overall student population that is physically present in school on any given day. University entrances are determined by the requirement of the university that learners wish to enter, and every university has a different criterion for entrance. Job satisfaction is described as a sense of accomplishment and success among employees. It is often assumed that it is directly associated to productivity, professional performance and personal well-being. Job satisfaction is defined as performing work that one enjoys, doing it effectively and being rewarded for one's own efforts (Kaliski, 2007; Aziri, 2011).

5.2.2 Norms and Standards

To have a deeper understanding of the variables under investigation—namely, Norms and Standards, learner achievement, disciplinary referrals, attendance rate, university entry and job satisfaction—the critical assessment of literature also investigated the theoretical literature. From a philosophical standpoint, the review demonstrated that Norms and Standards could encompass a wide range of theories that have been produced over time to explain various phenomena. Van Rooyen (2011) found that was a relationship between the funding of education and the quality of education in selected top performing secondary schools in the Gauteng province in South Africa. Sohn *et al*., (2022) found that additional funding/ Norms and Standards are needed to improve leaners academic outcomes in a study they did in South Korea. They suggested that underperforming schools and schools in poorer arears must be provided with additional funding to improve quality of their learner performance. These findings address the objective to establish whether there are relationships between norms and standards and learner performance.

Contrary to the above findings, Costa *et al*., (2014) found that performance of learners is directly related to learning performance and indirectly educator-learner interaction and educator's competencies. This can be linked to the job satisfaction of the teachers.

Mestry and Ndhlovu (2014) indicated that the NNSSF policy has not achieved its goal of redressing the imbalances in education of the past, nor has it succeeded in achieving equity (in terms of education and resources) at both primary and secondary public schools. The main stumbling block appears to be the way schools employ funding provided by the PEDs. Most of the poorer schools have not applied for additional functions in terms of section 21 of the South African Schools Act and therefore depend on district offices to manage their state funding. PEDs allocate substantial funding to poor schools, but HODs in the provinces restrict SGBs from spending the funds according to the needs of the schools.

Section 36 of SASA also imposes a responsibility on all public-school governing bodies to do their utmost to improve the quality of education in their schools by raising additional resources to supplement those, which the state provides from public funds.

However, in fulfilling their obligation to raise supplementary resources, governing bodies are not required to charge school fees. Whether or not to charge school fees is a matter for the parents of the schools, where schools have not been declared no-fee schools in terms of the Norms and Standards and Section 39(7) of SASA.

5.2.3 Impact on learners' performance

Coleman *et al.,* (1966) and Hanushek, (2006) discovered little or no relationship between school funding and educational quality. Hanushek (2006) argued that most studies conducted in developed and developing countries showed an increase in school funding and resources having a predominantly negative effect on learning outcomes. The Coleman (2016) research revealed no association between spending and outcomes, while Asongu and Tchamyou (2019) discovered that foreign aid had no influence on enrolment (which they link to lifelong learning).

Jackson *et al.,* (2016); Lafortune *et al.*, (2018); Kriesman and Steinber (2016) studied the effects of school reforms (SFRs) as policies that gave more funding to low-performing schools or schools with economically disadvantaged children, which we may compare to schools in quantile 1-3 in South Africa. According to Jackson *et al.*, (2016), districts were required to deliver greater financing to lower-income districts/arears. This was viewed as having a nationwide impact in terms of closing the financial gap between wealthy and poor districts and increasing financing to disadvantaged schools.

Cardo and Payne (2020) and Ajward (1999) discovered that increasing financing to impoverished schools/districts improves performance and test scores. Lafortune *et al*., (2018) determined that school-funding reforms improved student performance in low-income schools/districts. According to Papke (2005) and Roy (2011), there were effects in Michigan's school finance program budgets to increase performance in low-spending schools/districts.

A study conducted for England schools in 2017 from a report by the Education Department revealed that the statistically significant estimates for school financing were relatively modest when compared to student performance and suggested that a

larger sample size would have yielded more strong results. Previous research brings up that poor monetary status influences scholastic execution, mental and actual prosperity, and, surprisingly, their capacity to track down work after graduation (Bodvarsson & Walker, 2004, Lyons, 2003, Lyons, 2004).

The correlation analysis performed to establish whether there is relationship between the Norms and Standards and performance of the grade 12 learners pass rate indicated a correlation (corr. = .306), which according to Pearson Correlation is a medium correlation and are analysed as no correlation between the two variables. This finding suggests that there are no correlations between Norms and Standards and learners' achievement (measure as the grade twelve results). The simple linear regression supports the theory that Norms and Standards does not have an impact on Learner Achievement with a p value of above 0.05, and therefore it implied that this model is not statistically significant which was the result of the analyses using the ANOVA.

Information from 286 Indiana school regions during the 2009-2010 school year were utilised for a situation review to examine whether financial subsidising straightforwardly affects training yield (for example student achievement). There were two outcomes: (1) While there is no significant correlation between federal taxes and student achievement in public schools, there is a strong correlation between state and local taxes and student achievement in public schools, indicating a direct impact on educational output; what's more (2) state charge subsidising greatly affects schooling yield than nearby duty financing (Lin & Couch, 2014).

This study disagrees with Van Rooyen (2019) that there is no impact on the performance of grade 12 learners' performance regarding the amount of school funding / Norms and Standards. The National Norms and Standards for School Funding (NNSSF) policy allows that department made yearly inputs to receive funding allocation from the state fiscus with the purpose to improve the quality of teaching and learning, but it is clear from research that the Norms and Standards and learner achievement does not have a relationship or impact on each other. Theoretically, the two concepts are used separately from each other, but one would like to use them together when the performance of learners are measured.

Limitation in the study is that the information received was from schools in quintile 1-3 and Van Rooyen (2019) used schools in quintile 4-5. Looking at the data received not all the line items were provided with information as per the requested of information.

Numerous studies have shown that increasing investment in schools is usually accompanied by improved student achievement. Here, we take a closer look at the data demonstrating a link between learner outcomes and funding for education. During a recent congressional budget hearing, Betsy DeVos, the former secretary of education in United States, contended that the country's ongoing efforts to address its educational issues had not produced the expected outcomes. She made contentious budget suggestions, including cutting back on financing while implementing several changes, increasing the use of alternative education methods and expanding school choice.

Conversely, the Education Commission contended that global education spending would have to expand consistently from the current $1.2 trillion annually to over $3 trillion by 2030 to guarantee all people access to high-quality education. All low- and middle-income nations should share in this suggested expenditure on education (Beeharry, 2021).

This study looked at how school funding changed over three years and weighed the effect of the changes on learner performance (grade 12 results). Students' self-evaluation of acquired knowledge, comprehension, and abilities developed, as well as their motivation to learn more, can be classified as learning performance (Young et al., 2003). The grades received by the student can be used to describe academic achievement. The results showed no correlation between the two variables, but there are still significant gaps in the evidence. Additional research could fill some of these gaps using the opportunity provided by the implementation of the National Funding Formula to examine schools that are affected by the funding changes.

The researcher’s examination could not lay out a predictable connection between financing levels and school results over this period. In certain particulars of our model,

we found that subsidising connects with the student number and not to any different factors.

The significant flaw of previous research in this area, namely the non-random variation in school funding, is not entirely addressed by this new analysis. Although we control for changes in characteristics, changes in pupil characteristics likely account for most of the funding shifts in these schools. To claim that the research completely overcomes this flaw, we must assume that the additional funding provided to schools perfectly compensates for a student population with more significant difficulties. The student population ratio to school funding has a modestly positive effect on achievement, but it is statistically insignificant.

Although a lack of correlation does not always imply a lack of causation, correlation does not mean causation either. Do student accomplishment and school financing go hand in hand? Although the data is conflicting, several early studies have demonstrated that the "funding equals results hypothesis" holds when monies are effectively distributed to satisfy local needs.

5.2.4 Impact on disciplinary referrals

The second construct for the conceptual model seeks to establish whether there was any impact by the Norms and Standards on the disciplinary referrals. Disciplinary referrals were categorised into minor and significant disciplinary referrals. Schools use some of their school funding to install discipline at school and at times, they pay for counselling for their learners.

According to Vincent and Tobin (2012), students who lack discipline have low academic outcomes/results. Several studies have been conducted to investigate disciplinary referrals in South African schools. According to Du Plessis and Moolman (2018), learners from impoverished families and those with special needs were more likely to face disciplinary action. An increase in discipline spending relates to a statistically significant improvement in academic performance metrics, especially mathematics preparedness (Chen *et al*., 2018).

This study found that Norms and Standards do not have any impact on the disciplinary referrals of learners. The correlation between Norms and Standards and Minor Disciplinary Referrals was (corr. = .219), and for Major Disciplinary Referrals was (corr. = .108), which indicated no correlation between the two constructs.

The p values between Norms and Standards and Minor and Major Disciplinary referrals were calculated at above 0.05; therefore, it implied that this model is not statistically significant. This finding is that there is no impact on Disciplinary Referrals by Norms and Standards, and there are no correlations between the two variables and the constructs also do not have any statistical significance and no relationship.

Malone et al., (2014) study employed descriptive statistics to compare the differences between funding and violent behaviour between two country school districts, Maim-Dade (urban) and Glades Country (rural). The Pearson correlation coefficient was calculated to identify if a significant relationship exists between variables. The study determined that a substantial relationship existed between variables.

The researcher found a lack of studies to test or investigate the relationship between norms and standards or school funding and disciplinary referrals. This indicates a space for further investigations.

This study found a connection between primary disciplinary referrals and minor disciplinary referrals. The relationship (corr. =.717) indicates that the two constructs are in a good relationship. This implies that Minor Disciplinary References are related to Major Disciplinary References at a school. Minor disciplinary references were associated with truancy among grade 12 understudies. The relationship (corr. =.682) indicates that the two constructs are in a good relationship. This suggests that the school's 12th-grade absenteeism students were the subject of Minor Disciplinary Referrals.

According to this study, students in 12th grade are more likely to miss school due to primary disciplinary referrals. The correlation (correlation =.671) demonstrates an ideal connection between the two. This indicates that the school's 12th-grade absenteeism students were the subject of the Major Disciplinary Referrals. This

addressed research objective of whether norms and standards impact on disciplinary referrals.

5.2.5 Impact on learners' attendance

The effect of the school subsidising on student numbers and student participation was examined utilising the ANOVA. It is established that the school subsidising measurably affects student numbers and participation. The attendance rate was indicated as one of the constructs in the conceptual model. The learner numbers represent the attendance rate in the school. The researcher analyses the school attendance of the learners and the absenteeism rate, which would give the learner numbers. School funding is allocated according to learners' numbers as the allocation is made per school learner. This is from the schooling requirement that schools in richer environments charge school fees and fund themselves, and receive minimum funding from the Department of Education, and poorer schools do not charge school fees and are funded maximum by the Department of Education (Hindle, (2007).

The study indicated a positive relationship between the Norms and Standards and learners' attendance/learners' numbers. This means that the more funding is given to a school, the more learners attend the school. In addition, when there are many learners, the department allocates those schools more funding. This can be related to the per-learner allocation as gazetted in the regulations. The NNSSF strategy gives a legal premise to school financing in that schools are presently ordered into abundance quintiles and sponsored as needs be.

Truancy is related to the transitory non-participation of students at schools. The Department of Education estimated the rate of learner absenteeism in South African schools to be between 5 % - 15% in the Learner Absenteeism Report (2008).

Factors, for example, the everyday running of each school, likewise affected work fulfilment. Factors, for example, being poorly focused (exhibited by their successive nonappearance from the regular schedule), late appearance for classes, and uncontrolled way of behaving, were issues with various students. As a result, before disciplining a student (Prinsloo, 2011), school disciplinary committees must emphasise procedural steps that align with natural justice's rules, such as listening to

the other side. This addressed research objective of whether norms and standards impact on learner numbers.

5.2.6 Impact on University Entrance

The impact of the school funding on university entrance was analysed using the ANOVA. It was found that the school funding has no significant statistical effect on the university entrance. The study indicated that there is not enough research on the impact of school funding on the entrance to university by learners from grade twelve. The following studies were done in relation to university entrances.

The relationship between the matriculation rate and other educational outcomes, such as university enrolment and employment, has been the subject of additional research. In future, it will be interesting to research how many learners are entering universities from the quintile 1-3 public schools. Besides, that matrics that go to quintile 5 schools (practically which charge fees) are all multiple times as liable to get to college than those from the least fortunate 60% of schools (quintiles 1-3), which are all no-fee schools. Van Broekhuizen *et al*., 2017 indicated that leaners from quintile 1-3 public schools between 63-68% qualify to enter in universities, compared to 70% of the quintile five public schools. This addressed research objective of whether norms and standards impact on university entry.

5.2.7 Impact on job satisfaction

The information collected from the ELQ reveal the following for the principals' satisfaction:

The satisfaction of the principals regarding the department, their working environment, the performance of their learners and resources is low. This agrees with a study by Maforah, (2015) indicated that many principals (90%) were dissatisfied with the lack of fringe benefits. Principals' development clearly indicates that they are satisfied with the support given to learners. There is also an indication that they are not satisfied with the funds paid for their development and training, and they can likely leave the department for other jobs.

The issues regarding the principals' mental health are challenging as they agreed that there is a high level of job demand, stress, learner behaviour and low working expectations. Principals are not proud to be part of the department.

The principals' supervisor lets them grow professionally, and they feel encouraged by their input. Principals also feel there are no funds spent to improve their skills, and are not taken seriously by co-workers, and there are no career growth opportunities. The principals are satisfied with their supervisors' supervision, expectations and communication. Maforah, (2015) indicated that on the matter of cooperation with others, 73.3% of the principals were satisfied with their expectations from their colleagues.

The impact of school funding on job satisfaction was analysed using the ANOVA, and addressed research objective of whether norms and standards impact on job satisfaction. It is found that school funding has no significant statistical effect on job satisfaction. Zembylas and Papanastasiou (2006) found that teachers' job dissatisfaction was correlated with students' misbehaviour and lack of interest, a decline in teachers' respect and status, power relations with national authorities, and teachers' lack of participation in educational decision-making processes. When educators are happy with their positions, they give their best. Research has shown that educators' work fulfilment, particularly at the auxiliary school level, is highly urgent (Alwi *et al*.,2015; 2015 Pilarta).

Studies also indicate that teachers' low job satisfaction can be attributed to an unreasonable workload caused by curriculum changes, unreasonable demands, and a lack of support systems (Howard & Johnson, 2004; Castro *et al*., 2010; Kirk & Wall, 2010). Pastor (2008) and Armstrong (2012) uncover that work fulfilment influences representatives' capacity to settle down, stay in the organisation and or to leave the organisation. Khan (2003), ideal- working circumstances would support educator work fulfilment.

Teachers must have a calling to convey learning and to empower learners, arrange strategies to guide, assess, and structure learning tools; In contrast, school financing

empowers the educators to instruct the learners to achieve as expected (Koledade, 2008).

5.3 CONCLUSION

The results from the previous chapter have been reviewed in this chapter, along with their relevance to the literature currently in circulation, which was examined in Chapter 2. The overview of the literature review is presented in the first section, followed by sections discussing demographic data and each research objective. In summary, from analysis done for this study, it was found that there are more male principals (65%), with the majority speaking language found to be Xhosa (85%), for schools in the quintile 3 (72,5%) and the principals have between 20 and more than 20 years of teaching experience (65%).

The study was conducted to investigate the extent to which Norms and Standards can impact learners' performance and secondarily indicate the extent to which they can impact disciplinary referrals, attendance rate, university entrance and principals' job satisfaction in East London public schools in quintiles 1 -3. The study revealed only a statistically significant impact on learner numbers and no statistical significance on the other constructs. Secondly, the study showed there is the relationship between learner performance and minor disciplinary referrals, and between disciplinary referrals (minor and major) and absenteeism. The hypothesis that this study tested whether the pass rate is more likely to be higher in schools that receive more funding from the department could not be confirmed as there was no relationship established between the Norms and Standards and the grade twelve learner performance.

CHAPTER 6. RECOMMENDATION AND CONCLUSION

6.1 INTRODUCTION

Practically, the output must be represented by the input and or the input must be seen in the production. Norms and standards must be seen in the learner's achievement. The study showed no correlation or relationship between the two variables. Limitation indicated that school funding received is for managing the whole school spending and not only for spending on the grade twelve learner’s activities. The study assumed that school funding was used to for the improvement of learners’ performance for grade twelve.

The researcher noted other funding in the schools like Learner Improvement Attainment Strategies (LIAS), from the department which are allocated to a cluster of schools to improve the learners' performance. Recommendations are that more investigation be performed on the relationship between the impact of Norms and Standards on the learner’s performance through the qualitative research method to determine the quality of financial information and the learner performance and have interactions with the participants. These investigations can include the spending on the LIAS and the impact it has on learner performance. Other studies suggested additional school funding influences learner performance. (Sohn *et al*., 2022) found that providing new academic programs and resources for student academic improvement with additional funding for underperforming schools would be effective if it was given to those schools directly.

6.2 SUMMARY OF RESEARCH FINDINGS

The empirical findings are summarised in this section, along with their implications. The study's initial goal was to determine how much norms and standards affect student achievement as indicated by the grade twelve pass rate. This information would then inform budgetary decisions regarding school funding distribution for East London public schools in quintiles 1 - 3. Data was gathered from 40 East London public secondary schools and principals in the quintiles 1 - 3 to accomplish this goal. The

data was then examined using custom tables, reliability analysis, descriptive statistics, normalcy testing (mean, percentages, and standard deviation) and inferential statistics (correlation, analysis of variance and regression analyses). The results are summed up in this section concerning the sample size, additional characteristics, and the degree of the Norms and Standards. Learner performance in East London, South Africa, and the impact of Norms and Standards on disciplinary referrals, attendance rate, university admission and job satisfaction are also presented.

6.2.1 Sample and Other Characteristics

Data analysis results indicated, with a few exceptions related to the sample's racial makeup and position level, that, overall, the sample was representative of East London and South African principals. These oddities, however, did not significantly distort the outcomes. Consequently, it is determined that the sample is representative. Additionally, the sample included people old and knowledgeable enough to provide reliable feedback regarding their place of employment. Based on the CLT, the analysis concluded that the sample generally represented the target population, and that the data was valid and credible. Reliability analysis and a normality test supported that as well, demonstrating the validity of the instruments employed and the broadly normally distributed nature of the data collected. However, results from the ELQ, which were less regular than those from the MSQ-SF, prompted caution.

6.2.2 Norms and Standards in East London quintile 1 – 3 schools

One of the study's objectives was to assess the impact of Norms and Standards on learner performance in East London public schools in quintiles 1 -3. This was achieved through descriptive analysis, as indicated above. The inferential statistical analyses and analysis of variance (ANOVA) showed that, generally, there was no relationship or impact of Norms and Standards on learner performance. In the East London schools, in quintiles 1 -3, we found that Norms and Standards showed a positive correlation with learner numbers. This establishment can help the department budget better by ensuring all learner numbers at schools are updated. The study objective was with this result proven as negative and against the hypotheses that indicated schools in the quintile 1-3 receive more school funding, but this could not be positively

proved. As the schools in quintile 1 - 3 school with more funding performed worse than the schools in quintile 4 – 5.

Norms and Standards have no statistically significant impact on the learner performance as represented by the grade twelve pass rate. Lin and Couch (2014) conducted a study for 286 Indiana schools and found a similar outcome as this study, finding there was no significant correlation between federal taxes/school funding and student achievement in public schools.

6.2.3 Norms and Standards Influence Other Constructs.

Secondary objectives of the study were to establish the impact of Norms and Standards on disciplinary referrals, attendance rate, university entrance and job satisfaction. Descriptive statistical analysis, correlation and regression were performed to achieve this objective. The study found that Norms and Standards do not affect disciplinary Referrals, attendance rate, university entrance and job satisfaction. The study did find that minor disciplinary referrals have a statistically significant effect on learner performance, which indicates that principals must manage minor disciplinary referrals to improve learner performance. Disciplinary Referrals also showed an impact on learner attendance. This suggests that learners might not attend school due to disciplinary referrals, which must be managed as it might affect learner performance. The objective that schools used funding for disciplinary referrals, indicated that schools does not record the disciplinary referrals or use the SAMAS module to register it.

The descriptive statistical analyses showed that there are generally more male principals who are Xhosa speaking, mostly in quintile 3, with twenty and more than twenty years of teaching experience in East London senior secondary public schools. The detailed statistical analysis for each of the items in the ELQ showed that principals are not satisfied with the department (salary wise, training, working environment (workload, expectations and stress)), and the learners' behaviour and performance, and are not taken seriously by their co-workers. However, they are satisfied with the support given to learners, proud to be part of the department and happy with their supervision and personal growth, communication and their supervisor's expectations.

6.3 RESULT CONCLUSION

This study was conducted to investigate the extent to which Norms and Standards can influence Learner Performance as presented by the grade twelve pass rate. The study revealed no relationship between the two constructs and Norms and Standards also have no statistically significant impact on Learner Performance.

Van Rooyen, 2016 indicated norms and standards does not have any statistically significant impact on learner performance. (Baliga, 2018) found that norms and standards have statistically significant impact on learner performance but discovered little or no relationship between school funding and educational quality. Hanushek (2006), (Coleman, 2019), found that there is no relationship between school funding and learner performance, which agrees with this study. (Asongu & Tchamyou, 2019) argued that an increase in school funding and resources having a predominantly negative effect on learning outcomes. This indicate a gap in the area and also a possibility that more research needs to be done.

6.4 RECOMMENDATIONS

As indicated above, the results of this study showed that Norms and Standards and learner numbers have a positive relationship, and there was also positive indication that disciplinary referrals and learner attendance significantly impact learner performance.

6.4.1 Recommendations for improvement of practice

The following recommendations were made based on the findings of the research project included in this study:

- The department should update learner numbers on the SASAMS and the DDD systems to ensure the department has correct data and information when the department budgets for Norms and Standards. Research by Demir, 2006 in Turkey and America and in Israel (Telem, 2005) has proven that school management information systems improve organizational and managerial success.

- The snapshot data must be captured on the financial module on SASAMS regularly and shared with the School Resourcing session to update the information before the learner numbers are provided to the Budget session in the department. Maremi et al., (2020) indicated that SASAMS, for example, could be updated daily with up-to-date policy requirements, resulting in the school complies with all criteria, such as doing a Snap Survey or school survey. Information is a vital resource generated by information systems that plays a significant role in organizational management and decision-making (Gxwati, 2011). Quality data is complete, relevant, accurate, timely and readily available, which is required to effectively use information systems. (Sello, 2014).
- The department must activate the financial module in the SASAMS and ensure that all principals capture all financial transactions and activities on SASAMS; this should be made a compulsory module on SASAMS. SASAMS delivers information and various reports from a database to aid in decision-making in accordance with a school's goals. (Demir, 2006) and the active use of the financial module will improve school financing decision making.
- The use of Circuit Manager to ensure principals report on the learner numbers in their accountability sessions will ensure the district office has accurate learner numbers, which must then be provided to Management Accounting quarterly to ensure budgeting is done on precise learner numbers. Decision-making efficiency improves when a school administrative management system (SASAMS) is utilized. SASAMS minimizes effort and enhances the efficiency of management procedures. (Telem, 2005)
- The Learner Disciplinary module must be made mandatory on SASAMS for all the public schools to capture information related to disciplinary referrals and the financial incentive used to resolve disciplinary matters. The National Department of Education in South Africa (DBE) developed SASAMS as a fully integrated computer solution that addresses all aspects of school administration and management, and it is cost-effective and straightforward to use, with valuable functionalities such as finance and disciplinary modules. (Sello, 2014).
- Principals must ensure that disciplinary matters are resolved as soon as possible and ensure that learners attend school regularly to ensure improved grade twelve learner performance. School personnel must understand how to use ICTs to improve school administration and management. (Anderson & Dexter, 2005). School management

teams (SMT) should learn how to use technology while fulfilling their obligations as leaders, which may boost the use of technology in schools.

- The department should engage more with principals to understand their challenges, address matters that will make them feel more appropriate, invest more in the development of principals, and train them in financial management.

6.4.2 Recommendations for further investigation

The following recommendations were made based on the findings of the research project included in this study:

- Expand the scope of coverage to include other public schools in quintiles 1-3 from districts around the Eastern Cape region in South Africa.
- Expanded the scope of coverage to include other public schools in quintiles 1-3 from provinces other than the Eastern Cape province in South Africa.
- Expand the scope of coverage to cover both public schools in quintiles 1-3 and quintiles 4-5, both within and beyond the Eastern Cape province in South Africa.
- Conduct research into this subject using both quantitative and qualitative research methods.

6.5 LIMITATIONS AND FUTURE RESEARCH

The researcher went above and beyond to ensure that the study's findings were dependable, valid, and meaningful. However, this study, like any other, has limitations, and there are numerous opportunities for more research because of the constraints of this study. First, the method of examining literature reviews considering the research gaps they revealed did not always produce the intended outcomes (Mueller-Bloch & Kranz,2015). For example, it was not feasible to separate the funds that schools are allocated and devote them only to enhancing the grade twelve activities and performance. This element needs more investigation because it is essential to determine how learners in grade twelve perform. In future research, other procedures, such as interviews, may be required to acquire vital information/data.

The data for this study was gathered using self-reporting tools. This was a simple way to collect data. Still, it had some flaws, such as social desirability bias and the fact that some responses may be exaggerated because some respondents did not provide all

the relevant information and required financial information because the researcher was not present when the questionnaire was filled out. Other data collection methods, such as interviews, may be necessary for future investigations.

As a restriction, the researcher noted that this study's sole indicator of learner performance was the matric results as a measure of performance. Since school budgets and other factors are numerical, using statistical tools and techniques to analyse the data quantitatively, look for correlations and pinpoint relationships and disparities was simpler. There are certain fundamental drawbacks, one of which was that this method did not explain how school funding is used in relation to the dependent variables. Further studies may use mixed research methods to collect more data and information using target group discussion.

The study seeks to investigate whether the principal, with the help of the School Governing Body manages school funding. Still, with the research instrument used, this study could not give feedback and recommendations on these matters. The researcher feels that to give feedback on these matters, a different approach and research instruments could be used. The research, therefore, indicates that there is area for further study in the area of management of the Norms and Standards funding.

One study limitation is that Van Rooyen (2019) used schools in quintiles 4-5, while the information gathered came from quintiles 1-3. Upon reviewing the received data, it is evident that not all line items received the information requested. Despite the limitations listed above, this study provided an essential foundation for future research on how Norms and Standard funding affect learner numbers and, secondarily, how disciplinary referrals and learner attendance impact learner performance.

6.6 CONCLUSION

This study aimed to determine the extent to which Norms and Standards (school funding) can influence student performance as measured by the grade twelve pass rate. The study found no statistically significant impact on grade twelve pass by the amount received by schools in terms of their Norms and Standard funding distribution. Standards and norms have a statistically significant effect on the quantity of learners, and the two variables have a positive relationship. Secondary research found that disciplinary reversals considerably affect learner attendance and performance. This impact indicates a study topic that should be examined further.

According to the National Development Plan, Vision for 2030, developed by the National Planning Commission:

“By 2023, South Africa needs an education system with the following attributes:

- High-quality Early Childhood Development, with an access rate of more than 90%,
- Quality education in schools with globally competitive reading and numeracy levels.

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APPENDICES

Appendix 1: Ethical Clearance

REGENESYS BUSINESS SCHOOL
Awakening Potential

3rd May 2023

Dear Mr Moses Sarel Baadjies

Approval of Ethical Clearance
Project title: Norms and Standards: Funding Impact on quality of education for Public Schools in East London

This letter serves to notify you that your application for ethical clearance to conduct the above research towards your MBA dissertation has been fully approved by the Regenesys Business School (RBS) Ethics Committee.

Please note that any changes to the title and research protocols (title/method/data collection/sample etc.) have to be reviewed and amendments approved prior to commencement of the data collection.

All research being conducted during the Covid-19 pandemic have to strictly follow the RBS research guidelines and protocols, as well as that of the South African National Research Ethics Council.

Please note that this is valid for a period of one year from the date of issue. Furthermore, a copy of this approval letter must be appended to your dissertation /research report.

We wish you every success in your research.

Yours Sincerely

Dr Stanford Makore
Head: Higher Degrees Research Committee

Appendix 2: Department Permission Letter

Province of the
EASTERN CAPE
EDUCATION

CORPORATE PLANNING, MONITORING, POLICY AND RESEARCH COORDINATION
Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5608, Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA:
Enquiries: Ms. F. Pakade Tel: 040 608 7170/4001 . Fax :040 608 4372. Email: fundiswa.pakade@ecdoe.gov.za
Website: www.ecdoe.gov.za
Date: 02 April 2023

Mr. Moses Sarel Baadjies

Summerpride

East London

5247

Dear Mr. Baadjies

PERMISSION TO UNDERTAKE A MASTERS RESEARCH: NORMS AND STANDARDS: FUNDING IMPACT ON QUALITY OF EDUCATION FOR PUBLIC SCHOOLS IN THE BCM DISTRICT (EAST LONDON, SOUTH AFRICA)

1. Your application to conduct the above-mentioned research involving one (1) quintile 1-3 selected Secondary school in Buffalo City district under the jurisdiction of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:

   a. there will be no financial implications for the Department;

   b. institutions and respondents must not be identifiable in any way from the results of the investigation;

   c. you seek parent's consent for minors;

   d. it is not going to interrupt educators' time and task;

   e. the research may not be conducted during official contact time;

   f. the research may not be conducted during official contact time, provided that an arrangement to do research at the school including getting inside a classroom has been arranged and agreed upon in writing with the Principal and the affected teacher/s;

   g. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;

   h. you will make all the arrangements concerning your research;

i. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Corporate Strategy Management;

j. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis;

k. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary;

l. you are requested to provide the above to the Chief Director: Corporate Strategy Management upon completion of your research;

m. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you;

n. you comply with your ethical undertaking (commitment form);

o. You submit on a six-monthly basis, from the date of permission of the research, concise reports to the Chief Director: Corporate Strategy Management.

2. The Department reserves a right to withdraw the permission should there be non-compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE and/or legal requirements to do so.

3. The Department will publish the completed Research on its website.

4. The Department wishes you well in your undertaking. You can contact the Mrs. Fundiswa Pakade on the numbers indicated in the letterhead or email fundiswa.pakade@ecdoe.gov.za should you need any assistance.

T. MASOEU
CHIEF DIRECTOR: CORPORATE STRATEGY MANAGEMENT

FOR ACTING HEAD OF DEPARTMENT: EDUCATION

APPENDIX 3: Questionnaire

RESEARCH INSTRUMENT

Questionnaire used for data collection in respect of: Norms and Standards, Learner Achievement, Disciplinary Referrals, Learner Attendance, University Entrance, Job Satisfaction.

NORMS AND STANDARDS: FUNDING IMPACT ON QUALITY OF EDUCATION FOR PUBLIC SCHOOLS IN THE BCM DISTRICT (EAST LONDON, SOUTH AFRICA)

Name:

Institution/ School Name:

Capacity: Principal

Section A: Biographical Details

1. What is your gender?

Male	1
Female	2
Other, please specify	3

2. What is your home language?

Xhosa	1
Afrikaans	2
English	3
Other, please specify	4

3. What is the quintile of your school?

Quintile 1	1
Quintile 2	2
Quintile 3	3

4. Number of teaching experiences?

Between 1 – 5 Years	1
Between 6 – 10 Years	2
Between 11 – 15 Years	3
Between 16 – 20 Years	4
Between 20 – More than 20 Years	5

Section B: Norms and Standards

5. Norms and Standards

	2020		2021		2022	
Norms and Standards						
Date when the budget was approved	5.1.1		5.2.1		5.3.1	
Total annual budget	5.1.2		5.2.2		5.3.2	
Amount received from Funds from Norms and Standards	5.1.3		5.2.3		5.3.3	
Other Finances						
Funds from private funding	5.1.4		5.2.4		5.3.4	
Funds from school fees	5.1.5		5.2.5		5.3.5	
Funds from entrepreneurial ventures	5.1.6		5.2.6		5.3.6	
Funds from donors	5.1.7		5.2.7		5.3.7	
Funds from sponsorships	5.1.8		5.2.8		5.3.8	
Funds from bequests	5.1.9		5.2.9		5.3.9	
Interest on investments	5.1.10		5.2.10		5.3.10	
Another source of income	5.1.11		5.2.11		5.3.11	
The amount budgeted for staff development	5.1.12		5.2.12		5.3.12	
Amount budgeted for technology (computer, data projectors, smart boards, etc..)	5.1.13		5.2.13		5.3.13	

Section C: Learner Achievement

6. Learner Achievement

Pass rate and distinctions in the National Senior Certificate Examination (NSCE)

	2020	2021	2022

Pass Rate Grade 12 as %	6.1.1		6.2.1		6.3.1	
Total number of subject distinctions Gr. 12	6.1.2		6.2.2		6.3.2	
Candidates with an A-Aggregate	6.1.3		6.2.3		6.3.3	
Candidates with eight or more distinctions	6.1.4		6.2.4		6.3.4	
Candidates with 7	6.1.5		6.2.5		6.3.5	
Candidates with 6	6.1.6		6.2.6		6.3.6	
Candidates with 5	6.1.7		6.2.7		6.3.7	
Candidates with 4	6.1.8		6.2.8		6.3.8	
Candidates with 3	6.1.9		6.2.9		6.3.9	
Candidates with 2	6.1.10		6.2.10		6.3.10	
Candidates with 1	6.1.11		6.2.11		6.3.11	

Section D: Disciplinary Referrals

7. Disciplinary Referrals

	2020		2021		2022	
Total Referrals for Minor Problems for Grade 12s	7.1.1		7.2.1		7.3.1	
Total Referrals for Major Problems for Grade 12s	7.1.2		7.2.2		7.3.2	
Referrals solved	7.1.3		7.2.3		7.3.3	
Funds spend to solve problems	7.1.4		7.2.4		7.3.4	

Section E: Attendance Rate

8. School Attendance Rate and Absenteeism

	2020		2021		2022	
Total number of boys in school	8.1.1		8.2.1		8.3.1	
Total number of girls in school	8.1.2		8.2.2		8.3.2	

Total number of learners in school	8.1.3		8.2.3		8.3.3	
Absenteeism Rate of boys in school in Grade 12	8.1.4		8.2.4		8.3.4	
Absenteeism rate of girls in school in grade 12	8.1.5		8.2.5		8.3.5	
Total amount of absenteeism of learners in school in grade 12	8.1.6		8.2.6		8.3.6	

Section F: University Entrance

9. University Entrance

	2020		2021		2022	
University Entrance Admission as %	9.1.1		9.2.1		9.3.1	

Section G: Job Satisfaction

10. Job Satisfaction

On a scale of 1 to 5, where 1 = Very Dissatisfaction, 2 = Not Satisfaction, 3 = Neutral, 4 = Satisfied, and 5 = Very Satisfied, indicate the extent to which you agree with each of the following statements.

		Very Dissatisfied	Not Satisfied	Neutral	Satisfied	Very Satisfied
Satisfaction						
S1	Are you satisfied with the benefits/compensation offered by the school/organisation?	1	2	3	4	5
S2	Are you satisfied with the organisation/schoolwork environment?	1	2	3	4	5

S3	Are you satisfied with the performance of the learners that you are teaching?	1	2	3	4	5
S4	Do you have enough resources to perform well at your work?	1	2	3	4	5
S5	Are there enough resources to improve the performance of the Grade 12 learners at your school	1	2	3	4	5
Development						
D1	How satisfied are you with your employee benefits/funds paid to improve your skills at the workplace?	1	2	3	4	5
D2	Are you receiving enough training to improve the performance of the learners?					
D3	How likely are you to change your current job?	1	2	3	4	5
D4	How important is the support given by the department to the performance of the learners?					
Mental Health						
MH1	How demanding is your job?	1	2	3	4	5
MH2	How often do you feel stressed?	1	2	3	4	5
MH3	How proud do you feel to be part of this organisation/school?	1	2	3	4	5
MH4	How realistic are your Principal expectations at work?	1	2	3	4	5
MH5	How is the behaviour of the learners at your school?	1	2	3	4	5

Growth						
G1	Are your suggestions at work taken seriously by your co-workers?	1	2	3	4	5
G2	Do you feel that the tasks given to you by your superior make you grow professionally?	1	2	3	4	5
G3	Does your organisation offer ample career growth opportunities to you?	1	2	3	4	5
G4	Do you feel encouraged to share new ideas related to lessons with your co-principals and superiors?	1	2	3	4	5
G5	Do the school spend any funds to improve your teaching skills?	1	2	3	4	5
Supervision						
SV1	Do you think you are supervised too much, too little, or just the right amount?	1	2	3	4	5
SV2	How often do you feel that the tasks assigned by your Circuit Manager make you grow professionally?	1	2	3	4	5
SV3	Do you get an appreciation for your efforts from your superiors?	1	2	3	4	5
SV4	Can you openly and freely communicate your ideas, concerns, and suggestions?	1	2	3	4	5
SV5	How realistic are your superiors' expectations at work?	1	2	3	4	5