

Creating a Caring Education Institution: From a Sinking to a Moving Secondary School



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ABSTRACT

This paper assesses what it takes to emerge with caring and moving education institution from the initially sinking one whose scholarly results were deplorably low from the perspectives of teachers serving in the School Governing Body (SGB) and the Representative Council of Learners (RCL). This paper was motivated by diverse discourses about scholarly performances, most of which are mainly based on the perspective of external education stakeholders other than teachers and learners serving in a secondary school's governing body. The paper is conceptual and empirical in nature within the qualitative research paradigm. The question guiding this paper is: *how long does it take a sinking secondary school to be turned around into a caring and moving secondary school?* Narrative enquiry and interviewing techniques were employed to generate data. Out of the population of sixteen secondary schools in one of the circuits in the Waterberg district in Limpopo Province, South Africa, six were conveniently sampled for study. In each of the six sampled secondary schools, only representatives of the teacher components in the School Governing Body and chairpersons of the Representative Council of Learners (RCL) became research participants. Findings revealed that firstly, caring and moving schools build trust with stakeholders. Secondly, caring and moving schools experience minimal derelict teaching duties by educators. Thirdly, caring and moving schools witness less derelict learning responsibility by scholars. Fourthly, there is subjugation of the culture of laziness in caring and moving secondary schools. Fifthly, a policy of remedial lessons for struggling scholars, is upheld in caring and moving schools. Lastly, caring and moving schools experience less gaping leadership voids in their ranks. The researcher recommends that sinking secondary schools share a warm disposition and be friendly with everyone to successfully become caring and moving secondary schools. This paper is likely to add to the existing body of literature as regards what constitutes a sinking and moving education institution and the causative factors behind each of them.

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INTRODUCTION

Caring and moving secondary schools place apex priority on their performance and to impressive scholarly results. A caring education institution is the one where sustainable performance and its concomitant scholarly results remain non-negotiable.¹ Unlike in sinking education institutions, scholars

¹ K. Motshabi, "Colonial Apartheid Atrocities Rightly Elicit Claims to Redress Past Harms," *Sowetan*, May 3, 2024.

in caring and moving secondary schools normally possess a will and zest to defy the odds by displaying agility and fortitude demonstrating to everyone that excellence is achievable even in the face of adversity.² This signifies that one scholar, one teacher and one book can change the world as this serves as a mantra for caring and moving education institutions. One distinguishable feature of caring and moving secondary school is that it does not normally get involved in tit-for-tat leadership squabbles. On that basis, a caring and moving education institution is hardly associated with underperformance and where underachievement accidentally occurs, it does not end up being normalized or routinized. Bambalele advises that in searching for why some education institutions continue to sink in terms of their underachievement, causative factors of underperformance need to be unveiled.³ Likely, the absence of caring and the moving inclination by those education institutions could be part of the causative factors. What sets a sinking education institution apart from a caring and a moving one is the dedication and the tenacity of scholars in caring and moving secondary schools.⁴

Caring and moving education institutions have an advantage of scholars with strong mental and intellectual health.⁵ The thesis of this paper is that sinking education institutions are not cursed to be in that condition, it is something that is circumstantially induced which is but very reversible. That is why the argument that caring and moving education institutions need not have anything to do with whether a secondary school is a fee-paying or a non-fee-paying but solely to do with an education institution being obsessed with good institutional achievement accompanied by brilliant scholarly results.⁶ The habit and tradition of rewarding scholars that shine keep caring and moving education institutions upbeat to continue to produce excellent scholarly results. In most instances scholarly underachievement characterising sinking education institutions is directly linked to their lack of caring and moving spirits in those secondary schools. That is why, Van Deventer & Kruger recount that 21st century secondary school scholars achieve or underachieve on the basis of whether their education institution is engulfed by adequate caring and moving disposition.⁷ Schooling in caring and moving educational institutions, could have a monumental effect of enabling scholars to always desire to achieve, and thus contribute to the creation of a secondary school that knows no sinking label and categorization.

The manner of teaching and learning in 21st century secondary schools, needs to be such that the multitudes of scholars inside and outside the classroom, are greatly enriched rather than massively impoverished.⁸ As part of being taught differently for efficacious purposes, 21st century secondary school scholars are required to operate in a vibrant, heart-warming and indescribably caring schooling environment for their perpetual magnificent scholarly results. Schooling climate in caring educational institutions induces teachers to convey an air of serenity to keep nervous scholars calm and focused on their school-work. This becomes part of energizing the mind and stimulating creative thinking in a caring schooling space. Efficaciously taught scholars operating in a caring learning space, stand to foster a credible and incredible classroom learning experiences that are embedded in an institution's radical ideological posture for a moving education institution. Where secondary school scholars in a caring school are being taught competently, productively and efficaciously, they are likely to maintain the moving nature of their institution.⁹

Mangena reasons that the distinction between sinking and moving education institutions is in terms of how each responds and reacts to opportunities and challenges of instructional practices.¹⁰ Evidently, to a great extent caring education institutions are likely to be decolonised due to their operational spaces being free from the colonial entanglements of the 20th century. In addition, the degree of institutional stability in caring secondary schooling could enable the momentum of that education

² Y. Sobuwa, "Teacher Handbook Calls for Change in Classes 2021.," *Sowetan*, April 19, 2021.

³ P Bambalele, "Rapetsoa Acts on Violence as He Reworks Our Cry," *Sowetan*, 2019.

⁴ Motshabi, "Colonial Apartheid Atrocities Rightly Elicit Claims to Redress Past Harms."

⁵ James Allen, "As A Man Thinketh (1902)," *Floyd, VA: Sublime Books*, 2014.

⁶ M. Mahlatsi, "Lack of Revolt by MK Supporters Concerning," *Sowetan*, May 3, 2024.

⁷ I. Van Deventer and A.G. Kruger, *An Educator's Guide to School Management Skills* (Pretoria: Van Schaik, 2010).

⁸ W.J. Levin, "Why Our Education System Is Failing," *The Star*, October 5, 2011; C. Southey, "Teaching Ruin and Warring Wallahs," . . . *Mail and Guardian*, April 12, 2012; M. Mangena, "Rallying to Defend Democracy," *Sunday World*, April 18, 2021.

⁹ S.A. Coetzee, E.J. Van Niekerk, and J. L. (Wydeman, *An Educator's Guide to Effective Classroom Management* (Pretoria: Van Schaik, 2011); K Bodibe, "Change Is Inevitable," *Daily Sun* 5 (2012); S. Memela, "Prophetic Intellectual Leaders," *Sowetan*, June 20, 2012; N Kumalo, "Autum: A Time to Harvest Spiritual Growth," *Sowetan*, 2021.

¹⁰ Mangena, "Rallying to Defend Democracy."

institution to become a moving secondary school. The same could be the degree of organisational harmony.¹¹ Scholar studiousness suggests that where pupils are conscious of the fact that they school for themselves and not for anybody else, they are likely to passionately be curious about their studies without being put under duress by their co-scholars and other stakeholders.¹²

This paper thus assesses what it takes to emerge with a caring and moving education institution from the initially sinking one whose scholastic results were deplorably low from the perspective of teachers serving in the School Governing Body (SGB) and the Representative Council of Learners (RCL). The second objective relates to diminishing sinking education institutions in view of their potential to descend a school into an underachieving mode. On the basis of that, the research question guiding this paper is: *how long does it take a sinking education institution to be turned around into a caring and moving education organisation?*

LITERATURE REVIEW

The review of literature approaches sinking education institutions as those whose scholarly performance and results are ever disappointing in comparison to those at caring and moving education institutions. The latter is renowned for its scintillating scholarly performance and outcomes.¹³ Olivier & Owen advise that secondary schools that perennially underperform, may among others be suffering from the battered trust with both their internal and external stakeholders.¹⁴ The literature review points out that caring and moving secondary schools are capable of mending broken scholars psychologically and spiritually.¹⁵ This they do through embracing socio-emotional learning wherein where possible they integrate artificial intelligence to incite personalised teaching and learning in an education institution. An education institution that practises personalised learning is likely to continue to operate within a fraternal teaching and learning atmosphere so vital to the successful learning by all scholars. This is one of the hallmarks of a caring and moving secondary school. Personalised teaching and learning in education institutions, ascertain that derelict teaching duties by educators together with derelict learning responsibility by scholars never occur in secondary schools. What makes caring and moving education institutions stand out in an enterprise of schooling is that they are able to avoid being crisis-riddled educational organisations. In addition, caring and moving secondary schools do enjoy a brilliant corporate governance culture within their internal and external stakeholders. Notably, such education institutions frequently apply their good corporate governance culture and brand to remain stable and persist experiencing inherent harmony that facilitates their sustainable performance and their scintillating learner results.

The literature review is not mute on the point that normally, caring and moving education institutions are fortunate to attract scholars who are studious and at the same time likely to remain teachable inside a classroom. This is praiseworthy because excellent and scholastic performance of learners originate in an educational institution's classrooms.¹⁶ The study of literature unveils that caring and moving education institutions do not place the self-preservation interests of an individual member ahead of those of an entire educational organisation. Doing so could be tantamount to holding schooling and the country hostage.¹⁷ A review of the literature reveals that caring and moving education institutions are naturally resilient in educational pursuits and are known to prefer action over idle talk. Implicitly, idle talk and laziness could be associated with sinking education institutions. The educational service of caring and moving secondary schools to the scholar population is largely recognisable. Apart from

¹¹ Kumalo, "Autum: A Time to Harvest Spiritual Growth."

¹² D. Meador, "The Role of the Principal in School," 2019, www.thoughtco.com; K. Mokgathe, "Middle East Needs Peace without Alienating Israel," *Sowetan*, April 19, 2024.

¹³ J. Tsie, "Give Us a Caring State," *Sowetan*, May 3, 2024.

¹⁴ C. Olivier, *The DNA of Great Teachers* (South Africa: Learning Design, 2012); J.O. Owen, *How to Lead: The Definitive Guide to Effective Leadership*, 4th ed. (London: Pearson, 2015).

¹⁵ Equal Education, "School Infrastructure," 2018, www.equaleducation.org.za; Meador, "The Role of the Principal in School."

¹⁶ T. Gqirana, "Without Resources Rural Schools Will Continue to Underperform," *NGO News* 24, 2016,

<https://www.news24.com/SouthAfrica/News/without-resources-rural-schools-will-continue-to-underperform>; Andrea Juan and Mariette Visser, "Home and School Environmental Determinants of Science Achievement of South African Students," *South African Journal of Education* 37, no. 1 (2017): 1–10.

¹⁷ Ramathan. L., "Learner Poor Performance; Provoking Bourdieu's Key Concepts in Analysing School Education in South Africa," *Southern African Review of Education* 23, no. 1 (2017): 23–36.

producing exquisite scholarly results which make almost everybody to salute caring and moving education institutions, such education organisations uplift their community of scholars through innovation and encouraging problem identification and resolution. That is why, such schools become change-makers in their own right and are ever poised to remain leading education providers.¹⁸ This portrays caring and moving education institutions to have an image of leading a community of scholars entrusted to them to a better and hopeful future.¹⁹ Of peculiar nature is that caring and moving education institutions continue to redefine performance and results for individual learners and for their educational organisation in its entirety.²⁰ The review of literature divulges that in caring and moving school there is the subjugation of the culture of laziness by whoever institutional incumbent there. In addition, caring and moving education institutions are renowned for being guided by viable and efficacious remedial lesson policies whose sole purpose is ascertaining that not a single scholar is left behind as regards mastery of scholastic work. Furthermore, caring and moving education institutions are frequently never bereft of any ethics, solidarity and empathy necessary for the continued support and care of scholars under the tutelage of an educational institution. Owing to the existence and the prevalence of the mentioned traits of a caring and moving education institutions, in those education organisations, it is rarer to have a scholar loving to style herself a super or prime learner. In those education institutions, scholars accept themselves as learners who have to involve themselves in cooperative and personalised learning, demonstrating mutual empathy to keep their educational institution above all others in terms of being caring and moving through sustainable institutional performance and persistently scintillating learner results.

The implication of the expressed point is that caring and moving education institutions hardly experience gaping leadership voids in their ranks because indecisiveness and leadership vacuum plaguing myriad education institutions such as the sinking ones, is simply a taboo in their operational space.²¹ A review of literature evinces that much as impressive scholastic pupil-performance is ever anticipated in caring and moving education institutions, the personnel awaited to produce that mouth-watering scholar results, are ever made an integral part of the requisite results to be produced. That is why the emphasis on collaborative learning is underpinned by a spirit of scholar-solidarity and empathy. The study of literature stresses that any form of marginalisation of scholars in caring and moving education institutions is alien.²² Having disclosed that good academic scholar outcomes produced in caring and moving secondary schools, start in the classrooms of education organisations, it makes sense to argue that where scholars inside a classroom are fortunate to mingle and interact with caring and moving teachers, that educational partnership could speedily contain perennial scholar underachievement and substitute it with sustainable and scintillating scholar achievement. Literature study unveils that it takes a caring and moving teacher to convert an ordinary pupil in an ordinary secondary school into a hero scholar, whose scholastic achievement is ever brilliant and continues to brand a scholar's education institution as a caring and moving one.²³

Literature study unveils that the complexity of schooling leads to a situation whereby some educational institutions keep on surviving the stigma of dysfunctionality and underperformance by virtue of transforming from the core and ceasing a label of a sinking education institution into a caring and moving one. This implies that the kind of brand or identity which an educational institution is being known for, could always under normal circumstances work for that institution. The review of literature confirms that apart from the nature of a brand a school is being famous for, even the kind of an enabling schooling culture at the institution, could contribute to the flourishing of an educational institution and earning a label of a caring and moving school. Literature study stresses that the multiplicity of factors obtaining in an educational institution, are the drivers and the determinants of the caring and moving nature of an educational organisation. One distinguishable feature of a caring and moving education

¹⁸ L. Nowicid, "Learners Still Stuck without Scholar Transport Months into School Year," *Sowetan*, April 19, 2024.

¹⁹ C. Zhu, G. Devos, and Y. Li, "Teacher Perceptions of School Culture and Their Organisational Commitment and Wellbeing in a Chinese School," *Asia Pacific Education Review* 12, no. 2 (2011): 319–28.

²⁰ Mangena, "Rallying to Defend Democracy."

²¹ M. Sipuka, "Africa Must Use Its G20 Seat to Elevate Impediments to Its Own Development," *Sowetan*, April 19, 2024.

²² N. Lee, "Teaching Is the Ultimate Step in the Acquisition of Wisdom and Knowledge," *Sowetan*, May 3, 2023.

²³ S. Masondo, "How Superprincipals and Teachers Help Matrics Soar," *City Press*, January 11, 2015; Kumalo, "Autum: A Time to Harvest Spiritual Growth."

institution is its perpetual strive for the excellent scholastic achievement of its scholars and the institution.²⁴ Teaching and learning in caring and moving education institutions, remain unique and efficacious for the sake of ushering in the scintillating achievement of scholars. Such is the hallmark of caring and moving education institutions.²⁵

Lee reminds that when pulling hard, caring and moving educational institutions draw back and reconnect with themselves.²⁶ This happens as scintillating institutional performance and scholar results have dried up. Caring and moving education institutions are known to be capable of creating time to reflect on the strides they have made in their past educational journey, to learn from them and to be inspired to toil for more excellent scholar performance and results. Literature study depicts caring and moving education institutions to possessing restorative power. This is the kind of strength that pushes such education organisations to immediately bounce back after they have had a mishap with both their institutional performance and results. Caring and moving education institutions do learn to achieve harmony within themselves by treasuring goodness and braving difficulties they face and persistently protecting their image of being high achieving education organisations.²⁷ Such education institutions are capable of embracing the present and everything it offers rather than always being reactive to difficulties, some of which could descend an education institution into an under-delivering mode. The literature review is emphatic that caring and moving education institutions are courageous to pronounce themselves to be free from things that can rob them of their performance, their functionality and scintillating scholarly results, which are constituent elements of fraternal and cheerful educational organisations.²⁸ In this paper, the study of literature on sinking, caring and moving education institutions was largely conducted from the point of view of the Representative Council of Learners and educators serving in the School Governing Body representing teacher components.

METHODOLOGY

The design of the paper is that it is a qualitative case study. The issue which this paper sought to address, namely, creating a caring and moving education institution, from a sinking one to a moving one, necessitated the design of this paper. Furthermore, the objective of the paper which is to assess what it takes to emerge with a caring and moving education institution from an initially sinking one whose scholarly results were deplorably low, as well necessitated that the paper follows a qualitative research paradigm as against the quantitative one. The choice of the qualitative methodology was also triggered by the reality that the paper is being underscored by Interpretivism and by the Learning Organisation Philosophy.²⁹ The study population comprised all the secondary schools in one circuit office of the Waterberg district in Limpopo Prince, South Africa. Out of the population of sixteen secondary schools in the mentioned education district, the researcher sampled six for studying. A convenient purposive sampling was applied to emerge with only six secondary schools from the sixteen found in one circuit in Waterberg education district. In each of the six sampled secondary school, a teacher representative serving in the School Governing Body (SGB) as well as a Chairperson of the Representative Council of Learners (RCL) became research participants. The total number of research participants amounted to twelve. Narrative enquiry and interviewing techniques were employed to collect data.³⁰

The thematic content analysis as well as the constant comparative methods were employed as data analysis methods.³¹ Issues of ethical considerations such as securing the permission of the research participants, maintaining the anonymity principle with research participants, upholding the right and dignity of research participants, informed consent, voluntary participation, protection from risk and harm, were taken good care of.³² In this paper, combining the three theoretical perspectives, enabled the

²⁴ Sobuwa, "Teacher Handbook Calls for Change in Classes 2021."

²⁵ E V Lara, "School Identity in the Modern World," 2019.

²⁶ Lee, "Teaching Is the Ultimate Step in the Acquisition of Wisdom and Knowledge."

²⁷ T. Zwane, "We Need Government That Can Deliver," *Sowetan*, May 7, 2021.

²⁸ Olivier, *The DNA of Great Teachers*; Sobuwa, "Teacher Handbook Calls for Change in Classes 2021."

²⁹ K.C. Moloi, *The School as a Learning Organisation* (Pretoria: Van Schaik, 2005).

³⁰ Ramrathan. L., "Learner Poor Performance; Provoking Bourdieu's Key Concepts in Analysing School Education in South Africa."

³¹ S. Divya, *What Is Research Methodology?* (Canada: Sage Publications, 2023).

³² D. Clark, "Theory X and Theory Y, Big Dog and Little Dog's Performance Juxtaposition," 2010, <https://www.nwlinl.com>; Equal Education, "School Infrastructure."

researcher to make an in-depth understanding of how despite many years of independence in South Africa, there are still myriad sinking education institutions when caring and moving education institutions are what is awaited.³³ Such an in-depth understanding was more than necessary in order to operate from an informed position with regard to what actually comprises sinking educational institution as against caring and moving organisations. For clarity purposes, secondary school teacher representatives serving in the School Governing Body and Representative Council of Learners were given an opportunity of narrating from their own angles that which constituted sinking as well as a caring and moving education institution. In addition, teachers and learners' representatives were permitted to share that which they regarded to be the solution to the existing sinking education institutions notorious for their perennial underachievement instead of being renowned for their caring and moving education institutions that persistently yield scintillating scholarly performance and results. To corroborate and triangulate the gleaned data, interviewing was conducted with those research participants who provided narrative enquiry³⁴ Altogether, a total number of twelve research participants participated in interviews regarding sinking versus caring and moving education institutions with regard to scintillating scholarly performance and results. Interviewing responses were audiotaped for transcription purposes later-on. Both the narrative enquiry and the interviewing technique emerged very helpful in terms of accessing information germane to lack of evolution by some sinking education institutions that are not turning around into caring and moving education organisations.³⁵

PRESENTATION OF FINDINGS

Findings arrived at in this paper, are in relation to the research topic whose focus is an assessment of what it takes to emerge with a caring and moving education institution from an initially sinking one whose scholarly results were deplorably low from the perspective of teachers serving in the School Governing Body and the Representative Council of Learners. The basis of the findings is the analysed data which were generated through the narrative inquiry and the interviewing technique. Responses of the 12 research participants were assessed as regards replacing sinking education institutions with caring and moving ones, from the viewpoint of the representatives of teachers and learners. As part of sharing and discussing the findings in a clear and free from ambiguity fashion, the 12 research participants interviewed in this paper are being referred to as Respondents A up to F referring to representatives of teachers serving in the School Governing Body and Respondents G up to L referring to representatives of scholars. That was done to protect the actual identities of those research participants. Paying attention only to teachers serving in the School Governing Body and the Representative Council of Learners ought not to create an impression that every time when there are sinking education institutions to be turned around into caring and moving ones, it could be teachers and scholars alone who are the instigators. A host of factors and variables are likely to be behind the existence of sinking education institutions. However, the context of this paper necessitated that the focus be placed on the perspectives of teachers and scholars in relation to the creation of caring and moving education institutions.³⁶ Considering that scholar performance of education institutions have been debated from the angles such as the principal's leadership role, teacher leadership and others, the researcher felt a need to debate it this time from the unique angle of teachers serving in the School Governing Body and scholars who are part of the Representative Council of Learners.³⁷ Interpretivism and the Learning Organisation Philosophy in partnership with the qualitative research paradigm, have been sufficiently instrumental in assisting in the analysis of data to ultimately emerge with these findings. Findings and discussion for this paper are the following: battering trust with stakeholders, minimum derelict of teaching duties, minimum derelict of learning responsibility, subjugating culture of laziness, available remedial lesson policy and experiencing less gaping leadership void.

³³ R. Kumar, *Research Methodology: A Step by Step Guide for Beginners* (London: Sage Publications, 2024).

³⁴ Divya, *What Is Research Methodology?*

³⁵ Meador, "The Role of the Principal in School"; Motshabi, "Colonial Apartheid Atrocities Rightly Elicit Claims to Redress Past Harms."

³⁶ R.J. Botha, "The Role of the School Principal in the Case Study of Various Members' Perceptions," *Journal of Social Science* 30, no. 3 (2017): 263–71; Juan and Visser, "Home and School Environmental Determinants of Science Achievement of South African Students."

³⁷ Lara, "School Identity in the Modern World"; Meador, "The Role of the Principal in School"; T. Bush et al., *External Evaluation Research Report of the Advanced Certificate in Education: 30-School Leadership and Management* (Pretoria: Zenex Foundation, 2019).

DISCUSSION OF FINDINGS

Building Trust with Stakeholders

Educational institutions of the 21st century thrive when receiving sufficient support from their stakeholders. Literature confirms that there are education organisations that persistently pull hard in terms of yielding scintillating scholar performance and results. In most instances, the trust factor between those education organisations and their stakeholders could be a contributory variable.³⁸ Battering of trust between education institutions and their stakeholders could spoil everything pertaining to the two continuing to work together cooperatively for their mutual benefit. On this matter, Teacher L of School E complains that *“not many institutional incumbents notice the indisputable truth that the battering of any trust between education institutions and the society is a recipe for dismal performance and results by schools considering that mutually beneficial trust is a tonic for eradicating poor results by education institutions”*. RCL Chairperson K of School A reminds that *“maintaining an enabling trust between stakeholders and education institutions has to be a way to go in case genuine efforts are to be directed to the elimination of perpetual lack of caring and moving education institutions in our society, something that promotes the unwelcome prevalence of sinking education institutions”*. The implication is that education institutions could divest themselves of being sinking secondary schools to become caring and moving education institutions upon ascertaining that there is no battering of trust between them and their stakeholders. Evidently, trust between stakeholders and education institutions is worth treasuring at all times due to its irreplaceable role to the good performance and scintillating scholarly results where it prevails.³⁹

Minimum Derelict of Teaching Duties

Although all learners have the constitutional right to education, at times pupils snub and violate that right by resisting teaching. That state of affairs is worsened by teachers who abandon their duty. Failure to discharge their duty easily puts an educational organisation into a dysfunctional and underachieving state. The review of literature has unveiled that in sinking education institutions, scholars are not always teachable. This complicates the matter considering that in that context, an educational institution battles with problems from both teachers and learners. That is why one of the research findings in this paper is that in the caring and moving education institutions, there are cases of teachers abandoning their teaching duties. This research finding was confirmed by RCL Chairperson G of School C who reported that *“I am more than fortunate to take schooling lessons from a caring and a moving education institution where the rate and degree of teacher neglect to their duties is very minimal in comparison to what we are hearing occurring in sinking secondary schools where teacher derelict of duties is like a way of life”*. A teacher representative D of School E contended that *“I have been embracing a culture of neglecting my teaching duties owing to operating in a sinking secondary school and I became a transformed teacher immediately I was affected by redeployment and rationalisation process where I joined a caring and a moving education institution where the practice of a derelict of duty by a teacher was an alien culture and I am remaining a teacher with no derelict of duty in my new operational space”*. On the basis of the utterances of the research participants, the unpleasant practice of abandoning duty by teachers is associated more with the sinking secondary schools than with caring and moving education institutions. The literature reviewed advises that in an educational institution, a challenge has to be identified and processes be put in place to formulate solutions based on the cause of that problem.⁴⁰ In this context, a problem is a sinking education institution itself that ferments a practice of the derelict of duty by teachers and a durable solution is quickly turning around a sinking education institution into a caring and a moving secondary school where a practice of a derelict of duty by teachers shall have no space.

³⁸ A Bernstein and J McCarthy, “Teachers’ Poor Value for Money: Incentives for Good Educators Need to Be Introduced but the Challenge Is Deeper than Training and Skills Only,” *The Star* 5 (2011); N S Modiba, “Every Educational Journey Has a Destiny,” *Capricorn District, Limpopo Province. Paper Presented to Motivate All Learners to Be Aware That Schooling Days Are Numbered* 1 (2011); S. Mgxashe, “Time for This Carelessness with Our Lives to Be Stopped, Mr President,” *Sowetan*, December 7, 2011; H. Mueller, “Advocate’s Scandal Just a Tip of the Iceberg,” *The Star*, October 5, 2011.

³⁹ A. Clarke, *The Handbook of School Governors* (Cape Town: Kate McCallum, 2009); Equal Education, “School Infrastructure”; Kumalo, “Autum: A Time to Harvest Spiritual Growth.”

⁴⁰ Clarke, *The Handbook of School Governors*; K. G. Fomunyan, “The Ideological Ware as Key to Improve Learner Performance,” *Journal of Education* 16, no. 1 (2017): 108–25; Meador, “The Role of the Principal in School.”

Minimum Derelict of Learning Responsibility

Being a scholar at an educational institution has to imply that a learner shoulders a responsibility for his or her learning. In an event where a scholar wants to advance to the next level at the end of the year yet he or she is not prepared to create a sufficient space for learning, then that becomes contradictory.⁴¹ Motshabi, reports that the execution of teaching activities at the educational institution without being accompanied by the concomitant learning activities by scholars becomes incongruent.⁴² Adequate delivery of an educational service to scholars has to trigger institutional and scholar performance. On the expressed matter, Teacher representative F of School F stressed that *“my two decades at the secondary school level has alerted me to the reality that sinking education institutions continue to destroy and ruin the future of countless scholars due to lack of the culture of learning by scholars there, something which purely leads to the entrenched culture of the derelict of the learning responsibility by almost every scholar receiving instruction at the sinking education institution”*. RCL Chairperson I of School B contended that *“sinking education institutions which could be perpetual underperformers are likely to find it difficult to quickly counter their experienced underachievement in comparison to caring and moving education institutions which arguably by virtue of being used to performing, could be wise and experienced enough on what went wrong in the past, which led to the set-up of underachievement which in no time requires that an educational institution, turns around from a sinking secondary school into a caring and a moving one”*. The expressed views by the research participants, emphasise the need for education institutions, in this 21st century to be able to intervene as part of resolving their witnessed underperformance difficulties orchestrated by the derelict of learning responsibility by scholars. That is why, Ramphele is emphatic that in the 21st century, education institutions need to be populated by scholars who are averse to the practice of derelict learning responsibilities.⁴³

Finally, Modiba, Juan & Visser, articulate that overcoming the emergent practice of derelict learning responsibility by scholars in education institutions has to be countered sooner rather than later to prevent it from taking roots.⁴⁴ The derelict of learning duties by scholars is simply anti-developmental and therefore deserves no flourishing space.

Subjugating the Culture of Laziness

Caring and moving education institutions contrary to sinking ones are able to overturn underachieving secondary schools through mending the broken psychological and spiritual mentality of incumbents. This enables amongst others the lifting of their emotional strength to be ready to have their laziness habit supplanted with the industriousness spirit which is essential in terms of ever galvanising everyone to contribute to the achievement of the mandate of an education institution.⁴⁵ Furthermore, caring and moving education institutions are also able to reset the organisational confidence of almost all the internal stakeholders for the continued good performance of an education organisation due to reversing the perturbing laziness culture. That is why one of the research findings in this paper relates to the caring and moving secondary schools being characterised by the inclination of subjugating the culture of laziness prevalent within the incumbents of an education organisation. On this matter, Teacher C of School E narrated that *“having more than three decades as a classroom teacher within five distinct secondary schools, I have rarely witnessed secondary school incumbents being willing and enjoying to stop working at cross purposes, something which dominates in nearly all the sinking secondary schools of this world and which confirms that the culture of laziness is simply at its highest level and persists to gag the ushering in of caring and moving education institutions”*. RCL Chairperson H of the same school reiterated that *“talking and acting unity-of-purpose to subjugate laziness that has taken roots within the school members, ranging from teachers to learners, is more said than done, something confessing that internal stakeholders in secondary schools do not easily pull in one direction with much of what they*

⁴¹ Nowicid, “Learners Still Stuck without Scholar Transport Months into School Year.”

⁴² Motshabi, “Colonial Apartheid Atrocities Rightly Elicit Claims to Redress Past Harms.”

⁴³ M. Ramphele, “The Culture of Impunity,” *City Press*, August 4, 2011.

⁴⁴ Modiba, “Every Educational Journey Has a Destiny”; Juan and Visser, “Home and School Environmental Determinants of Science Achievement of South African Students.”

⁴⁵ Paul Arden, “It’s Not How Good You Are, It’s How Good You Want to Be,” (*No Title*), 2003; Botha, “The Role of the School Principal in the Case Study of Various Members’ Perceptions.”

involve themselves in and this in itself consolidates the existence of sinking education institutions". The responses of the research participants paint a bleak picture of how sinking secondary schools are still in abundance due to delay in completely eliminating a culture of laziness characterising the myriad of sinking secondary schools to reconfigure the sinking education institutions into the caring and the moving secondary schools.⁴⁶ Mabote & Ramathan present reminders that every educational institution prescribes either its greatness or otherwise through the manner of consistently galvanising institutional incumbents to work hard for the caring and the moving secondary school as against the sinking one.⁴⁷

Available Remedial Lesson Policy

The heterogeneity of scholars in education institutions calls for diverse interventions especially for struggling learners the majority of those could be found in sinking secondary schools.⁴⁸ Normally, caring and moving education institutions are likely to be advanced in terms of how they service their struggling scholars in comparison to sinking secondary schools, the bulk of which could be without excellently coordinated remedial lesson policies. Education organisations with dependable and sustainable intervention measures for scholars pulling hard with their studies are associated more with caring and moving secondary schools than with the sinking ones. The reason is because, the latter are likely to battle to self-rehabilitate when distressed, on the basis of a number of factors one of which is less commitment and less duty-conscious by the majority of its internal stakeholders. That is why Turner & Bambalele, proclaim that sufficiently dedicated internal stakeholders have to be deployed to sinking education institutions to pick up the level of educational delivery there to resemble that which is offered in caring and moving secondary schools.⁴⁹ This resonates with one of the findings in this paper which is about caring and moving education institutions possessing readily available remedial lesson policies to guide their remedial-related practice. A teacher representative E of School B stated *"In many secondary schools, underachievement of scholars is amongst others ascribed to failure to subject struggling scholars to well-coordinated remedial policies that stand to lift those scholars to the required level of the gifted scholars in education institutions"*. RCL Chairperson J of School B emphasizes that *"it is not impossible to get rid of all the sinking secondary schools upon ascertaining that they all adopt features of caring and moving education organisations that persistently expose their struggling scholars to well-planned and implemented remedial policy lessons than overturns an underachievement mentality in struggling scholars and replace it with achievement mentality resembling caring and moving education institutions"*. The expressed views suggest that since it is scholars who create caring and moving education institutions, in the 21st century, those scholars have to be treated differently and heterogeneously compared to their predecessors with regard to the improvement of institutional performance and results by scholars. This stands to enable scholars to enliven the schooling set-ups, where the bulk of teachers populating those education institutions normally lament the lack of participation of scholars in their own schooling activities. Modiba, Gae, Gqirana & Lara sum this up, when they observed that nowadays, with remarkably enforced remedial lesson policies, scholars from sinking secondary schools could perform as well as those from renowned caring and moving education institutions.⁵⁰ Ramphela and Botha attest that, remedial lesson policies being operationalised with passion and vision can work wonders with every scholar despite the nature of a secondary school, be it a sinking or a caring and moving education institution.⁵¹

⁴⁶ Mahlatsi, "Lack of Revolt by MK Supporters Concerning."

⁴⁷ M D Mabote, "Why Schools Underperform: Some General Causative Factors," in *Capricorn District. Limpopo Province. An Educational Address During the Curriculum Roadshow Meeting with Mogodumo School Principals in Mogodumo Cluster Gathering*, vol. 16, 2008; Ramathan. L., "Learner Poor Performance; Provoking Bourdieu's Key Concepts in Analysing School Education in South Africa."

⁴⁸ Lee, "Teaching Is the Ultimate Step in the Acquisition of Wisdom and Knowledge."

⁴⁹ A. Turner, *Born to Succeed*. (Britain: Falmer Press, 2000); Bambalele, "Rapetsoa Acts on Violence as He Reworks Our Cry"."

⁵⁰ Modiba, "Every Educational Journey Has a Destiny"; W. Gae, "Primary School Learners' Perspectives on Factors That Impact Their Learning and Wellbeing at School" (Stellenbosch University, 2016); Gqirana, "Without Resources Rural Schools Will Continue to Underperform"; Lara, "School Identity in the Modern World."

⁵¹ Ramphela, "The Culture of Impunity."

Experiencing Less Gaping Leadership Void

Few educational institutions are able to underperform this year and quickly turn the tide in no time. This is one attribute that sets apart caring and moving education institutions from the sinking ones. Southey and Omar posit that by virtue of experiencing sustainable and impactful head-teacher leadership, caring and moving secondary schools are able to rise from their ruins, implying quickly restoring impressive scholar performance and results where scholar underperformance together with poor institutional results were becoming a usual way of life.⁵² It is no secret that where unsustainable institutional leadership is commonplace in an educational institution, reconfiguring a sinking secondary school into a caring and a moving one could take longer to accomplish. That is an unpleasant state of affairs, considering that the absence of core institutional leadership makes an educational institution a liability rather than an asset for clients. Quality head-teacher leadership is necessary to reverse the mentioned state of affairs which in most cases is associated with sinking secondary schools. Hence one of the findings in this paper unveils that caring and moving secondary schools are capable of rolling institutional underachievement coupled with poor scholarly results. Teacher representative A of School F narrated that “*strong head-teacher leadership is everything especially in terms of assisting a sinking secondary school to become a caring and moving education institution characterised by brilliant institutional performance and scintillating scholar results*”. RCL Chairperson I of School D narrates that “*it is a point beyond dispute that head-teacher leadership has a potential of motivating teachers to honour their lessons daily without being reminded and getting every scholar to be sufficiently dedicated to he studies to enable an education institution to pride itself to be a centre of academic excellence when scholar results are being unveiled, something that prevents the monotonous scholar grade repetition*”. The articulated optimism by research participants, who are teacher representatives serving in the School Governing Body and the Representative Council of Learners over head-teacher leadership and the conversion of sinking education institutions into caring and moving secondary schools, is evidence that where there is strong leadership, institutional performance and results improve. Bernstein and McCarthy, Fomunyam, Equal Education and Sobuwa contend that the difficulties associated with sinking education institutions remain surmountable with the necessary strong, impactful and sustainable head-teacher leadership in place.⁵³

RECOMMENDATIONS

The basis of these recommendations is the discussed findings which are as follows: there is a need for sinking education institutions to share warm disposition and be friendly and fraternal with everyone to successfully become caring and moving secondary schools. In addition, education institutions need to encourage the containment of the derelict learning responsibility by scholars and the derelict teaching duties by educators. Furthermore, subjugation of culture of laziness prevalent in sinking education institutions deserves double dedication for its obstruction if sinking secondary schools are to be overturned into caring and moving secondary schools. Moreover, there is a need to take remedial lesson policies very seriously in both sinking, caring and moving education institutions so that struggling scholars there are lifted to the standard of their gifted peers for continuous scintillating performance and results of their education institutions. Finally, there is also a need for every education institution to experience less of a gaping leadership void. This shall serve to underscore the power and impact of head-teacher leadership to the stability, harmony and persistent good performance and scintillating results by scholars. This is necessary in view of the perennial underachievement of some sinking public secondary schools especially in Waterberg, Limpopo Province, South Africa.

CONCLUSION

As showcased, in the discussion of the findings of this paper, both the review of literature as well as the theoretical frameworks undergirding the paper, played a critical role in talking to the findings of the

⁵² Southey, “Teaching Ruin and Warring Wallahs”; Y. .A. Omar, “Wanted Political Entrepreneurs to Forge a Common Nationhood in SA,” *Sowetan*, October 4, 2019.

⁵³ Bernstein and McCarthy, “Teachers’ Poor Value for Money: Incentives for Good Educators Need to Be Introduced but the Challenge Is Deeper than Training and Skills Only”; Kehdinga George Fomunyam, “The Ideological Ware as Key to Improving Learner Performance,” *Journal of Educational Studies* 16, no. 1 (2017): 108–25; Equal Education, “School Infrastructure”; Sobuwa, “Teacher Handbook Calls for Change in Classes 2021.”

paper. In addition, the narrative enquiry and the interviewing techniques together with the two selected theoretical perspectives, namely, Interpretivism and the Learning Organisation Philosophy provided a better context within which the entire paper had to be located and comprehended. Small wonder that among others, findings revealed that education institutions that are not battering their trust with stakeholders, find it less difficult to turn around from a sinking education institution into a caring and moving one. Finally, the absence of a gaping leadership void in education institutions enables them to reconfigure from the sinking education institutions into a caring and moving ones. The conclusion arrived at in this paper, is largely informed by the perspectives of teachers serving in the School Governing Body and the Representative Council of Learners as regards a sinking, caring and moving education institution.

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