**Gordon Institute
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Organisational ambidexterity in low-fee private schools in South Africa

By

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ABSTRACT

In a country where the public education system is failing, the need for affordable, quality education has given rise to increased demand for low fee private schooling and has created opportunities for edupreneurs to establish new educational institutions (Brewer, 2011).

Organisational ambidexterity has been found to ensure success and long-term performance (O'Reilly, 2013; Raisch et al., 2009). Low Fee Private Schools need, therefore, to adopt an ambidextrous strategic orientation to ensure long-term. Organisational ambidexterity will require the schools to manage the tension between the required exploitation of its current service offering and exploration to improve its service offering to drive growth and meet future job requirements.

The purpose of this research was to explore the concept of organisational ambidexterity as manifested in Low Fee Private Schools in order to establish which of the three mechanisms identified in the literature; sequential, structural, and/or contextual ambidexterity, are adopted by Low Fee Private Schools.

11 Low Fee private school principals, founders and/or managers provided various insights into how organisational ambidexterity manifests itself in low fee private schools.

Organisations gravitate toward either exploration or exploitation based on environmental, organisational and managerial triggers that exist within their operating environment (Lavie et al., 2010). The findings from the research conducted reveal that the context in which low fee private schools operate causes them to gravitate towards exploitation often to the exclusion of exploration. The inability of the schools to explore may undermine the ability of the organisation to achieve long-term success.

KEYWORDS

DECLARATION

I declare that this research project is my own work.

It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University.

I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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Sibongile CC Shoba   Date

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1.1 Introduction

South Africa faces a challenge of stagnating economic growth, 23 years into democracy, increasing economic inequality and continuous socio-economic exclusion along racial and gender lines persist (StatsSA, 2017).

Neoclassical growth theories argue that education increases the human capital innate in the labour force, increasing their ability to produce economic value, and thus enables the labour force to contribute to positive economic growth (Hanushek, 2013).

Economic growth literature has affirmed that education is an important antecedent for positive economic growth (Barro, 2001) and for this reason, access to quality basic education remains one of the highest priorities on South Africa's economic development agenda (South African National Planning Commission, 2014).

The South African economy is characterised by inequality and discrimination (Parkin, 2010). According to Parkin (2010), the wage differential between skilled and unskilled labour depends on the marginal revenue productivity of the skill, and the cost of acquiring the skill, the acquisition and accumulation of skills is, therefore, an important determinant of earning ability and is key in reducing inequality (Parkin, 2010).

South Africa has seen a significant increase in the number of South African's, between the ages of five and 24, that have access to education since the dawn of the democratic era in 1994 (Statistics South Africa, 2011). The quality of the education, however, remains poor with a study by the Centre for Development and Enterprise (2013) revealing that that "South Africa has the worst education system of all middle-income countries that participate in cross-national assessments of educational achievement" (Spaull, 2013, p. 10).

The poor quality of education in South Africa has given rise to increased demand for private education with a study by Statistics South Africa (2011) revealing an increased preference for private institutions. The fees for private schools, however, remain expensive making them unaffordable to many South Africans (Statistics South Africa, 2011). The need for affordable quality education has created an opportunity for

education entrepreneurs ('edupreneurs') to meet the demand for affordable quality education in South Africa (Brewer, 2011; Clynick & Johnston, 2005).

Private schools rely on fees charged to cover the costs of the services provided and, in some instances, to generate profit (Collis, 2002). Costs related to regulatory compliance, higher teacher wages, lower learner-to-teacher ratios and the lack of government subsidies all result in private schools having a significantly high cost-to-serve structure (Draper & Hofmeyr, 2016). Edupreneurs venturing into establishing and operating Low Fee Private Schools are faced with the challenge of managing the fee-for-service business model efficiently to ensure affordability; whilst adapting and discovering new ways to improve the quality of the education offered to ensure future sustainability.

Latest developments in organisational literature have shown that organisational ambidexterity is important for long-term performance and propose that successful organisations are ambidextrous, and if adopted by Low Fee Private School would enable the achievement of the educational reform required to fuel economic growth, alleviate poverty and reduce inequality in South Africa (O'Reilly, 2013; Raisch, Birkinshaw, Probst, & Tushman, 2009; South African National Planning Commission, 2014).

Raisch, Birkinshaw, Probst, and Tushman (2009, p.685) define organisational ambidexterity as an organisations' "…ability to exploit its current capabilities while simultaneously exploring fundamentally new competencies [and opportunities]". The successful or unsuccessful management of the tensions between exploration and exploitation within Low Fee Private Schools is thus dependent on an organisations ability to create this alignment.

1.2 Background to research problem

1.2.1 Economic Growth and Education in South Africa

Economic growth remains the primary measure of prosperity despite criticism that it does not necessarily reflect inclusivity or living standards of the population (Salim, 2014). It is argued that of greater importance in developing countries is inclusive economic growth. Inclusive economic growth does not look at the pace of growth only, but concerns itself with the pattern of growth as well (Dinda, 2014). According to

Soumyananda Dinda (2014, p.870), "inclusive growth emphasises the idea of equality of opportunity, in terms of access to markets, resources and regulatory bodies for business and individuals". Increased inclusive economic output can aid in alleviating poverty and reducing unemployment across all demographics (Dinda, 2014; Sud & VanSandt, 2015).

In a post-apartheid review of human capital and the labour market in South Africa, Duncan Thomas (1996) highlights that during the apartheid era, the black education system received the least investment, receiving 75% less funding than that of white South Africans (Fryer & Vencatachellum, 2005; Thomas, 1996). " Racially segregated education was the central pillar propping up the apartheid system in South Africa" (Thomas, 1996, p. 330). Investment in the education system had a direct correlation with education level attainment, as a result, black South Africans were found to have the lowest education level of all the South African racial groups (Fryer & Vencatachellum, 2005; Thomas, 1996).

According to Dr Salim (2014, p.312), promoting equal opportunities for access to quality education creates an "opportunity for correcting sectoral and social imbalances". The skills, knowledge, and experience gained through education increase human capital that is innate in the labour force (Barro, 2001). Primarily, human capital increases the productivity of the labour force by increasing its ability to produce economic value (Barro, 2001; Hanushek, 2013). Increased human capital has also been found to enable a greater rate of diffusion and absorption of information regarding novel technological advancements by others (Barro, 2001; Hanushek, 2013); thus allowing nations to benefit from innovative gains of other advanced economies (Barro, 2001; Hanushek, 2013).

A study by Hanushek and Kimko (2000) found that it is not only access to education that results in economic growth, and highlight that the quality of the education received has a larger impact on the human capital's ability to drive economic growth (Barro, 2001; Hanushek, 2013; Hanushek & Kimko, 2000). According to the 2017 - 2018 Global competitiveness report, 40% of South Africa's competitiveness is factor-driven and is therefore driven by the performance of its labour and natural resources in line with classical economic growth theories (Chirwa & Odhiambo, 2016; World Economic Forum, 2017). Competitiveness in a factor driven economy requires functional and sound institutions, infrastructure, macroeconomic environment, health and primary education as basic requirements (World Economic Forum, 2017). The poor state of

South Africa's primary education, where the quality of primary education is ranked 116 of 137 countries, contributes to the muted economic growth experienced in the country (World Economic Forum, 2017)

The central objectives of the South African macroeconomic policy, the National Development Plan's (NDP) are to eradicate poverty, reduce inequality, and create 11 million jobs. To achieve this, the economy needs to grow at an average annual real GDP growth of 5.7%, by 2030 (National Planning Committee, 2013). The NDP highlights education as a key component of the plan to bolster inclusive economic growth (South African National Planning Commission, 2014). Five years post the adoption of the NDP, South Africa recorded two successive quarters of negative growth, breaking out of technical recession in quarter two of 2017 (StatsSA, 2017). The World Bank (2016) accounted the prolonged deceleration in economic growth in South Africa to the negative growth in total factor productivity (TFP), indicating that the stunted economic growth experienced, is underpinned by productivity inefficiencies (The World Bank Group, 2016). Increased access to quality education would, therefore, be expected to contribute positively to TFP growth and thus economic growth (Hanushek, 2013).

Improved productivity enables an economy to mature from being factor driven to efficiency driven (Chirwa & Odhiambo, 2016; Porter, 1990). Research by the World Economic Forum (2017) on global competitiveness found that 50% of South Africa's economic growth is efficiency driven. Economic development theory indicates that this form of economic growth is gained as a result of efficiencies that are introduced to processes or increased product quality (Chirwa & Odhiambo, 2016; Porter, 1990; World Economic Forum, 2015).

South Africa's economic growth patterns, much like all developing economies, has shown movement from being factor driven towards being total factor productivity (TFP) driven (Fedderke & Simkins, 2012). The endogenous growth framework argues that TFP growth emerges from innovation which is driven largely by human capital (Fedderke & Simkins, 2012; Pack, 2001). In Fedderke and Simkins' (2012, p. 200) study of economic growth in South Africa, it was found that the declining quality of education in South Africa has resulted in a substantial decline in "South Africa's capacity to undertake long-term innovation", therefore, undermining TFP economic growth . As a result of this declining quality of education, it has been estimated that only 10% of South Africa's economy is innovation driven (World Economic Forum,

2017). Michael Porter (1990) proposes that national prosperity "depends on the capacity of its industry to innovate" (Porter, 1990, p. 73). An increase in the human capital, gained through access to quality education, would increase the contribution of innovation to the country's economic growth and thus enhance the prospects of attaining national prosperity.

Figure 1: Proportion of matriculation candidates with mathematics.
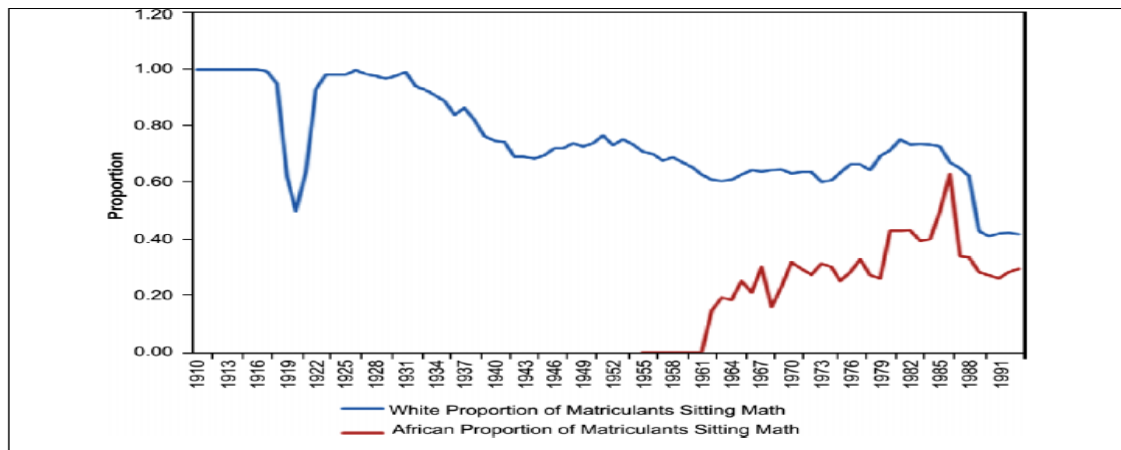
Source: (Fedderke & Simkins, 2012, p. 200)

It has been established that an inadequately educated workforce decreases the collective ability of the workforce to carry out existing tasks, and slows the country's technology adoption, thus constraining the country's ability to prosper (Chirwa & Odhiambo, 2016; Porter, 1990; World Economic Forum, 2017). Mathematics and science proficiency, at secondary school level in South Africa, is considered one of the worst in the world, ranking 140 of 140 countries studied (Spaull, 2013; World Economic Forum, 2017). The inadequate availability of scientists and engineers, in particular, reduces the country's innovation capacity(World Economic Forum, 2016).

South African tertiary sectors, which consists of financial services, government, trade, transport and personal services, are the largest contributor to the country's Gross Domestic Product (GDP) at 71% (StatsSA, 2017). According to StatsSA (2014), tertiary sectors primarily absorbs skilled labour, however, 46% of the South African workforce is semi-skilled (StatsSA, 2014). A semi-skilled workforce is equipped to fulfil clerical, sales, service and machine operation related jobs; and lack the level of skills and knowledge required to fulfil managerial, technical, and/or professional roles available in the tertiary sector (StatsSA, 2014). The skills shortage resulting from this skills mismatch is a major constraint on growth in South Africa.

The Future of Jobs Report (2017), which is published by the World Economic Forum, highlights that majority of children entering the schooling system may find themselves ill-equipped to perform future tasks due to rapidly changing skills requirements for employment (World Economic Forum, 2017a). Technological advancements are the key drivers of this change. To maintain relevance the curriculum offered in schools, and the methods used to teach this curriculum need to evolve to meet emerging employment needs. There is, however, a concurrent need to close the current skills gap to enable economic growth in South Africa giving rise to a simultaneous need for exploration and exploitation in the education sector.

The research problem is framed by the need for inclusive economic growth in South Africa. As the demand for quality education increases, there is resultantly increased preference for affordable private schooling (Brewer, 2011; Statistics South Africa, 2011). These schools, therefore, play a critical role in disrupting the South African education sector by making quality education accessible to previously disadvantaged South Africans and thus improving their employment prospects (Brewer, 2011; Dinda, 2014; Tooley & Longfield, 2015). The success of this institution is therefore critical in driving economic growth and reducing inequality.

1.3 Purpose of the Research

In a country where the public education system is failing, the need for affordable, quality education has given rise to increased demand for low fee private schooling and has created opportunities for edupreneurs to establish new educational institutions (Brewer, 2011).

Organisational ambidexterity has been found to ensure success and long-term performance (O'Reilly, 2013; Raisch et al., 2009). Low Fee Private Schools need, therefore, to adopt an ambidextrous strategic orientation to ensure long-term. Organisational ambidexterity will require the schools to manage the tension between the required exploitation of its current service offering and exploration to improve its service offering to drive growth and meet future job requirements.

The purpose of this research was to explore the concept of organisational ambidexterity as manifested in Low Fee Private Schools in order to establish which of the three mechanisms identified in the literature; sequential, structural, and/or contextual ambidexterity, are adopted by Low Fee Private Schools.

1.4 Research Scope

This study focused on exploring the concept of organisational ambidexterity as manifested in South African low fee private schools. For the purpose of this study, private schools charging up to a maximum of R22 700 per annum were classified as low fee. No distinction is made by the South African Schools Act (No. 84 of 1996) between non-profit and for-profit private schools, therefore, all private schools were included in the independent school category for this study.

1.5 Research Objectives

The main objective of the research undertaken was to gain a deeper understanding of how organisational ambidexterity manifests itself in low fee private schools. In this, the research aimed to:

1. Identify the factors that contribute to the successful or unsuccessful management of tensions between exploration and exploitation within low fee private schools; and

2. Identify the factors that lead organisations to choose sequential, structural, and/or contextual ambidexterity.

1.6 Research Motivation

There has been increased academic interest in organisational ambidexterity resulting in numerous studies on this topic area over the years (O'Reilly, 2013). The diverse nature of academic theory on organisational ambidexterity forms the foundation for the need for research that distinguishes the manner in which organisational ambidexterity manifests itself in different sectors or industries.

The phenomenon of low fee private schooling is currently under-researched. Low Fee Private Schools are growing rapidly in emerging markets and, in recent years, the growing interest by investors has fuelled the growth of this sector in South Africa as well (Spaull, 2013). This study sought to add to the literature on organisational ambidexterity by extending it to an unexplored context of low fee private schools.

1.7 Research Report Structure

This research report contains seven chapters presenting various areas of the research in detail. The layout of this report is as follows:

- **Chapter 1:** Introduction to the research problem (this chapter) – described the research problem in order to clarify the context of the research; defined the purpose, outlined the objective of the research conducted.

- **Chapter 2:** Literature Review - presents relevant academic literature relating to the research problem; with the three key pillars of the literature review conducted being i) Education and its role in economic development; ii) The emergence of Low fee private schools as social enterprises; and iii) Organisational Ambidexterity and its role in organisational performance and long-term success.

- **Chapter 3:** Research Questions – lists the various research questions tested in this research.

- **Chapter 4:** Research Methodology – presents the details and defence of the qualitative research approach and methodology adopted, defines the unit of measure, outlines the sample characteristics, specifies the sampling and data analysis procedures followed.

- **Chapter 5:** Results – presents the findings of the qualitative research conducted.

- **Chapter 6:** Discussion of Results – the research data presented in chapter five is discussed in relation to the research questions posed in chapter three, draws insights from the literature review conducted.

- **Chapter 7:** Implications for management (Conclusion) - this chapter concludes the research report by presenting the main findings of the report and gives recommendations to management and edupreneurs. The chapter highlights limitations to the research conducted and makes recommendations for future research.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The previous chapter highlighted the importance of education to economic growth, hence the grave need for educational reform in South Africa. The role of Low Fee Private Schools is key in ensuring increased access to affordable quality education by a greater number of South Africans.

Since the onset of democracy in 1994, South Africa has seen a significant increase in enrolment and education level attainment for South Africans (Statistics South Africa, 2011). The increased quantity of education, however, has not been mirrored by a proportional increase in quality with studies by the Centre for Development and Enterprise (CDE) concluding that the South African the public education system is under-performing (Spaull, 2013).

Low fee private schools are growing rapidly in emerging markets and the long-term success of these schools implies sustained opportunity for access to affordable quality education to an ever-growing number of students (Brewer, 2011; Salim, 2014). Extensive academic research has revealed the importance of organisational ambidexterity to long-term success, hence the need to explore the concept of organisational ambidexterity as manifested in South African Low Fee Private Schools (O'Reilly & Tushman, 2008; Raisch et al., 2009).

As a departure point, the literature review provides an overview of the emergence of Low Fee Private Schools as a result of the increased demand for education. In this section, the literature review looked into social needs, social enterprises and social business as key construct that underpin this sector.

The chapter then concludes with a literature review of the concept of organisational ambidexterity by providing a view of the relation between long-term success and organisational ambidexterity. Figure 2 provides an outline of the structure of this literature review chapter.

Figure 2: Structure of the literature review
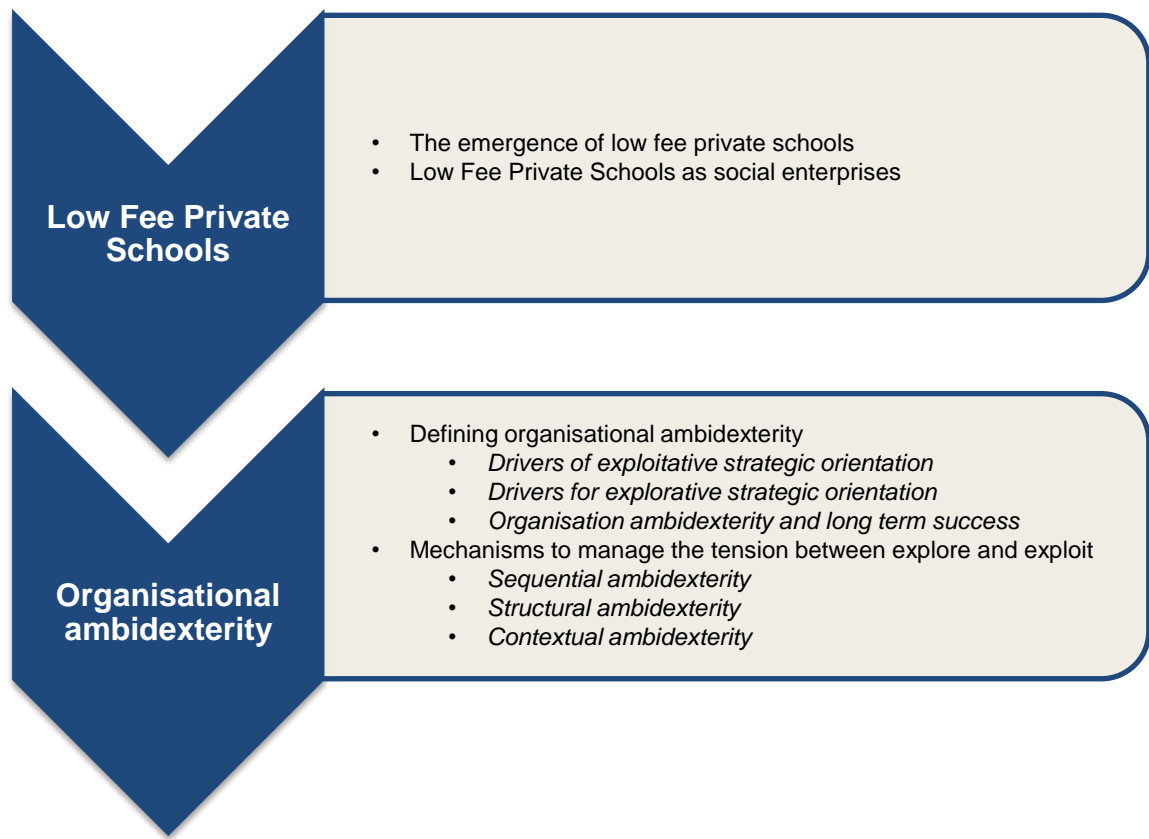
Source: Author's own (2017)

2.2 The emergence of low fee private schools

International research by Tooley and Longfield (2015, p. 3) into "the role and impact of private schools in developing countries" reveals that increased demand for education has resulted in an emergence of low fee private schools in developing countries.

South Africa has a small low-fee private schooling sector, however, growth in the demand for private schooling is reflective of the growth potential of this sector (Bernstein, Hofmeyr, McCarthy, Oliphant, & Schirmer, 2013). Significant growth in the South African private schooling sector in South Africa is noted in a report by the CDE (2013) which cites a 75.9% growth in private schools enrolment, compared to the 1.4% growth experienced in public schools between 2000 and 2010 (Bernstein et al., 2013). The growing black middle and working classes are the drivers for the growing demand for low to medium fee private schools (Bernstein et al., 2013; Brewer, 2011)

Although South Africa invests 15.5% of the total fiscal budget on education, this investment is not reflective of the quality of the education offered (National Treasury, 2017). In the Department of Basic Education five year strategic plan for 2015 to 2020, it states that "The main challenge with most provincial budgets is the considerable size of the budget for the compensation of employees.This exerts pressure on non-personnel expenditure" (Department of Basic Education, 2015, p. 31).

Tooley's (2015) and the CDEs (2013) research reveal that there are two primary drivers for the low fee private school growth spurt, in emerging markets, are firstly supply and demand imbalances, where the demand for access to the education system exceeds supply of public schooling available (Bernstein et al., 2013; Tooley & Longfield, 2015). This leads to classroom overcrowding, teacher fatigue and thus higher teacher absenteeism in public schools (Tooley & Longfield, 2016). Secondly, the declining quality of public education as seen in South Africa is a common characteristic of the public schooling system in most developing countries (Fedderke & Simkins, 2012; Tooley & Longfield, 2016).

2.3 Low Fee Private Schools as social enterprises

2.3.1   Social needs

Unmet social needs, like the need for access to affordable and quality education, create opportunities for the establishment of social enterprises such as low fee private schools (Santos, Pache, & Birkholz, 2015). Abraham Maslow as cited by David Lester (2013), proposed a classification of basic human need into five categories (Lester, 2013).

Maslow's Hierarchy of needs suggests that basic needs should be attended to, sequentially, in order for a human being to move towards addressing higher order human needs, with the most complex human need being self-actualisation (Lester, 2013). This framework has been used to identify factors that motivate individuals to pursue growth and enable them to contribute to organisational or societal growth (Lester, 2013). Maslow's hierarchy has been critiqued for failing to take into account variances that may arise due to social norms, values and culture. Furthermore, it is argued that not all lower level needs have to be satisfied in order for one to pursuit next level of needs (Shivarajan & Srinivasan, 2013). The framework, however, is widely used for the identification of basic needs (Tongo, 2013).

Figure 3 below shows that the most basic of human needs are physiological and psychological needs respectively. These needs have to be satisfied to prevent dissatisfaction with one's social standing and thus enable individuals to pursue high order growth (Lester, 2013).

Figure 3: Maslow's hierarchy of needs
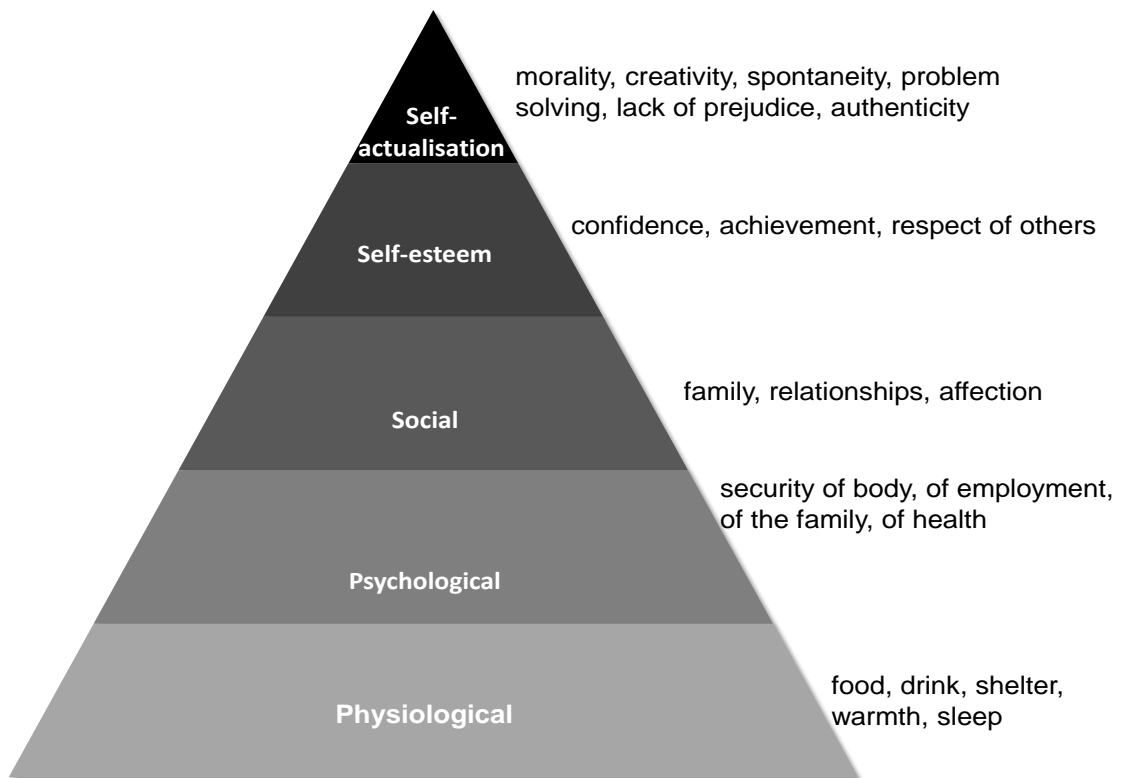
Source: Adapted from Abraham Maslow (1954)

The spectrum of services or products offered by social enterprises would, therefore, be targeted at enabling the acquisition of one or more of the physiological, psychological and/or social needs. The service and products offered by social enterprises are often extended to include offerings related to the enablement of the acquisition of internal esteem factors.

2.3.2   Social enterprises

Increased social enterprise research has resulted in the development of various definitions of social enterprise. Thompson and Doherty (2006), as cited by Barrientos and Reilly (2016), define social enterprises as "organisations seeking business

solutions to social problems" (Barrientos & Reilly, 2016, p. 48). Birkholz, Pache, and Santos (2015) describe social enterprises as "hybrid organisations pursuing a social mission while relying on a commercial business model" (Santos et al., 2015, p. 38); Millar and Hall (2013) build onto this description highlighting the need for such organisations to generate social as well as economic value (Millar & Hall, 2013). The above definition can, therefore, be synthesised to describe social enterprises as hybrid organisations which offer commercially viable solutions to social problems (Barrientos & Reilly, 2016; Millar & Hall, 2013; Santos et al., 2015).

Academic research proposes that increased societal consciousness on the impact of business on the environment and society within which the business operates has led to the proliferation of corporate social responsibility as a significant managerial notion (Dumay, Bernardi, Guthrie, & Demartini, 2016; Zientara, 2017). Generation of economic value, however, remains the core focus of commercial enterprises with corporate citizenship being a non-revenue generating organisational activity.Social enterprises, on the other hand, view the creation of social change as a primary business mission and revenue generation stream (Zientara, 2017).

According to Birkholz et al (2015) "the central challenge of social business hybrids is to align the activities that generate profit with the activities that generate impact" (Santos et al., 2015, p. 39). The heterogeneous nature of social enterprises due to the diverse set of social needs catered to by these organisation adds further complexity to the measurement of performance and return on investment (Millar & Hall, 2013).

In the study by Smith, Gonin, and Besharov (2013), tensions that arise as a result of the dual social and economic value creation objective are categorised into performing, organising, belonging and learning tensions (Smith, Gonin, & Besharov, 2013). Table 1 below is adapted from Smith, Gonin, and Besharov (2013) outline the sources of the tensions within social enterprises.(Smith et al., 2013, p. 410).

Table 1: Tensions within Social enterprises

Type of Tensions	Source of tension	Social Missions	Business Ventures
Performing Tensions	Tensions that emerge from divergent outcomes such as goals, metrics, and stakeholders	• Goals address concerns across a broad ecosystem of stakeholders • Metrics are more subjective, qualitative, and difficult to standardise and compare across organisations	• Goals address concerns of a narrow group of shareholders • Metrics are more objective, quantitative and easier to standardise and compare across organisations
Organising Tensions	Tensions that emerge from divergent internal dynamics such as structures, cultures, practices, and processes	• Organisations hire for skills that enable the social mission or hire disadvantaged employees as a means of achieving the social mission	• Organisations hire for skills that enable efficiency and profitability
Belonging Tensions	Tensions that emerge from divergent identities among subgroups, and between subgroups and the organisation	• Employees and stakeholders predominantly identify with the social mission	• Employees and stakeholders predominantly identify with the business venture
Learning Tensions	Tensions of growth, scale, and change that emerge from divergent time horizons	• Social mission success requires a long time horizon • Growth can increase but also threaten social mission impact	• Business venture success can come from short-term gains • Social mission can constrain growth

Source: .(Smith et al., 2013, p. 410).

2.3.3 Social business model

Bocken, Evans, Rana, and Short (2014) defines a business model as how a "firm defines its competitive strategy through the design of the product or service it offers to its market, how it charges for it, what it costs to produce, how it differentiates itself from other firms by the value proposition, and how the firm integrates its own value chain with those of other firm's in a value network" (Bocken, Short, Rana, & Evans, 2014, p. 43).

Traditionally non-profit organisations have operated in the space of meeting social needs; relying on funding received in the form of donations from the private sector or grants from the government (Byerly, 2014; Griffith, 2013). With the increase in the number of non-profit organisations and increased corporate social responsibility programmes run internally by commercial businesses, access to funding has become constrained (Augsdorfer, Maduekwe, Medah, & Sabatier, 2017; Griffith, 2013). To ensure survival, many non-profit organisations have had to pursue income generating activities to fund their social mission, but not for profit. The key difference between non-profit organisations and social enterprises is in the strategic orientation of social enterprises in which income is generated through the fulfilment of a social mission for profit (Augsdorfer et al., 2017; Byerly, 2014). Majority of the Low Fee Private Schools found in South Africa are registered as non-profit organisations

Emerging research has built on social enterprise research to construct a definition of a social business model. Social business models differ from commercial business models largely in the manner resources are utilised or allocated to create and capture value (Augsdorfer et al., 2017). Augsdorfer et al (2017) argue that value can be created at an individual, organisational and societal level (Augsdorfer et al., 2017). Commercial firms typically design their business models around value creation at an organisational level; the business model of social enterprises would look at the creation of value at both an organisation and societal level (Augsdorfer et al., 2017). Furthermore, traditional business models measure value captured in terms of financial gains. Value captured, from a social business model perspective, looks not only at financial gains but social value capture through the execution of the business activities.

2.4 Defining organisational ambidexterity

According to Tushman and O'Reilly (2008), ambidextrous organisations are more likely to achieve long-term success than organisations that do not have a simultaneous focus on exploitation and exploration (O'Reilly & Tushman, 2008).

The proof of the positive effects that organisational ambidexterity has on long-term business performance and success is consistent across various studies conducted (Gibson & Birkinshaw, 2004; Nieto-rodriguez, 2014; O'Reilly, 2013). The categorisation of what exploration and exploitation mean, however, may differ depending on the context and is, therefore, an inherent limitation to this area of research (O'Reilly, 2013, p. 16).

Raisch et al. (2009) define organisational ambidexterity as organisations "…ability to exploit its current capabilities while simultaneously exploring fundamentally new competencies [and opportunities]" (Raisch et al., 2009, p. 685). James March, as cited by O'Reilly (2013), argues that the tension that arises between exploitation and exploration is due to the need to allocate limited and/or constrained resource to pursue "exploitation to ensure its current viability and, at the same time, devote enough energy [and resources] to exploration to ensure its future viability" (O'Reilly, 2013, p. 4).

2.4.1   Exploitation

O'Reilly (2013) defined exploitation as organisational activities that seek to achieve "…efficiency, control, certainty and variance reduction" in relation to an organisation's current context and capabilities (O'Reilly, 2013, p. 4). James March, as cited by O'Reilly (2013), postulates that organisations pursue "exploitation to ensure its current viability" (O'Reilly, 2013, p. 4).

Exploitation seeks to improve current expertise by leveraging knowledge sources which are academically or experiential proven (Raisch et al., 2009). Exploitation enables an organisation to react to existing environmental settings by using current skills, processes, and technologies to meet the needs of existing customers (Gibson & Birkinshaw, 2004; O'Reilly, 2013; Tushman, 2011).

The outcomes of exploitative decisions are often more predictable (Bot, 2012). Traditional organisations competing in saturated or highly regulated markets, therefore,

tend to engage in exploitative practices to reduce uncertainty (Bot, 2012; Millar & Hall, 2013; Pandey & Sharma, 2009). The strategic orientation, organisational structure, governance and process of these organisations are designed to support exploitative decision-making, making it difficult to move away from status quo(Lavie, Stettner, & Tushman, 2010; Millar & Hall, 2013).

Examples throughout history, such as Kodak's failure to explore digital cameras and the erosion of Blackberry's market share to Apple, have shown that organisation that only focuses on the exploitation of current capabilities eventually suffer from obsolescence (Nieto-rodriguez, 2014; Silcoff, Mcnish, & Ladurantaye, 2017; Taran, Boer, & Lindgren, 2015).

2.4.2   Exploration

Exploration is concerned with "…discovery, autonomy and innovation" requiring a long-term, future-orientated strategic focus and organisation procedure that facilitates this(O'Reilly, 2013, p. 4). Exploration requires experimentation and discovery of new opportunities for value creation and/or value capturing (Tushman & O'Reilly, 1999).

Exploration efforts look into projects and programmes with a return on investment in the medium or long-term (Bot, 2012). Lavie, Stettner, and Tushman (2010) state that "compared to returns from exploitation, returns from exploration are less certain, more remote in time, and more distant from the locus of action" (Lavie et al., 2010, p. 116).

Ongoing, significant changes in technologies, industry structure and customer requirements are all indicative of the need for a dynamic approach to strategy formulation (D. J. Teece, 2014). Organisations that have the necessary systems and processes to enable exploitation have an increased chance of survival in dynamic environments (Lavie et al., 2010). Organisations having the capability to recognise, integrate and apply new external information are better positioned to build the absorptive capacity to engage in exploration (Lavie et al., 2010).

Organisations which gravitate towards exploration to the exclusion of exploration often incur a non-recoverable cost, reducing the organisation's viability (Lavie et al., 2010). Antonio Nieto-Rodriguez (2014) provides "a well-known example of too much emphasis on exploration [in] Ericsson, the telecom giant that led the development last century of the global system for mobile communications. At its peak, its R&D organisation

employed 30,000 people in 100 technology centres and with considerable duplication of work. Despite its strong focus on exploration, the company's results went into steep decline. Ericsson laid off around 60,000 employees and closed most of its technology centres to put focus back on exploitation in order to return its businesses to profitability" (Nieto-rodriguez, 2014, p. 35)

2.4.3   Antecedent for exploration and exploitation

Organisational practices that enable exploitative or explorative initiatives differ in terms of logistical requirements, return on investment periods, and required capabilities (Bot, 2012).

The antecedents of exploration and exploitation include environmental factors, organisational characteristics and managerial decision making patterns (Lavie et al., 2010). Lavie, Stettner, & Tushman (2010, p121) provide an overview of contextual triggers that cause organisations to "gravitate toward either exploration or exploitation".

The table 2 below is adapted from a framework developed by Lavie, Stettner, & Tushman (2010) and give an overview of these antecedents, highlighting the anticipated orientation that an organisation would choose to adopt in reaction to the various contextual triggers (Lavie et al., 2010). This framework "assume that antecedents of exploration undermine exploitation, and vice versa" (Lavie et al., 2010, p. 118).

Organisations with an inclination to engage in exploitation to the exclusion of exploration often exhibit slower return on investment and risk being surpassed by competitor making the business less attractive to investors (Nieto-rodriguez, 2014). On the other hand, organisations which gravitate exclusively towards exploration, often find themselves trapped in the ideation phase unable to gain the benefit of some of their idea's coming to fruition (Nieto-rodriguez, 2014). A balance of both is needed (Gibson & Birkinshaw, 2004).

Table 2: Antecedents to exploitation and exploitation

Antecedents	Trigger	Description	Cause	Amplitude	Strategic orientation	Motivation
Environmental	Environmental dynamism & exogenous shocks	Extent of unpredictable change in an organisation's environment. These changes may be frequent but predictable or sudden and unexpected	Changes in customer preferences, technologies, market demand [or changes to regulation]	High	Exploration	Better chances of survival due to the organisations ability to take advantage of emerging opportunities and abandon expiring products and services
				Low	Exploitation	
	Competitive intensity	Number of industry players offering the same or similar products/services with the same market.	Increases in the number of competitors… compete for the same pool of limited resources	High	Exploration	Need to nurture new sources of competitive advantage
				Low	Exploitation	
	Appropriability regime	Extent to which the environment enables organisations to appropriate value from their innovations	Government protection of intellectual property rights	Stringent	Exploration	Organisations cannot effectively protect their proprietary assets...the value of exploration is [therefore] diminished [or enhance]
				Weak	Exploitation	
Organisational	Absorptive capacity	Ability to assess the value of external knowledge, internalise it, and apply it	Developed knowledge management systems. Active internal research and development.	High	Exploration	Improved learning ability allows for greater absorption of external knowledge thus enabling organisations to explore emerging technologies and market opportunities
				Low	Exploitation	
	Slack resources and organisational size	Excess resources available to an organisation beyond what is necessary for carrying out [day-to-day] operations	Cash funds, recoverable investments, Excess infrastructure	High	Exploitation	In response to threats, organisations may choose to absorb slack resources to build resilience rather than innovate and organisational inertia increases with size.
				Low	Exploration	
	Organisational structure	Defines the distribution of power, resources, and responsibilities across different functions and units.	Level of functional specialisation, formality of duties, allocation of responsibilities, and power distance	High	Exploitation	Exploration entails non-routine problem solving and search for new knowledge that may make information processing inefficient under centralized decision making
				Low	Exploration	
	Organisational age	Newness of an organisation	Liabilities of newness arise from lack of specific resources, limited customer base, and needed investments in establishing organisational roles and structuring relations	High	Exploration	Stakeholders [tend to] favour organisations that demonstrate… reliable performance, encouraging further commitment of existing routines [the older the organisation is
				Low	Exploitation	
	Organisational culture and identity	Distinctive and enduring organisational attributes that define the nature of an organisation	Attitudes, experiences, beliefs, and values that guide the behaviour of organisational members. Organisational culture and identity is informed by an organisational goals, mission, and dominant logic	Strong	Exploitation	Such strong identity and associated culture impose social controls on appropriate behaviours.. [constraining] the organisation to stay within the realm of what is known and established
				Weak	Exploration	
Managerial	Risk aversion, performance feedback and past experience	Cognitive and behavioural inclinations of an organisation's senior-management.	Bias towards short-term. Internally focused organisations.	Averse	Exploitation	Need for accuracy in calculating return on investment, predictable outcomes, and reliable feedback
				Prone	Exploration	

Source: Authors own. Adapted from (Lavie et al., 2010)

2.4.4 Mechanisms to manage the tension between explore and exploit

Attainment of ambidexterity is often looked at in structural terms. The two approaches commonly used for this view are sequential and structural ambidexterity (O'Reilly, 2013).

Gibson and Birkshaw (2004) however, propose that organisational ambidexterity can be attained at an individual level through contextual ambidexterity (Gibson & Birkinshaw, 2004).

The figure below describes the "characteristics of mainstream exploitative business and new-stream exploratory business" (Bot, 2012, p. 42).

Figure 4: Characteristics of mainstream exploitative business and new-stream exploratory business

Dimension	Mainstream Exploitative Business	New-Stream Exploratory Business
Strategic Intent	Cost, profit, generate revenue from current operations	Growth, innovations that will provide revenue in the future
Competitors	Responding to current competitors	Anticipating future competitors
Investment Focus	Advancing current technologies, serving current customers	Exploring new, emerging technologies, creating new markets
Critical Tasks	Operations, efficiency, incremental innovation, refinement	Adaptability, new products, breakthrough innovation
Competencies	Operational	Entrepreneurial
Structure	Formal, mechanistic	Adaptive, loose
Controls & Rewards	Margins, productivity	Milestones, growth
Culture	Efficiency, low risk, quality, customers	Risk taking, speed, flexibility, experimentation
Employee Skills	Refine current skills and capabilities	Develop entirely new skills
Leadership role	Authoritative	Visionary, involved

Design components are the internal factors that inform an organisations strategic orientation and thus enable the organisation to achieve specific outputs (Cummings & Worley, 2015). Cummings and Worley (2015) suggest that organisations are able to achieve a desired outcome by ensuring that their design components are aligned to each other, and to the external environment (Cummings & Worley, 2015).

Six internal factors inform an organisation strategic orientation, namely: strategy, technology, structure, human resource systems, measurement systems and culture (Cummings & Worley, 2015).

Cummings and Worley (2015), define strategy as "the way an organisation uses its resources to gain and sustain a competitive advantage" (Cummings & Worley, 2015, p. 98). An organisation's strategic intent is often revealed in its stated or enacted mission, vision and values (Desmidt, 2017). Technology is the various business processes and systems through which an " organisation converts inputs into products and services" (Cummings & Worley, 2015, p. 98). The organisation's structure informs how work, and responsibilities are divided to enable task accomplishment (Cummings & Worley, 2015). The methods of "gathering, assessing, and disseminating information on the activities of groups and individuals in organisations" provides insight into the organisation's measurement systems (Cummings & Worley, 2015, p. 99). Human Resource systems influence the mix of skill, personnel characteristics and thus the performance and culture of the organisation. The organisational culture is an intermediate output of the organisation's strategy, technology, structure, measurement and human resources systems. The culture of the is reflected in the "basic assumptions, values, and norms shared by organisation members" and can either hinder or enable the achievement of organisational outputs (Cummings & Worley, 2015, p. 99).

The literature review draws close parallels between developments in the definition of organisational ambidexterity by academics such as March (1991), Tushman (2008), O'Reilly (2013), Birkinshaw and Gibson (2004); and the organisational design and transformation theory by Cummings and Worley (2015).

2.4.4.1 Sequential ambidexterity

Early studies into organisational ambidexterity suggested that organisations can achieve ambidexterity by changing their structures to align to cyclical market changes (O'Reilly, 2013). The 1985 theory of punctuated equilibrium change by Tushman and Romanelli, as cited by O'Reilly (2013), proposes that organisations evolve in a sequential manner "through punctuated changes in which [organisations] adapt to environmental shifts by realigning their structures and processes" (O'Reilly, 2013, p. 8).

According to Cummings and Worley (2015), organisational level changes are largely driven by the external environment (Cummings & Worley, 2015). This argument is supported by

Lavie, Stettner, & Tushman (2010) work on antecendent to organisational ambidexterity which argues that environmental triggers such as dynamism and existance of competitive pressures cause organisations to shift their operational activities towards exploitation or exploration. According to Lavie et al., (2010), a dynamic environment and highly competitive markets would trigger organisations to explore new market or products to ensure survival, where as, a stable market, with low levels of competition, would cause organisations to gravitate towards exploitation (Lavie et al., 2010).

The speed at which an organisation can change its strategic orientation is informed by its ability to align the six design components "strategy, technology, structure, measurement systems, human resources, and culture" to enable and support a transition from exploration or exploitaion. (Cummings & Worley, 2015). The rate and pace of environmental change in this case, is often longer and less dynamic allowing the organisation sufficient time to implement the required changes to its orientation (O'Reilly, 2013; D. Teece, Pisano, & Shuen, 1997).

Figure 5: Model for diagnosing organisational systems: Org Level
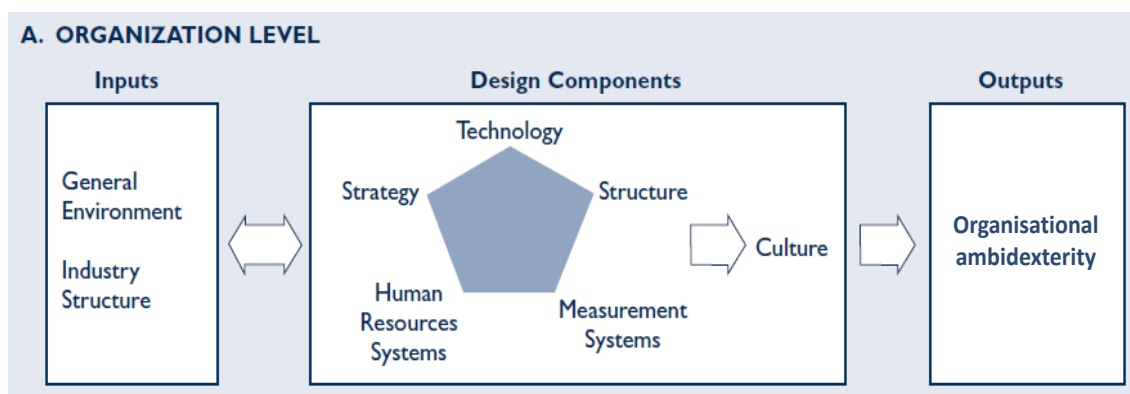
Source: (Cummings & Worley, 2015, p. 96).

2.4.4.2 <u>Structural ambidexterity</u>

More recent studies propose that the environment in which organisations operate is dynamic and thus hard to predict and to profile, competitive advantage is momentary and long-term plans are becoming obsolete more quickly (O'Reilly & Tushman, 2008; Teece, Pisano, & Shuen, 1997; Uhl-Bien, Marion, & McKelvey, 2007). Tushman and O'Reilly (2008) argue against Tushman and Romanelli's (1985) view of sequential ambidexterity , highlighting that the fast paced rate of change in the external environment, calls for organisation to be

structured in way that allow for the simultaneous pursuit of exploitation and exploration (O'Reilly & Tushman, 2008).

Simultaneous exploration and exploitation can be attained through the establishment of separate, autonomous exploratory and exploitative subunits or departments within an organisation (O'Reilly & Tushman, 2008). With structural ambidexterity, changes in the organisation take place at a group or departmental level as shown in figure 3. Lavie et al., (2010, p. 121) consider "an organisation's accumulated resources, capabilities, structure, culture, age, and size, which are in turn rooted in organisations' history and identity" as the antecedents for an organisations gravitation towards exploitation or exploration.

In the case of structural ambidexterity, changes in the organisation would be largely driven by the dual structure organisations design. The organisation's ability to achieve its desired strategic orientation would, therefore, depend on five group level design components, namely: "goal clarity, task structure, group composition, team functioning, and performance norms" (Cummings & Worley, 2015, p. 117).

Figure 6: Comprehensive model for diagnosing organisational systems: Departmental Level
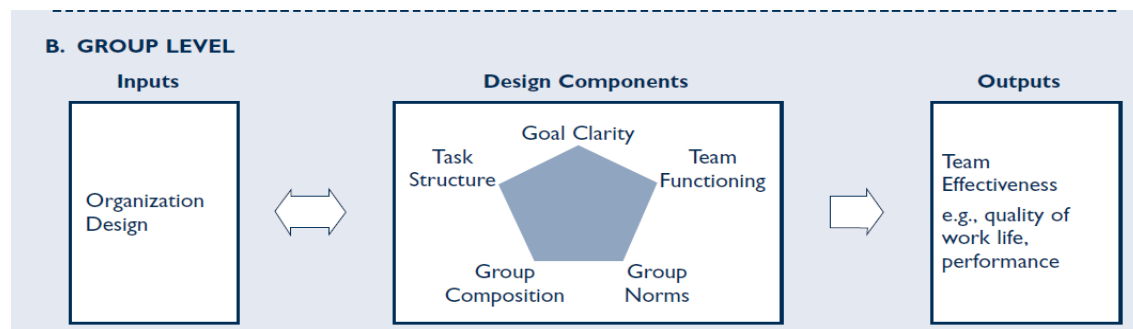
Source: (Cummings & Worley, 2015, p. 117).

2.4.4.3 Contextual ambidexterity

According to Gibson and Birkshaw (2004, p.210), contextual ambidexterity can be achieved " by building a set of processes or systems that enable and encourage individuals to make their own judgements about how to divide their time between conflicting demands for alignment and adaptability". This approach is in construst to arguments for sequential and structural ambidexterity, which look to changes in an organisation's strucure for the enablement of exploration or explotation (Gibson & Birkinshaw, 2004; O'Reilly, 2013).

Cummings and Worley (2015), proposes that changes driven from an individual level depend on the organisation ability to achieve alignment of the five design components that impact and individual's effectiveness. A task's identiy; the percieved task significance; skill possesed by an individual; autonomy; and the manner in which results are measured, all influence an inidvidual ability to explore or exploit (Cummings & Worley, 2015).

Lavie et al., (2010, p.124) state that a "managers' risk aversion and learning abilities reinforce either exploration or exploitation". Risk averse managers request accuracy in calculating return on investment, proven outcomes, and reliable feedback. Such managers tend to discourage experimentation, and put process and systems aimed to reduce variance in place, thus driving individuals to exploit, the inverse applies for managers with a higher appetite for risk (Lavie et al., 2010).

Figure 7: Comprehensive model for diagnosing organisational systems: individual Level
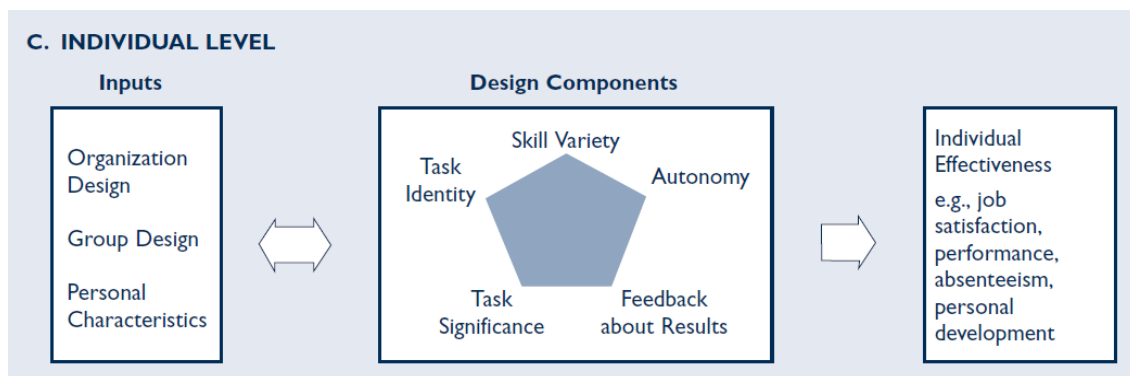
Source: (Cummings & Worley, 2015, p. 117).

2.5 Conclusion

Education increases the human capital innate in the labour force, increasing their ability to produce economic value, and thus enables the labour force to contribute to positive economic growth (Hanushek, 2013). In a country where the public education system is failing, the success of low fee private schools can contribute to the inclusive economic reform required in South Africa (Brewer, 2011; Fedderke & Simkins, 2012; Spaull, 2013).

Low fee private schools are a form of social enterprise aiming to fulfil a social mission of increasing access to affordable quality education. The literature review conducted suggests

that the ability to attain organisational ambidexterity can be the key to achieving long-term success of low fee private schools(O'Reilly, 2013).

Environmental, organisational, and managerial antecedents trigger an organisation's inclination to explore versus exploit (Lavie et al., 2010). Research into organisational ambidexterity propose that the key to the successful attainment of organisational ambidexterity is dependent on selection of the appropriate strategic orientation in relation to the environment within which an organisation operates (Cummings & Worley, 2015; Gibson & Birkinshaw, 2004; O'Reilly, 2013; O'Reilly & Tushman, 2008; Raisch et al., 2009).

CHAPTER 3: RESEARCH QUESTIONS

3.1 Introduction

In the previous chapter discussed low fee private schools as social enterprises, and highlighted the key constructs that underpin the concept of organisational ambidexterity. The main objective of the research undertaken was to gain a deeper understanding of how organisational ambidexterity manifests itself in low fee private schools. The exploratory research was designed to provide answers to the research questions derived from the reviewed literature.

3.2 Research Questions

Research Question 1: What does exploitation mean in the context of low fee private schools?

Short-term success depends on an organisation's ability to exploit current capabilities (Raisch et al., 2009). Exploitation is therefore concerned with "…efficiency, control, certainty and variance reduction" in relation to an organisation's current context and capabilities (O'Reilly, 2013, p. 4).

The aim of question 1 was to build on the   This question sought to establish what are the current capabilities of low fee private schools; and to assist in building an understanding of how the schools create efficiency, control, certainty and variance reduction within the current business operating environment.

Research Question 2: What does exploration mean in the context of low fee private schools?

Long-term success depends on an organisation's ability to explore fundamentally new competencies and thus enable the organisation to adapt to new complexities (Raisch et al., 2009). Exploration is therefore concerned with "…discovery, autonomy and innovation" of future needs (O'Reilly, 2013, p. 4).

The aim of question 2, like question 1, was to build on the contextual definition of organisational ambidexterity but looking into exploration in relation to low fee private. This question sought to establish the future needs of low fee private schools, and thus determine

the new competencies that will be required to meet these needs. Secondly, question 2 assisted in developing an understanding of how the schools intend to adapt to enable them to offer quality education that is still low fee and affordable to most South Africans.

Research Question 3: Which mechanism(s) is adopted by low fee private schools to achieve ambidexterity?

Organisational ambidexterity can be achieved through sequential, structural, and/or contextual ambidexterity (O'Reilly, 2013). Research Question 3 aims to identify the form(s) of ambidexterity as manifested in South African low fee private schools.

Henry Mintzberg defines strategy as "a pattern in a stream of decisions" (Mintzberg, 1978, p. 935), therefore this research question also aims to identify the pattern in the stream of decisions made by the school to identify the mechanism(s) adopted

Where it was discovered that more than one mechanism is adopted by the school, the researcher sought out to gain a deeper understanding of how the approaches interface and interlink to achieve ambidexterity.

3.3 Conclusion

The posed research questions are critical to understanding how organisational ambidexterity manifests itself in low fee private schools.

Raisch et al. (2009) define organisational ambidexterity as an organisation's "…ability to exploit its current capabilities while simultaneously exploring fundamentally new competencies [and opportunities]" (Raisch, Birkinshaw, Probst, & Tushman, 2009, p. 685). To ensure long-term success, low fee private schools need to manage the tension between the required exploitation of its current service offering and exploration to improve its service offering to meet future job requirements. Figure 8 below is the proposed logical relationship between the research questions.

o Research questions one and two were used to determine the absence or presence of organisational ambidexterity in low fee private schools and to identify the antecedents which result in an organisations inclination to explore or exploit (Lavie et al., 2010).
o Research questions three then sought to explore how organisation ambidexterity manifests itself in low fee private schools (Bot, 2012; Lavie et al., 2010).

The following chapter will outline the research approach and methodology used to address these questions.

Figure 8: Research questions interconnectedness
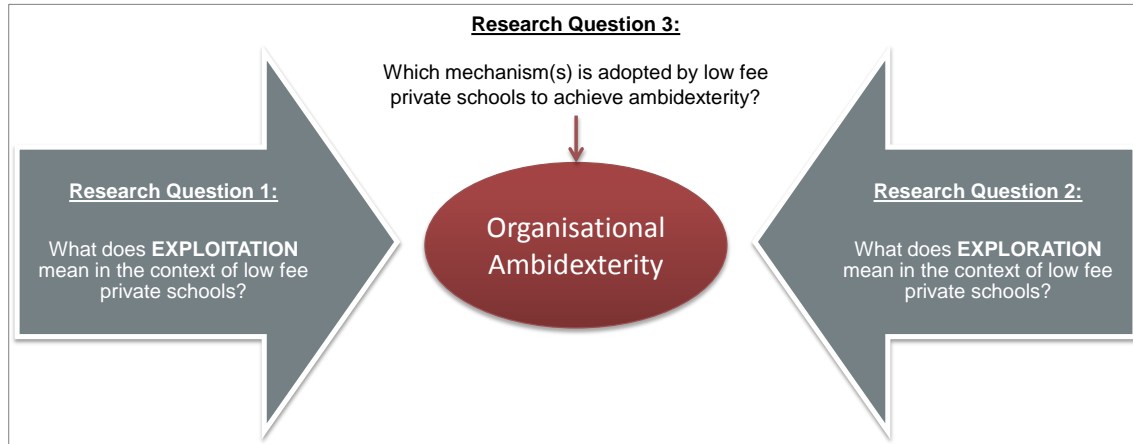
Source: Authors own (2017)

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

Chapter 3 identified questions this research study intended to answer, with the purpose of answering the main question of how organisational ambidexterity manifests itself in low fee private schools. This chapter presents the exploratory, qualitative research methodology used to attain the answers to the research questions posed.

4.2 Research Method and Design

A qualitative approach to research is recommended for studies that are "attempting to make sense of or to interpret, phenomena in terms of the meanings people bring to them" (Snape et al., 2003, p. 3). Exploratory research is a form of qualitative research that concerns itself with identifying the existence of a phenomenon and the manner in which the phenomenon manifests itself (Creswell, 2012; Snape et al., 2003).

The purpose of this research was to explore the concept of organisational ambidexterity as displayed in South African low fee private schools. The study aims to build understanding in an under-researched area of study. An exploratory qualitative research was therefore chosen as the most appropriate research approach for the study to be undertaken.

An inductive research process was followed. The study drew insights from research participants and analysed the data gathered to propose a framework that will explain the patterns observed from the data collected (Easterby-smith, Golden-biddle, & Locke, 2008; Snape et al., 2003).

The researcher aims to contribute towards building a better understanding of how organisational ambidexterity manifests itself in South African low fee private schools. Data was therefore collected through in-depth semi-structured interviews. The research involved only one episode of data collection with each participant, as such; the study will be a cross-sectional study (Saunders & Lewis, 2012).

4.3 Population

Snape et al. (2003), describe a study population as a group of entities which, "by virtue of their relationship with the research questions, are able to provide the most relevant,

comprehensive and rich information" about a subject matter(Snape et al., 2003, p. 49). The purpose of this research was to explore the concept of organisational ambidexterity as displayed in South African low fee private schools. The population of relevance for this research possess knowledge about and/or inform the strategic orientation of low fee private schools; and as such was low fee private school founders, managers, school principals or subject matter experts operating in South Africa.

4.3.1 Defining Low-Fee private School

The South African Schools Act (No. 84 of 1996) recognises "two categories of schools [namely] public and independent. Public schools are state-controlled and independent schools are privately governed" (ISASA, 2017).

According to the South African National Treasury (2014), private schools "charging higher than 2.5 times the provincial public school average receive no subsidy" (The National Treasury of South Africa, 2014, p. 37). The subsidy received ranges from 15% to 60% based on the school fees charged. Schools charging a lower fee receive a higher subsidy with the highest attainable subsidy being at 60% of the provincial average estimate of expenditure per learner (PAEPL).

The Centre for Development and Enterprise (CDE) (2013) define Low Fee Private Schools as those qualifying for the highest government subsidy of 60% (Bernstein et al., 2013). The threshold to qualify to be a low fee private school is not static, but should rather be viewed as a moving target in line with the national equitable share allocation to education per learner at the time of the study.

Table 4 below indicates the 2016/2017 PAEPL was R15,148 per learner, making the low fee private school threshold equate to 60% of R37 870 (2.5 times the PAEPL) which equates to R22,722 per annum (The National Treasury of South Africa, 2014). For the purpose of this study, private schools charging up to a maximum of R22 722 per annum were classified as low fee schools.

Table 3: Equitable share allocations and amounts per learner 2016/17 (McLaren, 2017, p. 47)

2016/17 Province And (Poverty Ranking)	Total Equitable Share Allocation (R Million)	Of Which, Allocated To Education	% Of Equitable Share Allocated To Education	Share Of Learners In SA	Share Of Total Provincial Education Expenditure	Learners As A % Of Province's Total Population	Equitable Share Allocation To Education Per Learner	2015 Matric Pass Rate Ranking
Limpopo (1)	48,709.00	24,635.00	50.6%(1)	13.70%	12.70%	28.2%(2)	R14058(9)	7
Eastern Cape (2)	58,060.00	28,207.00	48.6%(2)	15.20%	14.60%	24.3%(5)	R14473(8)	9
North West (3)	28,062.00	12,824.00	45.7%(7)	6.40%	6.60%	17.0%(9)	R15771(4)	4
Mpumalanga (4)	33,450.00	16,234.00	48.5%(3)	8.40%	8.40%	26.3%(3)	R15068(6)	5
KwaZulu-Natal (5)	87,898.00	41,905.00	47.7%(4)	22.50%	21.60%	30.6%(1)	R14575(7)	8
Free State (6)	22,995.00	10,693.00	46.5%(5)	5.30%	5.50%	25.1%(4)	R15695(5)	3
Northern Cape (7)	10,863.00	4,769.00	43.9%(8)	2.30%	2.50%	24.2%(6)	R16488(1)	6
Gauteng (8)	79,600.00	36,857.00	46.3%(6)	17.60%	19.00%	21.9%(7)	R16400(2)	2
Western Cape (9)	41,062.00	17,455.00	42.5%(9)	8.60%	9.00%	17.7%(8)	R15944(3)	1
Total / average	410,699.00	193,580.00	47.10%	100%	100%	23.30%	R15148	-

4.4 Sampling Method

The researcher used the Independent Schools Association of Southern Africa (ISASA), Catholic Schools Office (CSO), and Accelerated Education Enterprises (AEE) databases to identify research participants. The CSO and AEE databases do not provide school fees information, and the ISASA database of independent schools only provides school fees information for schools registered with the body. These databases could therefore not be used to differentiate low fee private schools from traditional high-fee private schools. The researcher was, therefore, unable to use the CSO, AEE, or ISASA database as a sampling frame. The inability to specify a sampling frame, therefore, dictated the use of non-probability sampling techniques (Saunders & Lewis, 2012).

The selection of research participants based criteria is known as homogeneous purposive sampling (Snape et al., 2003, p. 78). Homogenous purposive sampling is a non-probability sampling technique which uses the researcher own judgement in selecting members of the population that have the similar characteristics (Saunders & Lewis, 2012). The following criteria were used to select the sample population:

- Privately governed schools; and
- Schools fees equivalent to or less than R22,722.00

4.5 Sample Size

According to Guest et al. (2006), data saturation in qualitative research occurs within the first eight to 12 interviews if the research objective is to describe a common phenomenon within a homogenous sample (Guest, Bunce, & Johnson, 2006, p. 74). As this was a qualitative study, the sample size was small consisting of 11 individuals, allowing for the collection of rich detailed data through face to face' in-depth' semi-structured interviews. The significant characteristics of each research participant, such as the school they represented, and the interviewee's position are exhibited in Appendix 1.

4.6 Unit of Analysis

The unit of analysis was the perspective and knowledge of the founders, managers, school principals and/or subject matter experts of the low fee private schools.

4.7 Data Collection

The research instrument that was constructed for this study was a semi-structured interview schedule. The semi-structured interview schedule allowed for the collection of data around specific themes as planned by the researcher allowing the flexibility to further build on responses received by prompting for more information (Snape et al., 2003, p. 148). The interview schedule acted as a framework for the interviews conducted. The building blocks of the interview schedule were based on the key themes identified in the literature review that was conducted (Saunders & Lewis, 2012).

Organisational ambidexterity from a private education perspective is an under-researched area, the researcher, therefore, opened the interview with a discussion of definitions to ensure alignment in the understanding of the area of study (Snape et al., 2003, p. 113). The researcher encouraged the participants to lead the conversation allowing them to "shape their own narrative" (Snape et al., 2003, p. 110). The semi-structured interviews took 30 minutes on average.

The interview schedule included descriptive open questions that provided detailed insight into the participant's perspective, experience, and approach to organisational ambidexterity. Simple English terminology was used in asking the interview question. The researcher, therefore, did not use academic terms such as exploitation, exploitation or ambidexterity but rather used synonyms, antecedents and characteristic of these terms based on the literature

review conducted.

To pre-test the interview schedule, the researcher identified one interviewee through convenience sampling. The semi-structured interview schedule was piloted on a respondent that had the same characteristics as the actual research participants. The test interview followed the exact approach and methodology that was used for the actual interviews. This helped the researcher to determine whether the research questions asked were understandable as well as to identify any area's that caused confusion, reducing the risk of undermining the validity of the research process (Snape et al., 2003).

According to Snape et al., (2003) "'pilot interviews do not need to be excluded from the data set unless a very radical change of direction or coverage occurs"(Snape et al., 2003, p. 135). No areas of concern were identified during the pilot interview, therefore, no major adaptations were made to the interview schedule. The data collected during the pilot interview was therefore included in the sample data that was analysed for this research.

Research participants were sent a formal invite, via email, to participate in the research study. The formal invite articulated the research objectives and included a consent form for the participant's consideration. The researcher acknowledged receipt of all responses to the invite. Participants that gave their consent to participate in the research were sent a meeting request for a proposed time, suitable to both the interviewer and interviewee.

The face-to-face interviews were conducted at a location of the participant's choosing to mitigate any risk of mobility constraints that would negatively impact the data gathering process (Snape et al., 2003, p. 59).

 Audio-recordings, as well as handwritten notes, were captured for each interview; the researcher, therefore, included consent to record the interviews in the formal invite and consent form. The transcribed interview audio-recordings and interviewer handwritten notes formed the qualitative data that was analysed in chapter five (Saunders & Lewis, 2012).

4.8 Data Analysis

Each interview was analysed using narrative, comparative, and content analysis. Snape et al., (2003) define narrative analysis as the process of identifying "the basic story which is being told, focusing on the way an account or narrative is constructed, the intention of the teller and the nature of the audience as well as the meaning of the story" (Snape et al.,

2003, p. 200)

The interviews were semi-structured, therefore, the research questions were open and broad (Saunders & Lewis, 2012). It therefore was not appropriate to conduct rigorous frequency analysis for this study. A comparative analysis is recommended for semi-structured interviews, and was used in this study to compare the units of analysis across all the interviews (Creswell, 2012; Snape et al., 2003).

Braun and Clarke (2016) define thematic analysis as "a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2016, p. 79). The researcher followed Braun and Clarke's six phases of thematic analysis as outlined in Table 4 to analyse the qualitative data collected through the semi-structured, open-ended, in-depth, face-to-face interviews (Braun & Clarke, 2016).

In developing the thematic framework the themes and categories were analysed to identify patterns and recurrence to assist in assigning meaning to the themes identified. The process of reviewing data for theory conceptualisation was iterative (Snape et al., 2003). The researcher also leveraged the findings of similar studies to assign meaning to the emergent themes and categories (Snape et al., 2003).

Table 4: Phases of Thematic Analysis

Phase	Process	Description of Process
1	Familiarising yourself with your data	Transcribing data, reading and re-reading the data, noting down initial ideas.
2	Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3	Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4	Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic 'map' of the analysis.
5	Defining and naming	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions

	themes	and names for each theme.
6	Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, the final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

4.9 Data Validity and Reliability

Reliability in natural sciences is concerned with replicability of research findings (Snape et al., 2003). Exploratory qualitative research has a dependency on the researcher interpretive skills and thus lends itself to be subjective. (Snape et al., 2003). Confirmability or trustworthiness of research finding is often found to be a more "suitable measure of the reliability in qualitative research" (Snape et al., 2003, p. 271). The construct of the interview schedule, detailed articulation of the research process and visibility into data analysis supporting documentation become critical in increasing the trustworthiness of the research findings (Snape et al., 2003).

Sample population selection, alignment of the research questions to the research objectives and research findings communication are cornerstone elements of qualitative data research validity (Snape et al., 2003, p. 274). To ensure the validity of the research findings, the researcher used unbiased criteria in purposive sampling, the interview questions were positioned in such a way that allowed participants to provide in-depth insights into the research topic. The narrative, comparative and thematic analysis were conducted in an iterative manner to ensure that research findings were presented in a way that was reflective of the original data (Snape et al., 2003, p. 274).

4.10   Research Ethics

The research leveraged elements of the American Anthropology Association's (AAA) ethic statement, all elements of the research ethics were based on the principles outlined by AAA (American Anthropological Association, 2012, p. 1).

- The research, therefore, aimed to "Do no harm" avoiding harm to respondents dignity, by keeping the questions non-controversial and in-line with cultural/social norms ensuring anonymity in the research project.

- The research was "clear and open regarding the purpose, methods, outcomes, and sponsors" of the research work, to allow participants to make an informed decision with regards to participating.

- The researcher obtained "voluntary and informed consent of research participants".

- The research results were made accessible ensuring, however, that confidentiality was not compromised.

- According to the AAA "The interests of preservation ordinarily outweigh the potential benefits of destroying materials for the preservation of confidentiality", therefore, the records collected were preserved to enable verification of research findings.

- The last principle adopted for the research was to "maintain respectful and ethical professional relationships" with participants, colleagues and sponsors.

4.11   Research limitation

The proof of the positive effects that organisational ambidexterity has on long-term business performance and success is consistent across various studies conducted (Gibson & Birkinshaw, 2004; Nieto-rodriguez, 2014; O'Reilly, 2013). The categorisation of what exploration and exploitation mean, however, may differ depending on the context and is, therefore, an inherent limitation to this area of research (O'Reilly, 2013, p. 16).

A number of ambiguities still exist regarding the phenomenon of ambidexterity which may have had an impact on the participants understanding of the research objective (O'Reilly, 2013) The researcher, therefore, constructed a definition of the phenomenon through a detailed review of academic literature which was shared with interview participants.

The term low-fee is defined in relation to 'equitable allocation to education per learner', a figure which changes every year. This maximum fee stipulated in this study is not fixed and will need to be re-calculated for future use. To qualify for a government subsidy, the schools have to be registered as non-profit organisations, it may not be possible to generalise these finding to for-profit low fee private school.

Qualitative research lends itself to be subjective; therefore the repeatability of this research is compromised (Saunders & Lewis, 2012b). The study was aimed at building theory and not

testing a theory. The researcher pursued to prove confirmability or trustworthiness of the research finding as this is a more suitable measure of the reliability in qualitative research (Snape et al., 2003, p. 271)

The sampling methodology relied on the researcher's judgement and may have been prone to the researcher's biases (Saunders & Lewis, 2012). Purposive sampling in qualitative research provides rich data, however, it may not be possible to generalise the research finding to the population from which the sample was drawn due to the sample size. "Generalisation will be strengthened by making full use of the original data that support the phenomena under study" (Snape et al., 2003, p. 277)

Lastly, the researcher is not expertly trained in research, to mitigate this risk the researcher sought out advice from experienced researchers and referred to business research literature for guidance.

CHAPTER 5: RESULTS

5.1 Introduction

The previous chapter explained the methodology used to test the research questions highlighted in Chapter 3. The interviews with 11 Low Fee private school principals, founders and/or managers provided various insights into how organisational ambidexterity manifests itself in low fee private schools.

This chapter presents the results obtained in the data collection phase using the methodology described in Chapter 4. The chapter opens with an overview of the sample population, followed by a presentation of the results from a thematic analysis completed on the interviews. For the purpose of this study the terms participants, interviewees and respondents, will be used interchangeably.

5.2 Overview of the sample population

This section presents a summarised description of the sample population which was interviewed. The interviewees provided insight into the school's current operations, managerial activities, challenges and future plans. The 11 research participants from ten low fee private schools represented various levels of seniority within their respective school's management team. The following should be noted about the composition of the research sample population:

- The Headmaster of School E requested that both the Deputy Principal and the school's Head of Department for Religious Education be interviewed, therefore, two of the 11 research participants were from the same school.

- School E and School G belong to the same network of school and would, therefore, report to the same central office. The operations of School E and School G, however, are managed independently by two separate leaders, and service learners from two different townships.

- The first interview conducted, acted as a pilot interview. No areas of concern were identified during the pilot interview, therefore, no major adaptations were made to the interview schedule. The data collected during the pilot interview was therefore included in the sample data for this research.

5.2.1 Description of research participants

The significant characteristics of each research participant, such as the school they represented, and the interviewee's position are presented in Appendix 1. The respondent's numbers, school used in Table 5 below are used to reference the respondents throughout the study

Table 5: List of research participants

Name	School	Position
Respondent 1	School A	Head Of Department
Respondent 2	School B	Headmaster
Respondent 3	School C	Headmaster
Respondent 4	School D	Headmaster
Respondent 5	School E	Head Of Department
Respondent 6	School E	Deputy Principal
Respondent 7	School F	Headmaster & Founder
Respondent 8	School G	School Co-leader
Respondent 9	School H	CEO
Respondent 10	School I	School leader
Respondent 11	School J	Headmaster

5.2.2 Summary of interviews and durations

All interviews were conducted at the interviewees" place of work. The interviews were interactive, requiring the researcher to formulate each question based on each respondent's response and willingness to elaborate. The researcher, however, ensured that the interview guide, attached hereto as Appendix 2, was adhered to by ensuring all the themes were discussed.

The 11 semi-structured interviews were conducted over a cumulative duration of 301.06 minutes. The interviews lasted 30 minutes on average, with the shortest interview taking just over 19 minutes for part one of the two-part interview with School E. The longest interviews

took just over 40 minutes. All the interviews were recorded and transcribed to enable the researcher to conduct a thematic analysis of the interview based on the research questions. The below figure shows spread of the interview duration.

Figure 9: Spread of interview duration
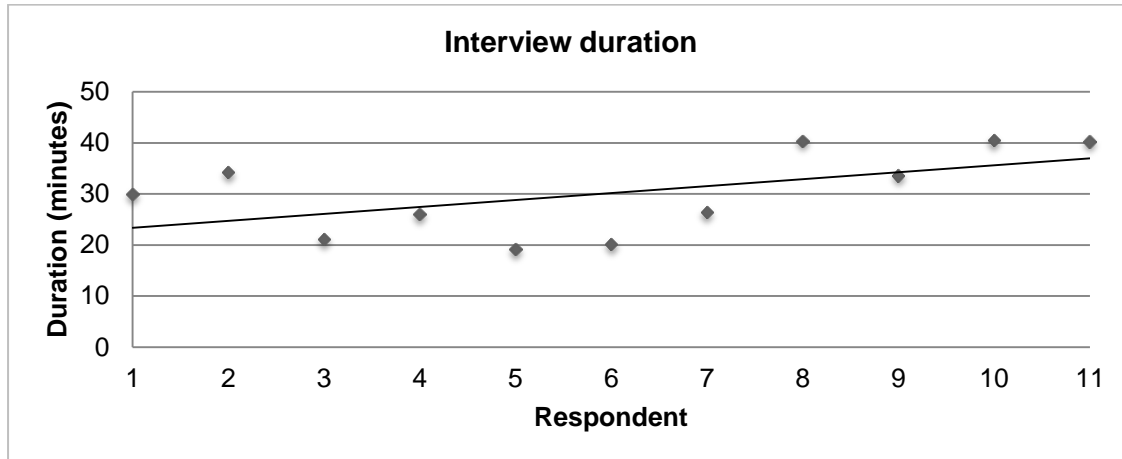
5.2.3 Profile of Low Fee Private Schools

The sample consisted of independent schools, which charge less than R27 722 per annum. For the purpose of this study, these schools were classified as Low Fee Private Schools in line with the CDE and the National Treasury definition as outlined in chapter 1 of this research report. In this section, the descriptive data related to the schools, which formed part of the sample population, is provided.

5.2.3.1 Location

The location of the schools correlated with the target market of the schools, which are children from disadvantaged or previously disadvantaged communities. These schools are therefore located in areas that are easily accessible by children who come from lower to middle-income families such as townships, CBDs, or affordable residential areas.

Figure 10 below provides a breakdown of the Low Fee Private Schools choice of location. 80% of the Low Fee Private Schools were established in urban townships, 10% in the CBD and 10% in affordable urban residential areas.

Figure 10: Percentage distribution of Low Fee Private Schools by location
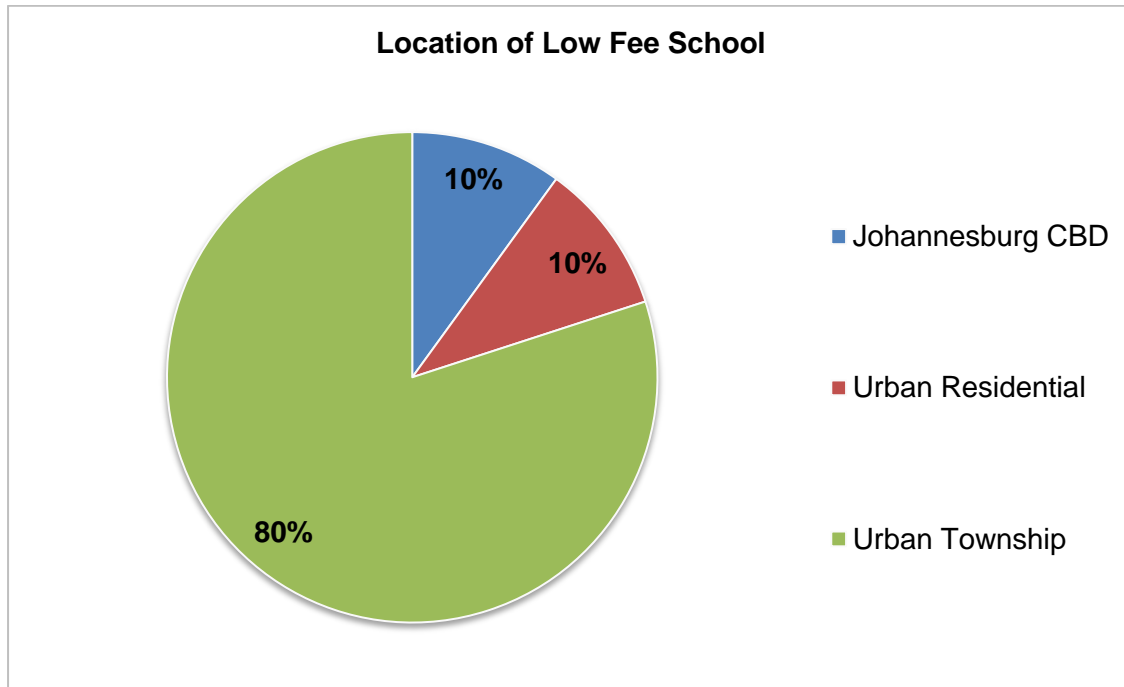
5.2.3.2 Funding

All of the Low Fee Private Schools in the sample are registered as non-profit organisations, relying on the school fees, government subsidy, sponsorships, and/or fixed donations for the payment of employee salaries. Employees of the school include teachers, administration support staff and facilities management staff such as cleaners, ground, and in some instance kitchen stuff. The table below gives an overview of the funding structure for the schools in the sample population.

Table 6: Summary of Low Fee Private School Funding structure

School type	Number	Percentage
Non-profit organisation (NPO)	10	100%
No Fee	2	20%
Fee-paying	8	82%
Receive subsidy	9	90%
Receive no subsidy	1	10%

The schools highlighted that a portion of the school fees, and funds raised through fundraising initiatives, are also used to cover day to day operational costs of the school. The raising of funds is facilitated by the schools fundraising committee. Fundraising initiatives typically include securing once-off donations, cake sales, entrance fee charged for concerts and shows, as well as the quarterly fee charged to wear civvies instead of uniform at school. The schools, however, face a challenge of delayed payment of the 60% government subsidy and often have to use the funds raised for day to day operations to pay employee salaries.

Two of the schools indicated that they were established as no-fee, non-profit organisations relying entirely on donations, sponsorships and fundraising initiatives. One no-fees school indicated, however, that an annual financial contribution is requested from parents for travel and disbursement costs related to school activities. This amount was capped at R500.00 per annum.

Only one school indicated that they did not apply to receive government subsidy stating 'burden of compliance' for securing a government subsidy as a deterrent. This school relied primarily on funds generated from school fees.

Figure 11: School fees charged by the Low Fee Private Schools
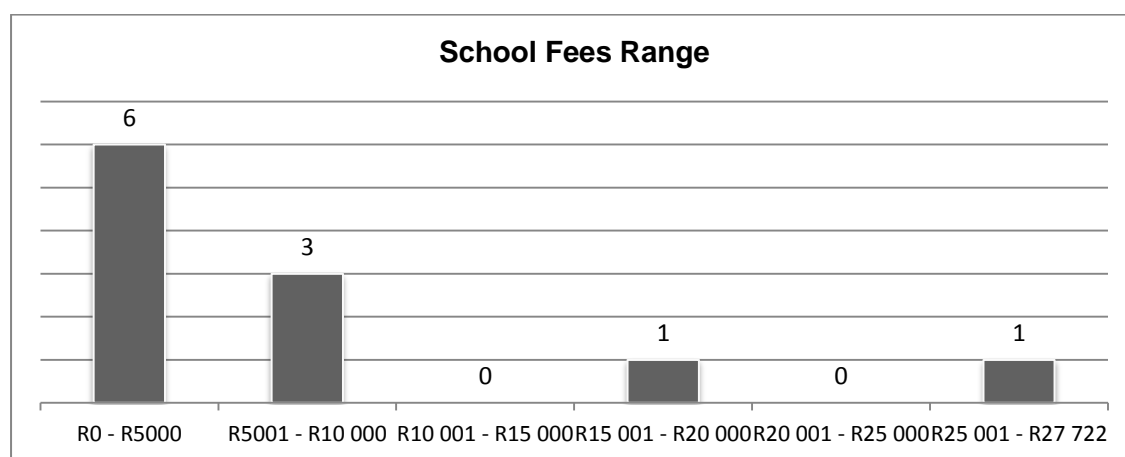
5.2.3.3 Curriculum

Nine out of the ten schools followed the Curriculum Assessment Policy Statements (CAPS) curriculum in line with National Department of Basic Education requirements. Only one school followed the Accelerated Christian Education (ACE) curriculum.

5.3 Findings of the qualitative data analysis

The main objective of the research undertaken was to gain a deeper understanding of how organisational ambidexterity manifests itself in low fee private schools. According to Lavie et al. (2010), environmental, organisational, and managerial antecedents cause an organisation to gravitate to exploitation or exploration (Lavie et al., 2010).

In developing the thematic framework, the themes and categories coming out of the interviews conducted were analysed to identify patterns and recurrence, assisting in the assignment of meaning to the themes identified. The narrative analysis conducted linked the data to under the underlying storyline for each research question. The findings from the narrative and thematic analysis are presented per research question in this section.

5.3.1 *Research Question 1: What does exploitation mean in the context of low fee private schools?*

Exploitation is concerned with "…efficiency, control, certainty and variance reduction" in relation to an organisation's current context and capabilities (O'Reilly, 2013, p. 4). Organisations that engage in exploitation use current skills, processes, and technologies to meet the needs of existing customers (Gibson & Birkinshaw, 2004; O'Reilly, 2013; Tushman, 2011).

The aim of this question was to provide a description of the manner in which exploitation manifests itself in Low Key Private School based on the themes that emerge from the content analysis conducted. The strategic orientation, organisational structure, governance and operational processes of these organisations are designed to support exploitative decision-making.

5.3.1.1   Strategic Orientation

Respondent five stated that "the main purpose of education is to prepare a learner… to be a responsible citizen in the community,... ours is a Catholic school… [so] we teach them morals, we teach them values… it's part of our responsibilities… [to] teach them a holistic education. We should not only focus on textbooks, science and maths but we should also teach them social values".

Respondent 10 states that "our vision and mission is to… provide quality education to disadvantaged communities, making sure that we create leaders who are able to go out there and make proper decisions and careers in life".

Respondent nine expressed that "schools are like food and water, it's a basic human right, you have to be careful that you are not out there to make money from them. If you are for profit? then maybe you should be giving back. But I think you cannot expect donations or donors if it's for profit. Is it a business? If it's a business do you not lose your humanity?"

The selection and development of teachers and school staff member's is aimed at ensuring student success in terms of academic performance; as well as enabling the attainment of intrinsic characteristics such as confidence, discipline, respect and empathy for others.

Majority of the schools in the sample were established by religious institutions and therefore have a religious affiliation. The value systems that are taught and shaped by the schools are, therefore, in line with the ideals and goal of the school's religious affiliation. The below figure provides a breakdown of the religious affiliation of the schools in the sample population, 78% of the schools are Christian faith-based schools, these schools, however, align themselves with different Christianity denominations. Non-religious affiliation schools made up 22% of the sample.

Figure 12: Breakdown of religious affiliation.
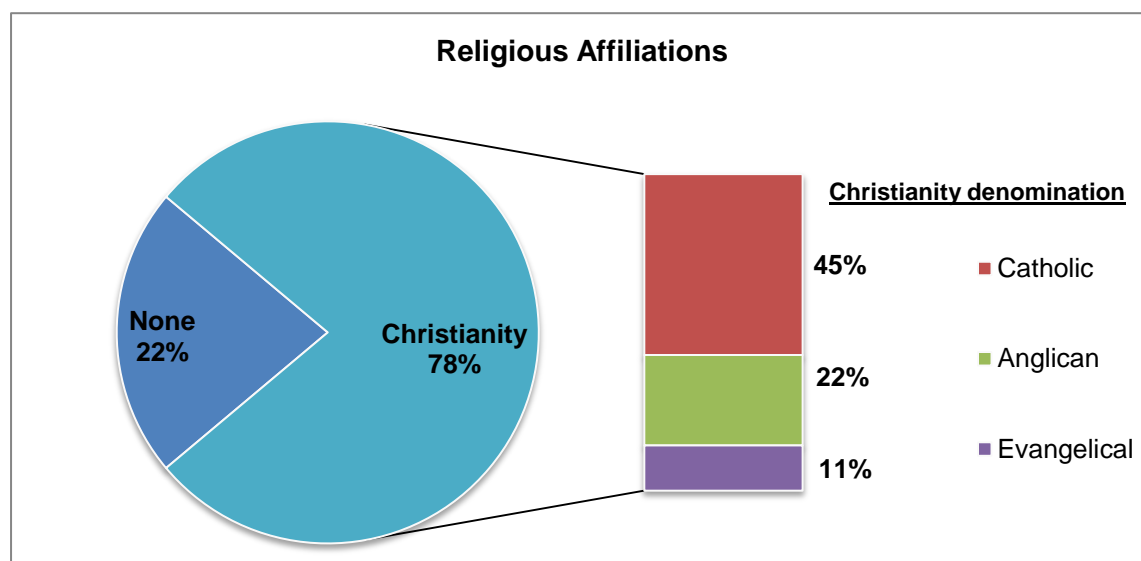
The table below shows the key topics that emerged from the 11 interviews which relate to the school's vision, mission and values and were, thus, clustered under the theme Strategic

orientation. The topics are ranked based on the recurrence of this theme across the interviews.

Table 7: Emergent themes, which are clustered under the theme strategic orientation

Ranking	themes	Number of respondents	%
1	Attainment of academic excellence, pass rate targets, number of distinctions	11 of 11	100%
2	Instillation of values, morals and ethos	11 of 11	100%
3	Attract, develop and retain quality teachers	9 of 11	81%
4	Holistic development of learners, extracurricular activities, social programmes	8 of 11	72%
5	Improvement/ enhancement of school infrastructure and technology	8 of 11	72%
6	Grow school / increase enrolment	1 of 11	9%

Under the strategic orientation theme, the following primary topics were mentioned by all the research participants:

- Attainment of academic excellence, pass rate targets, number of distinctions or university entrances

- Instillation of values, morals and ethos

The following secondary topics are those that were mentioned by most, but not all of, the research participants:

- Attract, develop and retain quality teachers

- Attainment holistic development of learners through extracurricular activities and/or social volunteering programmes

- Improvement/ enhancement of school infrastructure and technology

A unique topic that emerged from one the interviews, and is regarded as of importance to the study was:

- Grow school numbers / increase enrolment

5.3.1.2 <u>Organisational structure and governance</u>

The schools have a governing body, counsel, or board of directors in place to ensure that schools function effectively and efficiently. In this study, the term governing body is used to refer to the board of directors and council.

The school leaders form part of the governing body and account to this body on matters pertaining to the management of school funds and operations. The composition, level of involvement and influence of the governing body varied slightly across the schools. Overall, the governing body acts as custodian of the school's policies and plays an oversight role. The interview participants provided the following insights into the school organisational structure and the role of the governing body.

- Responded four: "The school has on top, the board of governors, in normal schools, public schools, we call them SGB [School Governing Body] members, these are mainly parents, the members of the SGB come from parents directly, there are also representatives from the Catholic schools office, we also have teacher representative in the SGB and the principal, the principal represents the management"

- Respondent 11: "In the council, we've got 4 independent sits… we also have two sub-committees that report to the council, the finance committee…. and the building committee".

- Respondent six: "SGB is there for governance, that means they're policy makers and management… implements the policies… the board of governors is there to provide guidance"

- Responded two: "That's where… the board of governors come in, I consult them immediately to say that we have a gap here and there, so we need teachers… they give us a mandate as the managers of the school to go ahead with whatever is happening around the school, but the remuneration is paid by them…they act as our employers"

The organisational structure adopted by the school differed primarily based on whether the school belonged to a network of schools or not. Schools belonging to a network of schools have reporting lines into a central office, the headmaster or school leader of such schools would, therefore, report to a Head of schools, Managing Director or CEO of the school network. Schools not belonging to a network of schools do not have the central office layer between the School leader and the governing body.

Reporting into the school leader would be the school's management team, which is made up of Head of Departments (HoD) or functional leads, school teachers would report into the HoD or functional leads. The schools interviewed had two to four HoDs, therefore, on average the schools have three HoDs.

Figure 13: Organogram of Low Fee Private Schools
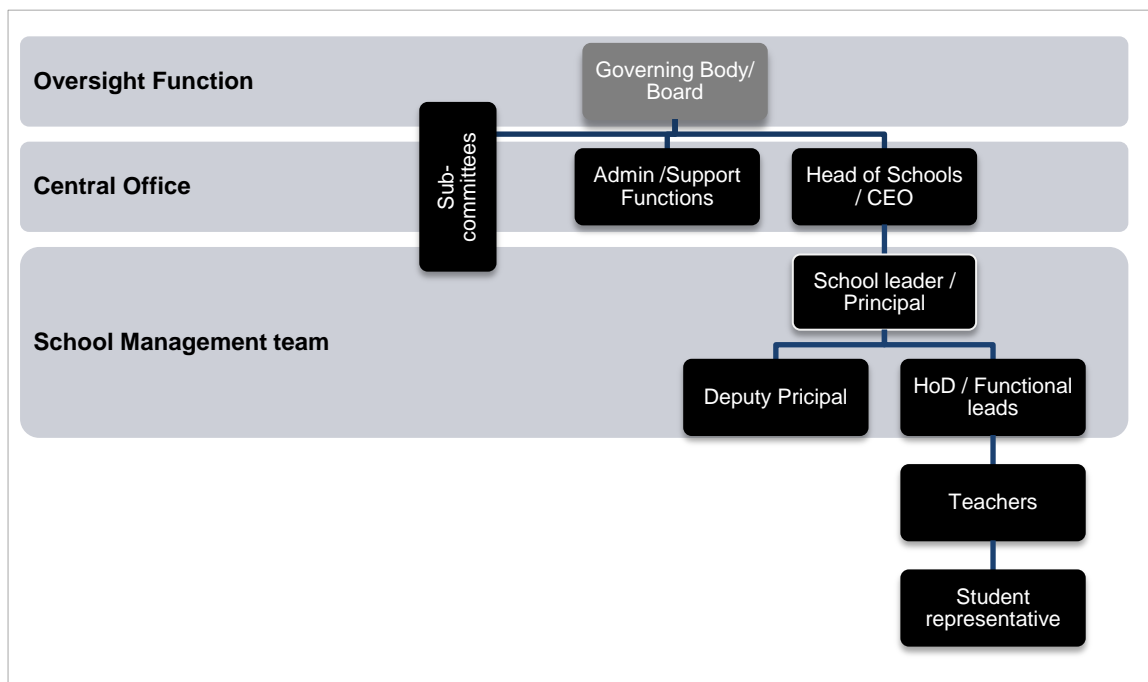
It was highlighted in one of the interviews that the flat school structure, does not necessarily interpret into quicker decision making due to the frequency of the governing body meetings. Key decisions regarding some school operation and fundraising initiatives need to be approved by the governing body.

Respondent three highlighted this as a decision-making bottleneck, stating that "the chairman of the board of governors cannot give a go ahead without discussing it with the other committee members,… communication takes a lot of time… we've got four board meetings in a year, so it can be a bit of a strainer especially if you want to do that project then and there".

5.3.1.3 Operational Processes

School operations include teaching and curriculum management activities, human resource related activities, student admissions, finance management, facilities management, marketing and business development.

5.3.1.3.1 *Teaching and curriculum management activities*

Nine out of the ten schools followed the CAPS curriculum in line with National Department of Basic Education requirements. Only one school followed the Accelerated Christian Education (ACE) curriculum. The methodology followed in delivering the curriculum differs from school to school.

Respondent nine states that "the reason I use CAPS curriculum, it's actually a fantastic curriculum, it's a good curriculum, the difference between my school and most others is I go to matric, I've got to get my kids through matric. So we've got IEB which all my brother and sister schools use, first of all, that's expensive, it's incredibly difficult, but when you apply for university it doesn't matter if you've written IEB or the national exam those points on your marks are exactly the same. I just felt that first of all, we are disadvantaging our kids because the IEB results are always lower because they are incredibly difficult, but also how can we nation build and assist other schools who are in trouble? I am fairly anti the IEB, or any other system because I feel, if we work together, especially the independent schools, they've got phenomenal teachers, if those teachers could just assist in the state schools as well, in working on the curriculum, getting assessments out and a higher standard of assessment we would nation build and get our educations system [right] but there such a big divide now".

Respondent ten states that "part of our non-negotiables would be our PD (Personal Development) [meetings], we need to have PDs because is part our teacher's personal development… It happens every week".

Respondent two states that, "we are working with UJ [University of Johannesburg], they are actually conducting mathematics [extra lessons] here at school. On Monday, Tuesday and Thursdays, its extra lessons that they are doing in helping these kids so that they are able to do maths work because maths is one of those key subjects… the coaches are actually from that university I'm just here as the official checking that everything runs smoothly".

Respondent nine uses " the public libraries, public swimming pools, public grounds and you know what, my children do sports two hours a week full proper sport, we don't mess around, we offer a huge sport curriculum we do soccer, netball, archery, we do ballet, you name it we offer it to our children. I think if you go out there and look and you are a bit creative you will find it… you name it I use it"

The following topics emerged from the interviews and were clustered under the theme 'teaching and curriculum management activities'. The below topics are related to planning activities undertaken by the school management team. It was noted that the planning sessions took place weekly in most of the schools.

Table 8: Emergent themes clustered under the theme 'teaching and curriculum management activities'

Ranking	Themes	Number of respondents	%
1	Teaching schedule / Classroom timetable planning	11 of 11	100%
2	Extracurricular activities scheduling/planning	7 of 11	63%
3	Teacher Development programme management	7 of 11	63%
4	Attendance management	4 of 11	36%

5.3.1.3.2   Human Resource Management

Human Resource at the schools involves management of recruitment processes, remuneration, performance management and teacher personal development programmes.

Staff remuneration is highlighted as a key challenge when it comes to attracting and retaining talent. Low fee private schools pay less than high fee independent schools. Respondent nine stated that "in the last 5years I've had a massive turnover of staff… and when we do surveys it's often it's financial because… my teachers get pouched… their salaries were more than doubled. [We have a] lot the young teachers who've got young families they would be mad not to take it". Respondent seven provided further insight on this issue stating that "we don't

pay our teachers that well… that's why we don't look for breadwinners we look for people who are looking for something or extra money".

Responded four highlighted that the school uses government pay grade scale, therefore, "the salaries are the same… all teachers are within the [government pay grade] scale". Respondent three further elaborated on the issue of remuneration indicating that, even though the salaries may match those of government schools their "teachers don't have bonuses… [or] perks like government schools", this finding is supported by respondent two, who states that their teachers "don't receive bonuses during their birthdays like in government schools".

The schools focus on attracting teachers with a personal value system that are aligned with the school's mission. Respondent nine states that "we more rigorous with our interviews, you have to want to work here and you have to realise it's difficult… and you have to have a passion for this kind of work". The statement by Respondent nine is supported by Respondent three, who states that the teachers that they choose to recruit, and are able to retain "people that are really dedicated that really want to give of themselves, it's not necessarily because of money".

Respondent 10 highlights that as part of their recruitment process the potential teacher "prepares a lesson, and then they would go into the class and teach the kids, and the kids would give us feedback. The management and then we would give that person feedback, then, we would say to them will give them another chance to see if they would come back the second time and deliver for the class… they would also write matric exams so if you going to be teaching the kids, you need to know the science teacher or maths teacher, and usually maths and science we make sure, so they would write the maths paper and there's a certain percentage we expect, so it has to be above 80% … the whole point is to see if there's understanding, and if we are expecting a maths and science teacher we need to make sure the levels they are the same so we not expecting you to get 80% in maths but then you get 20% in science it needs to be balanced".

Three methods emerged as main approaches that are adopted by the schools to manage teacher performance. Classroom observations are used to measure a teacher's classroom management capabilities. Feedback from students, regarding the teacher's instructional approach and ability to engage with students, is gathered informally through conversations with a representative of the school management team. Students are assessed regularly and

their progress is tracked against set targets, teacher performance is, therefore, measured in relation to student performance.

Ranking	themes	Number of respondents	%
1	Classroom observations by school management representative	4 of 11	36%
2	Student feedback on teachers instructional approach and methodology	3 of 11	27%
3	Tracking of learner performance against set targets	9 of 11	81%

It was found that 81% of the respondents used student performance on school assessments as the only performance indicator, 45% used multiple indicators. Majority of the schools were found not to have a formal appraisal process which links teacher performance to rewards or remuneration.

 Respondent two stated that "unfortunately we do not do appraisals because we do not have the IPMS [Interim Performance Management System] that government schools have". It was highlighted, however, that the schools had to obtain an average pass rate, which is higher than the provincial average in to qualify to get the government subsidy. Responded eight is stated that "our performance has been really good over the years except for last year where we were… just below the provincial pass rate, then we were not able to get the subsidy".

The respondents that used multiple indicators had formalised performance review process, with clear individualised key performance indicators (KPIs). Respondent seven states" we expect a 100% pass rate I expect the teachers to perform, I want good results, we do a lot of data, and I always just think if a child is not performing there's a reason and I want to know why and what are we doing about it". The respondent goes on to state that the school has "key performance areas… so we'll go through what I have observed throughout the year… you dealing with individual personalities you can't have one checklist, you always have to deviate from it and get to know that person… so we do it [performance reviews] through discussions".

Responded 11 stated that "at the beginning of the year, I sit with individual teachers, and it was not me setting goals for them, they were setting goals for themselves. We had a

discussion, they set their goals, and we've captured all those goals. And as we get the results from the prelims, what I would do is just project the results on the board and say ok this is what we're achieving currently, and show them what we have achieved last year, and show them the goals that they have set themselves and see how far off they are".

5.3.1.3.3   Student admissions

Potential students have to take an entrance exam as part of the school's admission process. The admission tests are used to identify candidates, and as a tool to identify learning gaps to ensure suitable placement of students. A small percentage of the schools also conduct social behaviour observations to identify traits and behaviour displayed by the child. The schools administer school readiness test. Gaps identified by the test are shared with the parents. Learning area's that are identified as gaps are incorporated into the student's learning programme.

Respondent eight highlighted that the school sometimes recruit from feeder or "sister" schools in the community in which the school is based, stating "we go out to the township schools that we work with, and we make learners write a test, they don't apply to write [our] critical thinking tests, they write a maths test and then they write English test, so we check their reading ability, and then we check their maths ability, as well and their critical thinking ability. [We also] take them to a camp where we observe how they interact with other kids… we try not to focus on academics only, so we look at whether [the child] is able to take initiative in the group".

School F which was established in 2002 only has 12 students, respondent seven states that the "children we attract are those that come from sister schools like ours, because they know the system [and] are not unhappy with the size, it's parents who don't know that don't like the size because they very nervous and we can understand that."

Respondent nine provided further insight into the student submission process stating that "I don't really turn kids away, I do assess the children because the kids who are coming from state schools they tend to be two years, sometimes three years [behind academically], and yet are coming with these amazing reports. I assess every kid… and place in the right place. Most kids who start at Vuleka repeat that year just about 80% of them. The high schools are a different animal altogether because it can take me three years to bridge the gap".

5.3.1.3.4   Finance and Management

The management of finances is a key area of concern in low fee private schools due to the constrained inflow of capital. School operations, therefore, look into the effective allocation of funds to ensure that the school remains sustainable.

The 'fixed' income streams for schools are the school fees paid by the students and subsidy received from the government. Receipt of the government subsidy is subject to meeting some stringent government requirements and delays in payment of the subsidy by government, making the income stream unreliable and difficult to manage. Parents often find themselves unable to pay the school fees due to changes in their socio-economic status, such as loss of a job or life partner. This theme of the inability to ensure a consistent income stream featured strongly throughout all the interview. The statement made related to the schools fixed income streams are listed below.

- Respondent six: "One of the main or what can be critical in terms of the struggle of the school is that its independent. When you are independent you rely on government subsidy, you need to be subsidised so that you might be able to buy learning and teaching resources. At the same time without [the] subsidy, we are not able to [retain] the qualified teachers who are experienced in different fields of teaching, so now the challenge is… we rely on the subsidy that we get from the government so that on its own, is a constraint that the school is facing, actually that the independent Catholic schools are facing. Even the subsidy it comes in small batches, in divided batches and then it can also prolong for longer periods without it being deposited into the school's account so that on its own it brings unfriendly operational environment".

- Respondent four: "We get around 60% [government subsidy], but with all these uncertainties, all these especially of late, the government can say there's no money and it makes our life very, very difficult".

- Respondent 11: "As a low fee school …our parents [struggle with] paying their fees so we hired a debtor who then plays [a role of] reminding parents, and follow up [on fee payments]. As we sit, we have so many parents that you find that they are no longer working, yet they want to keep their kids at [School J]. When you look at the track record of the parent who has enrolled a child from Grade nought, and probably they start having problems when the child's fees in Grade six, their wish is to have their child complete

matric at [School J], [those are the parents] you start seeing…, not paying fees for the past few years".

- Respondent 11: "I'll be honest with you were looking at the budget and seeing what increments can we give to teachers. Remember now with the low fee school one of the challenges we can't pay the teachers a salary which is in par with the government so I'd say most of our teachers are underpaid so that remains a challenge… we just offer them 6% and we've been offering them 6% for the past 3 years and we've just looked in to think that can't we then move to 6.5… with the work teachers are putting in"

- Respond four: "It should be about proper planning, parents should be paying school fees in advance, should be encouraging them to come up with ways of encouraging parents to pay in advance, so that the time the department is not giving that subsidy at least we have something to, on your bank account."

The no-fee schools indicated that it was no longer sustainable to have a school with no fees due to the decrease in the number of donors that support the schools. Respondent ten states that "we not getting enough donors… they don't feel like we are sustainable enough and some of our donors are pulling out". These schools highlighted that they, therefore, intend to introduce school fees. Respondent eight states that the fees introduced will "inject some money into the school so that we can be able to do some of the [activities] that the learners need. But also, I think it will help us in terms of getting committed funders because at least they will see that parents also put something on the table… and we're hoping that will bring them back, those who decided to leave".

In contrast to the no-fee school views, Respondent nine stated that "funny enough I've maintained most of my donors… but I do know that I cannot rely on the donors… your school fees need to cover your salaries and don't mess with… that make sure. So I've got 20% bursaries, scholarships, kids that don't have to pay school fees, but the rest [have to pay]. To manage the costs rather pay [teachers] less or have fewer teachers. In my high school at the moment, I've cut back on staff. I have about four retiring and I'm not replacing".

5.3.1.3.5   Facilities Management

Infrastructure and the management of school facilities were identified in the content review as common inhibitors or enablers of efficient school operations. Respondent four stated that the "main problem we have is infrastructure, these buildings were built in 1945, and almost all the structures that we have down there for the lower grades were built as temporary structures, since 1945, I mean… we need proper buildings, so that's the main project that I'd say is part of our plan as the management. If we can get maybe new buildings, it would make our lives much easier". This view was supported by respondent ten whose school is based in a warehouse, which has been converted into a school through the use of partitions. Respondent ten pointed out the "noise levels" due to the current set up of the school building was "too much".

Some of the schools lacked infrastructure, such as science labs, with School D and School G, which go up to grade 12, indicating that the schools make use of mobile science labs. School G previously had an arrangement with a high fee independent school to use their science labs, however, this partnership disintegrated when a new school leader took over the high fee independent school.

Respondent nine, however, highlighted that "this country, particularly Johannesburg, is incredibly well resourced and we don't use it. What gave me the idea was… the churches, we have some churches that stand empty all week and gets used on Sundays, what a waste! so … we use …every single public facility that's around, I use the public libraries, public swimming pools, public grounds".

Some improvements have been made to some of the school's infrastructures, with respondent two indicating that they have "renovated the school, our classrooms [have] whiteboards and we intend on fitting in projectors in the [classrooms]… I think it would be easier for teachers". 'School I' has secured sponsorship to have a new school built, highlighting that some of the student parents have been contracted to assist with building the school, thus broaden the impact of the project on the community.

School leaders manage and decide on which "contract do we have in terms of cleaning, because, we've just outsourced the cleaning and the gardening" as highlighted by Respondent 11.

School F, which was the smallest school in the sample population, identified infrastructure as an inhibitor to the school's growth, respondent seven explained that "we have never had the space to grow the school we've always been only able to go up to 20 children wherever we have been".

5.3.1.3.6 *Marketing and Business Development.*

Most the schools highlighted that no concerted effort has been put into marketing the schools to prospective staff member or students. The schools rely on their reputation and strength of their brand in their surrounding communities to attract staff and students.

Respondent nine states that "We've never really had competition and all of a sudden I've got this competition but the difference with us is that we non-profit, I'm not here to make money, I also don't mind if there's no kids, I'll close the school it makes no difference to me… so marketing and advertising is not massive for me, it's by word of mouth, people want their kids to come to our school, we've been going since 1989 so I've got a good reputation out there and our fees are affordable".

Marketing and business development efforts are aimed at securing donor and partners for the school. Respondent eight highlighted that the school has a "fundraising team, and we have external relations person". Respondent ten describes the role of the relationship leader, stating that "relationship leader deals more with the outside world and what happens but also the relationships within our classes, within the school, between teachers, between learners, … relationships with our funders, relationships with our parents".

5.3.2 Research Question 2: What does exploration mean in the context of low fee private schools?

The finding from questions one related to the strategic orientation, organisational structure, governance and operational processes of these organisations to uncover whether they are designed to support exploitative decision-making.

Exploration is concerned with "…discovery, autonomy and innovation" requiring a long-term, future-orientated strategic focus and organisation procedure that facilitates this(O'Reilly, 2013, p. 4). Exploration efforts look into projects and programmes with a medium to long-term return on investment (Bot, 2012).

Research question two sought to establish the future needs of low fee private schools. This question assisted in developing an understanding of how the schools intend to adapt to enable them to offer quality education that is still low fee and affordable to most South Africans.

5.3.2.1 Future Plans

Majority of the respondents focused on improvement to the school's service offering. The overall consensus from respondents was that the intended outcome of the initiatives identified is to make the schools more successful and thus more attractive to funders in order to improve the school's prospects for sustainability.

The initiatives identified by the responded to improve the school's service offering and thus attractiveness could be group into three categories, namely: Infrastructure related initiatives, improvements in academic outcomes and enrichment of the teaching offerings. Table 10 below, provides an overview of the clustering of the future plans as stated by the respondents.

Table 9: Plans to ensure future sustainability of the schools

Theme	#	Findings
Infrastructure improvements	4	"The main problem we have is infrastructure, these buildings were built in 1945… so the project of [constructing a] new school or [acquiring] a new building, are major project of this governing body"
	8	"We have been trying to get [sponsors] to build us a science lab"
	11	"The council just appointed a building committee because we currently have about ten high school classrooms, so now we want to build the phase 2 of the high school to increase this number"
	10	"We look at projects that we can run from the new school that's being built… we were thinking about creating a community computer centre… that can benefit the community as a whole"
	2	"We need a multi-purpose sports (and recreation) field, t
Improve academic outcome	3	"We are trying to organise our library we want our children to be able to read. We have our computer room, but our computers are very old so we are trying to upgrade. We want to continue to produce children that are able to read and write… we need to sustain that at all times".
	11	"So 100% we know is a given no matter what kind of a learner we would make sure that they would get at least a certificate, our focus going forward is to… address the quality of it… So now we are aiming for about 60 distinctions for this year…we looking into establishing a partnership with independent schools… which get top marks, to improve [year on year] because problem-solving is quite a challenge when it comes to maths".
	10	"We are expecting at some point we can see our kids coming from our school having average marks of 80% overall, and not lower than that"
	9	"We've got a winning age-old recipe… I'm using traditional methods… you've got to use systems that have been proven to work if you're going to take a chance on a kids life with new systems, be very sure it's going to work, be very sure before you mess up somebody's life… we conduct a lot of research on other countries and institutions that get it right… it's a dangerous game you play when you don't know if a system is definitely going to work"
Enrichment of the teaching offerings	6	"learners are gifted differently… we should hire a specialised teacher for arts, then the school can offer an arts programme as well"

Only 11% of the initiative highlighted in the interview related to the enrichment of the teaching offering to include other services not offered by the school. Majority of the projects were closely linked to improvement of current operational activities through infrastructure related initiative, at 45%, and/or improvement of the school's academic performance and pass rate.

Figure 14: Split of school initiatives by type
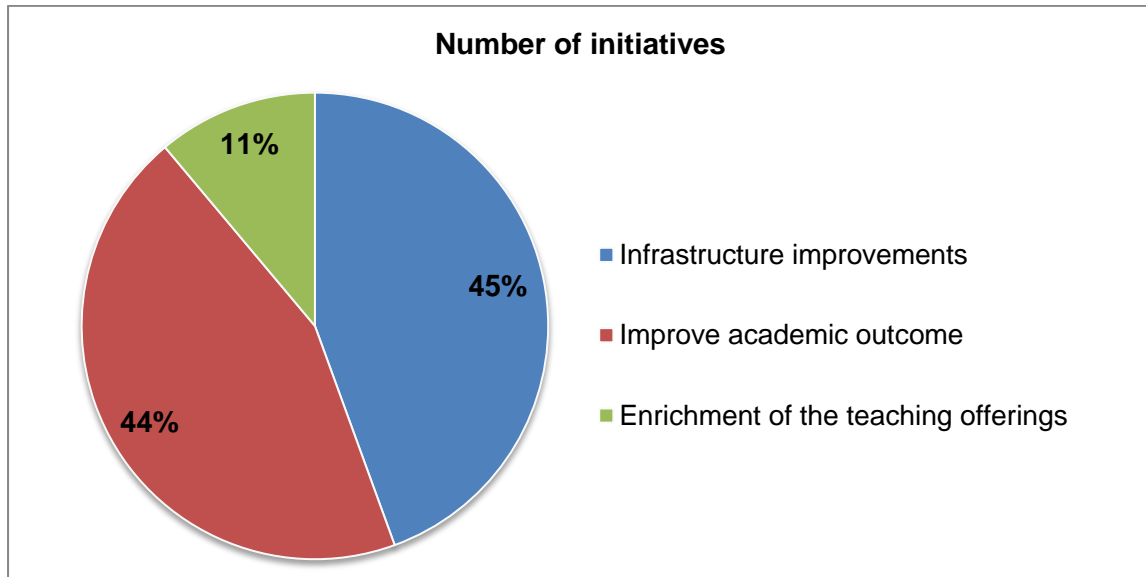
5.3.3 Research Question 3: Which mechanism(s) is adopted by low fee private schools to achieve ambidexterity?

According to O'Reilly (2013), organisational ambidexterity can be achieved through sequential, structural, and/or contextual ambidexterity (O'Reilly, 2013).

Having highlighted their current capabilities in question one, and future plans in research question two, the responded where asked how they balance these two activities.

Research question three, therefore, sought to identify the pattern of decisions made by the schools and organisational practices that enable both exploitation and exploration, thus revealing the form(s) of ambidexterity that manifests in low fee private schools, if at all.

The level(s) at which managerial decisions are marked with an "X' table 10 below. Schools with the most 'layers of decision making' are indicative of a long decision making process. Two of the 11 respondent however indicated that key decision could only be made by the

board. The level at which a decision can be made is indicative of the autonomy allowed in the organisation, and is an indicator of contextual ambidexterity. Five of the school had sub committees in place to run with some of the projects highlighted in Research question 2.

Table 10: Decision making pattern in Low Fee Private schools

	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Respondent 11
Governing Body	X	X	X	X	X	X		X	X	X	X
Fundraising committee	X	X				X				X	X
Building committee											X
School Management			X					X	X		X
Individual level						X	X		X	X	

Ten of the 11 research indicated that the governing body of this school is involved in the management of strategic initiative. Responded seven was the only participant that highlighted that all decisions made regarding the business are based on her faith and stated, "When God speaks to me, then yes (I will look into future plans)". On average two organisational units of structures would be involved in the management of school projects.

5.4 Conclusion

This chapter presented the finding obtained in the data collection phase using the methodology described in Chapter 4. The main objective of the research undertaken was to gain a deeper understanding of how organisational ambidexterity manifests itself in low fee private schools.Narrative, comparative and thematic content analyses were conducted to highlight the strategic orientation, organisational structure, governance, operational processes, and future plans of the schools. In Chapter six, the findings of this study are discussed in relation to the literature review conducted in chapter two.
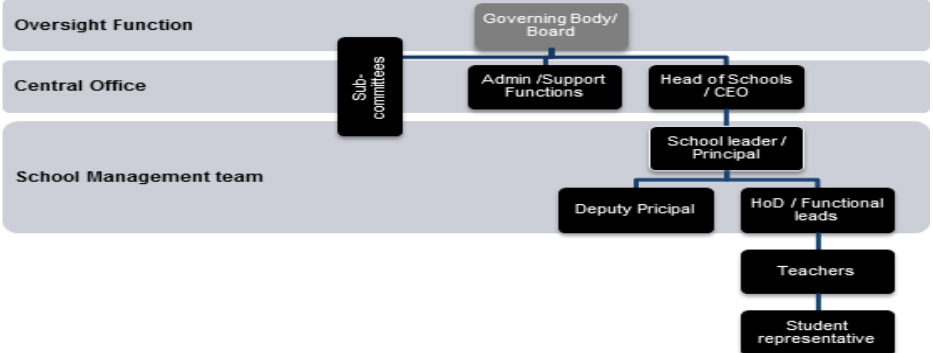
CHAPTER: DISCUSSION OF RESULTS

6.1 Introduction

The finding to the research questions outlined in Chapter 3 of this study, were presented in the Chapter 5. This chapter will combine the findings obtained from the respondents' interviews with the literature reviewed in Chapter 2 in order to construct a contextual definition of organisational ambidexterity. The discussion of the results follows the structure used in the previous chapter.

6.1.1   Research Question 1 discussion

A summary of the findings to the research question one are presented the below. The was to develop an understanding of the strategic orientation, organisational structure, governance and operational processes of these organisations are designed to support exploitative decision-making.

- Research Question 1: What does exploitation mean in the context of low fee private schools?

Construct	Finding
Strategic Orientation	- Attainment of academic excellence, pass rate targets, number of distinctions - Instillation of values, morals and ethos - Attract, develop and retain quality teachers - Holistic development of learners, extracurricular activities, social programmes - Improvement/ enhancement of school infrastructure and technology - Grow school / increase enrolment
Organisational structure and governance	

Operational Processes	• Teaching and curriculum management activities
	  • Primarily CAPS curriculum
	  • Teach personnal development
	  • Teaching schedule / Classroom timetable planning
	  • Extra-curriculur activities
	
	• Human Resource Management
	  • Remuneration (Basic pay, minimal benefits, no bonuses, non-monetory rewards provided
	  • Dealing with High teacher turnover
	  • Small % have formal Performance management (pass rate, class observations, and student feedback)
	
	• Student admissions
	  • Entrance exam/ assessment for student fit rather than placement
	
	• Financial Management
	  • constrained inflow of capital (Subsidy, Fees, Donors)
	
	• Facilities Management
	  • Maintenance of current facility (cleaning, garden, repairs)
	  • Infrastructure projects (new school building, upgrade to classroom, labs)

Marketing and Business Development.	• No concerted effort has been put into marketing the school • Fundraising committee primary vehicle for business development • Only one school has especially for building projects

6.1.1.1 Strategic Orientation

An organisation's strategic intent is often revealed in its stated or enacted mission, vision and values (Desmidt, 2017). A strong focus on excellence in academic performance and the creation of responsible and active citizens of high moral standing permeates through the interviews conducted, as a common mission of the schools. Santos (2015) describe social enterprises as "hybrid organisations pursuing a social mission while relying on a commercial business model" (Santos et al., 2015, p. 38).

The research found that all the Low Fee Private schools operated as non- profit organisation, relying on funding received in the form of donations from the private sector or grants from the government (Byerly, 2014; Griffith, 2013). With the increase in the number of non-profit organisations and increased corporate social responsibility programmes run internally by commercial businesses, access to funding has become constrained (Augsdorfer et al., 2017;

Griffith, 2013). This was eveident as the respondents highlighted that they struggled to submit pay teacher fair salaries, and to make available the required funds to maintain the current facilities or make any upgrages to these.

The literature review revealed that the demand for education is ever increasing and exceeds current supply, this therefore, decreases the competitive intensity of the low fee private school sector for students. The schools, therefore, put very little marketing effort towards attracting students and non-traditional donors and funders like the church or the lottery.

Low fee private schools compete with various social enterprises for an investor 'share of pocket'. This includes the organisation's ability to comply with government requirements to qualify for the subsidy. In response to the increase in the intensity of the competition, majority of the schools, focus on initiatives that increase their attractive to investor or funders by guaranteeing results, thus discouraging experimentation.

Government regulations and compliance requirements to qualify for government subsidy create a restrictive operating environment, thus increasing the predictable nature of the school's external operating environment. The environmental triggers for exploration listed below are therefore outweighed by the triggers for exploitation in low fee private schools:

- Ever increasing demand for access to affordable, quality education

- Government regulations to operate, and compliance requirements to qualify for government subsidy

The environmental triggers for exploration in low fee private schools are, therefore:

- The need to attract and retain quality teachers

6.1.1.2 Operational process

The organisational structures of the schools are relatively flat and have a short chain of command between the teachers and the school leader. The organisations typically have two or three tiers as indicated in the organogram below.

The school's focus on refining current skills and capabilities and channelled investment initiative toward making incremental improvement to existing systems and processes in order to better serve their students, thus displaying characteristics of mainstream exploitative business (Bot, 2012)

The older schools had long-standing relationships with key funders, schools, therefore, need to demonstrate consistency in performance to maintain these relationships. The organisations are generally under-resourced, it was therefore found that a number of the organisation's initiatives where focused increasing funds and improving infrastructure. School projects are normally approved and overseen by the school's governing body. The school management team and school fundraising committee are tasked with executing these project.

It structure, competencies, management and measurement systems all fostered a low risk, quality and efficiency driven culture in the low fee private schools, causing the schools to gravitate towards exploitation to the exclusion of exploration.

The organisational triggers for exploration in low fee private schools are therefore:

- Lack of infrastructure – classrooms, sport and recreational facilities, computers

The organisational triggers for exploitation in low fee private schools are, therefore:

- Need to manage schools funds efficiently

6.1.1 Research Question 2 discussion

Research question 2 looked into the future plans of the Low Fee school. Only 11% of the initiative highlighted in the interview related to the enrichment of the teaching offering to include other services not offered by the school. Majority of the projects were closely linked to improvement of current operational activities through infrastructure related initiative, at 45%, and/or improvement of the school's academic performance and pass rate.

The impact of failed experimentation, in the context of low fee private school, could be highly detrimental to the life and prospects of the student. The school's management team are therefore extremely cautious, risk-averse, and rely on proven learning systems. This causes the organisation to gravitate towards, more certain results and outcomes. The need for accuracy and predictability of teaching and learning outcomes triggers exploitation.

6.1.2 Research Question 3 discussion

Research question three, therefore, sought to identify the pattern of decisions made by the schools and organisational practices that enable both exploitation and exploration, thus revealing the form(s) of ambidexterity that manifests in low fee private schools, if at all.

CHAPTER 7: CONCLUSION

7.1 Introduction

The main objective of the exploratory, qualitative research undertaken was to gain a deeper understanding of how organisational ambidexterity manifests itself in low fee private schools. The previous chapter discussed the findings to the research questions and enabled the construction of a contextual definition of organisational ambidexterity by looking into exploitation and exploration in relation to low fee private schools. These findings highlighted the current capabilities of low fee private schools, revealed some of the school's future plans and looked into systems and processes that have been put in place to enable on inhibit simultaneous exploitation and exploration.

This chapter will discuss the background to this study as well as the objectives of the study. A summary of the main findings will follow with recommendations to all interested party of a low fee private school. The limitations of the study will be identified, and therefore acknowledgement of implications for future research will be highlighted. Finally, a conclusion to the study will be presented.

7.2 Research Background and Objectives

South Africa has been experiencing slowed economic growth, the prolonged deceleration in economic growth in South Africa is underpinned by productivity inefficiencies (The World Bank Group, 2016). Education is an important antecedent for positive economic growth and for this reason, promoting equal opportunities for access to quality education creates an opportunity for correcting economic and social imbalances(Salisbury, 2016; Spaull, 2013).

The acquisition and accumulation of skills an important determinant of earning ability and is key in reducing inequality (Parkin, 2010). However, it's not only access to education that results in economic growth, but also the quality of the education received, as this has a larger impact on the human capital's ability to drive economic growth (Hanushek, 2013).

The poor quality of education in South Africa has given rise to increased demand for private education (Statistics South Africa, 2011). The need for quality education has created an opportunity for low fee private schools to meet the demand for affordable quality education

(Brewer, 2011). Low Fee Private School would enable the achievement of the educational reform required to fuel economic growth, alleviate poverty and reduce inequality in South Africa. Low fee private schools are growing rapidly in emerging markets and the long-term success of these schools implies sustained opportunity for access to affordable quality education to an ever-growing number of students (Tooley & Longfield, 2015).

Proof of the positive effects that organisational ambidexterity has on long-term business performance and success is consistent across various studies conducted, ambidextrous organisations are more likely to achieve long-term success than organisations that do not have a simultaneous focus on exploitation and exploration (O'Reilly, 2013). The main objective of the exploratory, qualitative research undertaken was to gain a deeper understanding of how organisational ambidexterity manifests itself in low fee private schools.

7.3 Main Findings

Organisations gravitate toward either exploration or exploitation based on environmental, organisational and managerial triggers that exist within their operating environment (Lavie et al., 2010). The findings from the research conducted reveal that the context in which low fee private schools operate causes them to gravitate towards exploitation often to the exclusion of exploration. The inability of the schools to explore may undermine the ability of the organisation to achieve long-term success.

The literature review revealed that the demand for education is ever increasing and exceeds current supply, this therefore, decreases the competitive intensity of the low fee private school sector for students. Low fee private schools however, compete with various social enterprises for an investor 'share of pocket'.

Government regulations and compliance requirements to qualify for government subsidy create a restrictive operating environment, thus increasing the predictable nature of the school's external operating environment. The triggers for exploitation in low fee private schools outweigh the environmental triggers for exploration. It was, therefore, concluded in Chapter 6 that the environmental context of the Low Fee Schools causes the schools to gravitate toward exploitation. It was found that the current strategic intent, structure, competencies, management and measurement systems all fostered a low risk, quality and efficiency driven culture in the low fee private schools, causing the schools to gravitate towards exploitation to the exclusion of exploration.

7.4 Recommendations to stakeholders.

History has shown that education is a powerful tool that can be used to impoverish or empower a population for generations to come. Offering affordable, quality education should remain at the centre of Low Fee Private Schools' mission. The quality of the education received has a larger impact on the human capital's ability to drive economic growth. The strategic intent of Low Fee Private Schools should, therefore, be quality focused, as much as it is focused on ensuring affordability.

The ability to attract, develop and retain quality staff is important in ensuring that the quality of education offered at the school is of high standard. The school's teachers should, therefore, be remunerated in line with high-fee private schools. This will enable the low fee schools to compete for the best talent that is available on the market. The purpose of having a small number of students per class is to enable each student to get individualised support from the teacher when required. Individualised support, however, can also be simulated through the use of technology. Low Fee private schools should leverage the latest developments in adaptive, individualised learning technology to enable them to increase their classroom sizes to recover the costs of increased salaries, without affecting the quality of the education.

Schools face a challenge that only have two, inconsistent income stream School buildings are an expensive asset, and yet the stand unoccupied from 18:00 pm until the start of the next school day are often empty on weekend. Schools should ensure that they fully utilise their facilities to continuously generate income. Schools can offer evening classes, or rent the facility out to an organisation that offers evening services. The schools should host programmes on weekend, hire the recreational spaces out to service providers or other schools, whatever the activity, the school facility should always be occupied, by occupants.

Schools should use marketing and public relation activities to increase their brand parity by positioning themselves as the most affordable service provider, provide education of the highest quality. This can be done by publishing the school's academic achievements on social media platforms, hosting a symposium on education, publish thought leadership articles or blogs on education. This will increase the school's attractiveness to funders and potential recruits.

The above recommendations need to be well managed and coordinated. It is therefore recommended that Low Private Schools adopt structural ambidexterity as a mechanism to

enable sequential exploitation and exploration. The Low Fee Schools to pu ambidexterity would enable the Low Fee SchoThe school should

7.5 Limitations of the Research

The sampling methodology relied on the researcher's judgement and may have been prone to the researcher's biases. As this study was examined through qualitative research and it lends itself to be subjective; the repeatability of this research may be compromised. Furthermore the term low-fee is defined in relation to the 'equitable allocation to education per learner', a figure which changes every year. This maximum fee stipulated in this study is not fixed and will need to be re-calculated for future use.

Purposive sampling in qualitative research provides rich data, however, it may not be possible to generalise the research finding to the population from which the sample was drawn due to the sample size. To qualify for a government subsidy, the schools have to be registered as non-profit organisations, therefore very few low fee private schools operate as for-profit organisation. It was discovered that all of the schools in the sample population were non-profit organisation, it may not be possible to generalise these finding and recommendation to for-profit low fee private school.

7.6 Implications for Future Research

The main objective of the exploratory, qualitative research undertaken was to gain a deeper understanding of how organisational ambidexterity manifests itself in low fee private schools. The limitations to the research finding are outlined above. To reduce these limitations this study should be broadened to include for-profit Low Fee private schools. There is an opportunity to compare whether the two organisations responded differently to ambidexterity antecedents and in order to build a deeper understanding.

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Appendix 1: List of Research Participants

Name	School	Position
Zanele Shoba	Phakamani Educational Centre	Head Of Department
Maurine Phati	St Peter Claver primary school	Headmaster
Connie Khuele	St Mattews Primary School	Headmaster
Sydney Makhani	St Martin de Porres	Headmaster
Mamorena Morolong	Lourdes Primary School	Head Of Department
Mr Senzo Ncube	Lourdes Primary School	Deputy Principal
Desiree Glover	Edumore Christian Academy	Headmaster & Founder
Zinhle Mpayipheli	Leap Science & Maths School 3	School Co-leader
Melanie Sharland	Vuleka School	CEO
James Malope	Leap Science & Maths School 4	School leader
Ernest Fingxa	Masibambane College	Headmaster

The interviewee numbers that are used in the text of this study is not related to the order of interviewees in this table

Appendix 2: Interview Guide for semi-structured interviews & Consistency Framework

TITLE: Organisational ambidexterity in low-fee private schools in South Africa

Proposition/Questions/ Hypothesis	Literature Review	Interview Guideline	Analysis
Research Question 1: What is the understanding of the organisational ambidexterity concept in the context of low fee school's?	(Raisch et al., 2009) (O'Reilly, 2013) (Gibson & Birkinshaw, 2004)	• What is your understanding of the concept of organizational ambidexterity? • Simultaneous exploration and exploitation	**Narrative, Comparative, Thematic Analysis**
Research Question 1.1: What does exploitation mean in the context of low fee private schools?	(Spaull, 2013) (Bernstein et al., 2013) (Draper & Hofmeyr, 2016) (Tooley, 2004) (Tooley & Longfield, 2016) (Brewer, 2011) (Tshabalala, 2014)	• What are the current education needs? And how has the school geared itself to meet them? • What are the schools current core competencies and capabilities? • How does the school differentiate itself from high-fee private schools and public schools?	**Narrative, Comparative, Thematic Analysis**
Research Question 1.2: What does exploration mean in the context of low fee private schools?	(Fedderke & Simkins, 2012) (Department of Basic Education, 2015) (Barro, 2001) (Hanushek & Kimko, 2000)	• What future learning/education needs are you anticipating? And how is the school gearing itself to meet these needs? • How does the school intend to remain affordable, whilst meeting these future education needs?	**Narrative, Comparative, Thematic Analysis**
Research Question 2: Which mechanism(s) is adopted by low fee private schools to achieve ambidexterity?	(O'Reilly, 2013) (Gibson & Birkinshaw, 2004) (Cummings & Worley, 2015) (D. Teece et al., 1997)	• How does the school respond to changes in the external market? • Organisation level – sequential, punctuated change • Structure – subunits, skunkworks • Individual – Systems, Processes, Incentives	**Narrative, Comparative, Thematic Analysis**
Research Question 3: What are the factors that contribute to successful or unsuccessful management of tensions between exploration and exploitation within low fee private schools?	(Cummings & Worley, 2015)	• **Organisational level factor to look out for/prompt:** • strategy, technology, structure, measurement systems, human resources, and culture • **Departmental/ Group level factor:** • goal clarity, task structure, group composition, team functioning, and performance norms • **Individual level factors:** • skill variety, task, identity, task significance, autonomy, and feedback about results	**Narrative, Comparative, Thematic Analysis**

Appendix 3: MBA Student / Supervisor Agreement

This document must be read in conjunction with the following GIBS policy documents:

The GIBS MBA Student Regulations

The GIBS MBA Integrative Business Research Regulations – i.e. Green Pages

Any grievances, personal problems or disagreements that may arise between a postgraduate candidate and the supervisor must be referred to the GIBS MBA Research Management team, care of the Research Officer, Jennifer Theodoridis – theodoridisj@gibs.co.za (as well as Robyn Green – greenr@gibs.co.za)

Name of student: Sibongile Shoba

Student number: 25317998

Student email address: bobashtba@yahoo.com / 25317998@mgibs.co.za

Name of Supervisor: Hayley Pearson

Supervisor email address: Pearsonh@gibs.co.za

Agreement undertaken by THE STUDENT

...... *Sibongile Shoba* .... (insert name)

accepts and undertakes the following roles and responsibilities:

1. Abiding by the relevant rules and regulations of the Gordon Institute of Business Science.

2. Ensure that all interactions with the Supervisor – either written or in person, remains cordial at all times.

3. Working independently under the guidance of the supervisor, and ensuring that she or he stays abreast of the latest developments in the field of study.

4. Agreeing with the supervisor, and abiding by, a time schedule which outlines the expected completion dates of various stages of the research work, i.e. prepare and submit a detailed project plan (See Supervisor section, #5 below).

5. Attending pre-scheduled meetings with the supervisor, and being adequately prepared for these consultation sessions (See Supervisor section, #6 below).

6. Submitting written work at times agreed upon by the student and the supervisor.

7. Taking account of the feedback provided by the supervisor before subsequent submission of written work.

8. Undertaking to submit the proposal and final report within the prescribed time for the completion of the degree and to plan accordingly.

9. Accepting responsibility for the overall coherent structure of the final dissertation or thesis and, as far as possible, submitting written work that is free of spelling mistakes, grammatical errors and incorrect punctuation.

10. Informing the supervisor of any absence or circumstances that may affect the research progress and time line.

THE STUDENT AND THE SUPERVISOR:

Confirm that we have read and understood this Memorandum of Agreement and agree to accept its content for the duration of the period of study in respect of the degree as specified below.

Name of student:

Sibongile Shaba

Student number:

_25317998_

Signed at _Pretoria_ on

_24 / 07 / 2017_ (date)

Student's signature

Shaba

Name of supervisor:

Hayley Pearson

Supervisor's signature:

H. Pearson

Signed at _GIBS_ on

_31 / 07 / 2017_ (date)

Agreement undertaken by THE SUPERVISOR

........*Hayley Pearson.*........................ (insert name)

accepts and undertakes the following roles and responsibilities:

1. Abiding by the relevant rules and regulations of the University.
2. Ensure that all interactions with the Student – either written or in person, remains cordial at all times.
3. Assisting the student in building knowledge and research skills in the specific area of postgraduate study and relevant to the level of the degree.
4. Ensuring that the proposed research project is feasible, of an appropriate level for the degree under consideration, and that the necessary resources and facilities will be available to enable the student to complete the research timeously.
5. Providing information on the conditions to be met in order to achieve satisfactory progress/performance and assisting with the construction of a written time schedule which outlines the expected completion dates of various stages of the research work.
6. Being accessible to the student by attending meetings in line with a schedule agreed upon in advance by the supervisor and the student, and being prepared for the meetings.
7. Implementing an arrangement for student supervision in cases where the supervisor is away from the University e.g. sick leave, sabbatical leave, or leaves the employ of the University, and communicating these arrangements to the student timeously.
8. Accepting submission of written work at intervals agreed on by the student and supervisor, providing constructive comment and criticism within a time frame jointly agreed on at the start of the research, and informing the student, in writing, of any inadequacy relating to progress or work, in relation to the expectations previously agreed on by the student and supervisor.
9. Assisting the student with the production of the dissertation or thesis, providing guidance on technical aspects of writing including discipline-specific requirements.
10. Meet all assessment and pre-arranged feedback deadlines.

Appendix 4: Ethical Clearance Form

MBA RESEARCH PROJECT INFORMATION	
NAME	Sibongile Shoba
STUDENT NUMBER	25317998
TELEPHONE / CELL PHONE	0833062431
E-MAIL OF RESEARCHER	boboshoba@yahoo.com
PROPOSED TITLE OF STUDY	Organisational ambidexterity in low-fee private schools in South Africa
RESEARCH SUPERVISOR	Hayley Pearson
E-MAIL OF SUPERVISOR	Pearsonh@gibs.co.za
SIGNATURE OF SUPERVISOR	H. Pearson .

GIBS distinguishes between FOUR types of data. Please complete the table for ALL the data types that you plan to use.

Type of data	Relevant section of form	Attachments (please mark that they are included)	Initial all those sections that apply to your research
HUMAN: **A.** Pre-existing personal records, e.g. performance reviews	A	☐ Methodology section of proposal ☐ Permission letter from organisation to use the data	
B. New data solicited, e.g. interviews or surveys	B	☒ Methodology section of proposal ☒ Separate informed consent statement (unless included in the document marked below) ☒ Interview schedule / questionnaire / proprietary test instrument / description of intervention ☐ IF proprietary test instrument, letter of permission (e.g. the MBTI)	
NON-HUMAN: **C.** Public data, e.g. World Bank or other databases (no letter needed)	C	☐ Methodology section of proposal	

D.	Private/ Organisation-specific non-human data, e.g. financial statements of private companies (letter needed)	D	☐ Methodology section of proposal ☐ Permission letter from organisation to use the data	

Complete all sections relevant to your research.
ALL researchers must complete Sections E and F.

A. PRE-EXISTING RECORDS OF HUMAN SUBJECTS

1. Specify the nature of records and how they will be used.

2. Confirm that permission has been obtained to study and report on these records.
   ☐ I confirm.
   Remember to attach permission letter(s).

3. Provide the name and job title of the person in the organisation who has authorised the use of the records.

4. How will confidentiality and/or anonymity be assured? (Mark all that apply).

   ☐ No names will be recorded
   ☐ No names will be requested
   ☐ Data will be stored without identifiers
   ☐ Only aggregated information will be provided
   ☐ Other. Please specify

B. NEW DATA OBTAINED FROM HUMAN SUBJECTS

5. Please confirm that no inducement is to be offered.
   ☒ I confirm

6. Mark the applicable box(es) to identify the proposed procedure(s) to be carried out to obtain data.
   ☒ Interview schedule (Attach if applicable)
   ☐ Questionnaire (Attach if applicable)
   ☐ Pre-existing proprietary test instrument, e.g. MBTI (Attach)
   IF a pre-existing proprietary test instrument is used, confirm that permission has been obtained to use it.
   ☐ I confirm
   Remember to attach permission letter(s).
   ☐ Intervention, e.g. training (Describe)

7. Confirm that the data gathering is accompanied by a consent statement.
   ☒ I confirm

8. Where is the consent statement found?
   ☐ As part of the data gathering document, e.g. in the introduction of the questionnaire.
   ☒ As a separate document. Remember to attach.

9. Is there is risk that the researcher is not competent in (one of) the language(s) subjects use to communicate?
    - ☐ Yes, there is a risk
    - ☒ No, there is not a risk
    IF yes, how will the subjects' full comprehension of the content of the research, including giving consent, be ensured? Please specify.

10. Do subjects risk possible harm or disadvantage (e.g. financial, legal, social) by participating in the research?
    - ☒ No
    - ☐ Yes.
    IF yes, explain what types of risk and what is done to minimise and mitigate those risks.

11. Are there any aspects of the research about which subjects are not to be informed?
    - ☒ No
    - ☐ Yes.
    IF yes, explain why, and how subjects will be debriefed.

12. How will confidentiality and/or anonymity be assured?   .
    - ☒ No names will be recorded
    - ☐ No names will be requested
    - ☐ Data will be stored without identifiers
    - ☐ Only aggregated information will be provided
    - ☐ Other. Please specify

C. PUBLIC NON-HUMAN DATA

13. Specify the nature of records to be used: How they will be selected, sourced and used.

D. PUBLIC DOMAIN / COMPANY-SPECIFIC NON-HUMAN DATA

14. Specify the nature of records (e.g. marketing reports or safety records) and how they will be used.

15. Confirm that permission has been obtained to study and report on these records.
    - ☐ I confirm.
    Remember to attach permission letter(s).

16. Provide the name and job title of the person in the organisation who has authorised the use of the records.

17. Do companies risk possible harm or disadvantage (e.g. financial, legal, social) by participating in the research?
    - ☐ No
    - ☐ Yes. Explain what types of risk and what is done to minimise and mitigate those risks.

18. How will confidentiality and/or anonymity be assured?   .

    - ☐ All company-specific details will be removed

☐ Data will be stored without identifiers
☐ Only aggregated information will be provided
☐ Other. Please specify

E. CONFIDENTIALITY

Please select the relevant option

☒ Free access, i.e. report not embargoed

☐ No access for a period of two years
   Specify reasons for consideration

☐ No access under any circumstance for an undetermined period.
   A letter of permission from the Vice- principal: Research and Postgraduate
   Studies needs to be obtained – and attached to ethical clearance application.

F. TO BE COMPLETED BY ALL RESEARCHERS

19. In what format will the data be stored? Mark all that apply.
    ☒ Physically
    ☒ Electronically
    ☐ Other. Please explain.

20. Confirm that the data will be stored for a minimum period of 10 years.
    ☒ I confirm.

21. It is a goal of GIBS to make research available as broadly as possible. Mark the
    boxes below for the medium/media in which you do **NOT** wish results to be made
    available.

    Academic dissemination   **Popular dissemination**
    ☐ Research report   ☐ TV
    ☐ Scientific article   ☐ Radio
    ☐ Conference paper   ☐ Lay article
    ☐ Book   ☐ Podcast
                                      ☐ Book

22. Confirm that the consent obtained is aligned with the extent of dissemination. E.g.
    consent if you are planning to use the research to launch a consulting career will
    be more comprehensive than in the case of research that is intended only for a
    scientific audience.
    ☒ I confirm

23. IF you wish to describe any other information which may be of value to the
    committee in   reviewing your application, please attach a separate sheet.

Appendix 5: Approvals

G. APPROVALS

The applicant must please ensure that the supervisor has signed the form before submission.

RESEARCHER/APPLICANT:

24. I affirm that all relevant information has been provided and that all statements made are correct.

Student/ Researcher's Name in capital letters:

SIBONGILE SHOBA

Signature: _Shoba_

Date: 07/17/2017

Supervisor Name in capital letters:

HAYLEY PEARSON

Signature: H. Pearson

Date: 31/7/2017.

Appendix 6: Copyright Declaration

19.1 COPYRIGHT DECLARATION FORM

Student details				
Surname:	Shoba		Initials:	SCC
Student number:	25317998			
Email:	boboshoba@yahoo.com			
Cell :	0823062431		Landline:	0123996967
Course details				
Degree:	MBA		Year completed:	2018
Department:	GIBS			
Supervisor:	Hayley Pearson			
Supervisor email:	Pearsonh@gibs.co.za			

Confidentiality / Embargo

Do you need to have your report embargoed? If so, attach a motivation letter. Without a letter this will not be granted.

Yes		No		X	

If yes, please indicate period requested

Two years		**Permanent	

**If permanent, please attach a copy of the letter of permission from the Vice-Principal: Research and Postgraduate Studies. Without a letter this will not be granted.*

Access

A copy of your research report will be uploaded to UPSpace
Can the Information Centre add your email address to the UPSpace web site?

Yes	X	No	

If no, please motivate (ignore if report is to be embargoed)

Copyright declaration

I hereby certify that, where appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third-party copyrighted matter to be included in my research report ("the work"), allowing distribution as specified below. I certify that the version of the work I submitted is the same as that, which was approved by my examiners and that all the changes to the document, as requested by the examiners, have been included.

I understand that all rights with regard to intellectual property in the work vest in the University who has the right to reproduce, distribute and/or publish the work in any manner it may deem fit.

I agree that, a hardcopy of the abovementioned work be placed in the Gordon Institute of Business Science Information Centre and worldwide electronic access be given to the softcopy on UPSpace.

Signature:	*[signature]*	Date: 17 / 07 / 2017

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