

HOW SCHOOL PRINCIPALS ACCESS AND USE SOCIAL CAPITAL.

by

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PROMOTOR: Prof FJ Nieuwenhuis

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Declaration

I, L J CILLIERS, student number 88532748 hereby declare that this dissertation, "*How school principals access and use social capital?*" is submitted in accordance with the requirements for the MEd Educational Management Law and Policy Studies degree at University of Pretoria, is my own original work and has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

A handwritten signature in black ink, appearing to read 'L. J. Cilliers', written over a horizontal line.

LOUIS JOHANNES CILLIERS

28 March 2018

Dedication

I dedicate this research to my wife Liandra and my girls Laura-Li, Linita and Renske who supported me although I did not spend as much quality family time with them.

Acknowledgements

To have achieved this milestone in my life, I would like to express my sincere gratitude to the following people:

My Heavenly Father, who provided me the strength, knowledge and perseverance to complete this study;

Prof Jan Nieuwenhuis, research supervisor, for his invaluable advice, guidance and inspiring motivation during difficult times during the research;

Editor, Dr Beverley Malan

Last, but not the least – My father and mother and in-laws

Abstract

Social capital is prominent and available in many schools, but it would appear that it's not always accessed or used to the benefit of the school. If a school is regarded as an effective school, where social capital is in abundance, one might ask why social capital is not used more commonly in other schools and how can what these successful schools do, be emulated by those schools who are not regarded as successful?

Many principals are unaware of social capital and the value it can contribute towards the management of their schools. Therefore principals should be made aware of social capital and the role it can play in a school as institution. In this study I have set out to investigate how a school in the Limpopo province which is regarded as a successful school, access and use social capital. In this case study I have purposively selected key role players as informants. This included teachers, school governing body members, learners and other members of the community identified as gatekeepers. In-depth interviewing was conducted with the informants and data was collected and analysed to determine how the school has accessed and used social capital.

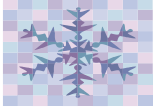
The findings of the study indicated that parents, teachers, learners and community members can be involved at a school, through the use of social capital, to make a school successful when:

- The principal is a strong, passionate leader
- A value system is introduced
- An Inter-high athletics event, with good performances on the athletic track and field is hosted successfully
- A religious day of prayer on the sports field is held annually

The significance of these findings for practice is that we live in a constantly changing and uncertain educational climate, and therefore, schools and school communities in South Africa should take hands, trust one another and look into ways that could benefit the community as a whole. The access, mobilisation and use of social capital transformed the school where the research was conducted, from being average to being outstanding and excellent with a culture where trust and working together is the norm.

Key Terms:

Social capital,
successful schools,
mobilise,
access,
effective and efficient schools;
trust,
networking,
network of relationships,
reciprocity,
values and norms,
coordination and cooperation,
mutual benefit.



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Proofreading / Language Editing Certificate

To whom it may concern

This is to certify that I proofread and edited the M.Ed dissertation, "How school principals access and use social capital, prepared by Louis Johannes Cilliers in lieu of his submitting it to the University of Pretoria for examination purposes.

I corrected punctuation, spelling, sentence construction, number and concord and minor language errors. I also pointed out ambiguities in meaning and, where applicable, suggested adjustments to the sequence and/or construction of sentences and paragraphs which negatively affected the flow of the argument and/or undermined the cohesion and coherence of the same. To the extent possible, I either removed or rephrased unnecessary repetitions of ideas phrased in exactly the same words.

I also checked the correspondence between in-text references and the reference list, indicating omissions and errors where applicable.

I wish the candidate every success with his final submission and trust that the recommendations he made regarding the use of social capital at schools.

Beverley M. Malan (Dr)

(Electronically signed)



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DEGREE AND PROJECT	M.Ed How school principals access and use social capital
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- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

List of abbreviations

SGB	School Governing Body
DBE	Department of Basic Education
SBA	School Based Assessment
CAPS	Curriculum Assessment Policy Statement
LDoE	Limpopo Department of Education
CS1 educators	Qualified educators that have not been promoted to head of department or deputy principal or principal positions.
SMT	School management team
FEDSAS	Federation of Governing Bodies of South African Schools
NSC	National Senior Certificate

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CHAPTER ONE

GENERAL ORIENTATION

1.1 INTRODUCTION

Twenty years into democracy schools in South Africa still display huge differences in terms of National Examination pass rates as well as in their level of performance on the sport fields. It has become very evident over the years that certain South African schools - Grey College from Bloemfontein, Paarl Gymnasium and Paarl Boys High from Paarl, Paul Roos Gymnasium from Stellenbosch, Afrikaans Hoër Boys & Girls schools, Waterkloof, Menlopark and Garsfontein from Pretoria, for example, perform better than others in all spheres of school life that is: academic, cultural and sport, while others seem to wage an endless battle to perform in any of these spheres. Having reviewed literature on the role that social capital played in school effectiveness, the first question that comes to mind is whether the findings in this regard might apply to the differences in school performance in South Africa. More specifically, whether or not the degree to which schools, parents and society at large make use of social capital, influences their levels of effectiveness.

Although overall pass rates have increased in recent years and the number of dysfunctional schools has decreased, the gap between top performing and other schools, in terms of academic and sport performance, remains. The dividing line between schools is no longer along racial lines alone. Some traditional black schools have joined the ranks of top performing schools, Mbilwe Secondary, in Limpopo, for example, having claimed top honours academically in the province for a few years running. If this school could do it while others could not, one inevitably has to ask what it is that makes certain schools high performing schools and what it is that prevents others from remaining under-performing.

Some researchers (Sammons, Hillman and Mortimer, 1995) link school performance to leadership style, some (Ekinici, 2012; Flint, 2011) to resource issues and yet others (Reid, Hopkins and Holly, cited by Sammons, Hillman and Mortimore, 1995:11) to the uniqueness of schools in terms of their location, the number and socio-economic status of their learners, the availability and use of resources and the

number, size and the quality of its teachers. According to these researchers, these factors could significantly affect a school's effectiveness in all areas.

There is, however, no definitive answer to these questions as yet: none of the research conducted to date has provided conclusive evidence linking performance to any specific factor. Having been a school principal for a while now, I have noticed that community, parents and other stakeholders' involvement in school activities, do have an effect on school performance. According to Bourdieu (1993), it is the way in which school principals utilise what he calls the 'social capital' inherent in these and other role players, which either contributes to or undermines a school's effectiveness and efficiency.

Informed by Bourdieu's (ibid) argument, I embarked on this research study with the purpose of determining whether or not the utilisation of social capital available to a school has any effect on its overall performance. Informing this investigation is the assumption that the effective management of a school is, in part, dependent on the support and the time the stakeholders give to the school. In this regard, I differ from Acar (2011, referring to claims made by Sil, 2007), who claims that it is the educational background, income and race of parents, coupled with the size of the family that is most significant in the creation of a healthy, successful school environment. I would argue, instead, that it is the quality of the relationships and partnerships formed between a school and the families of learners that is the most critical. Put differently, I would argue that the establishment of healthy relationships between the school and the community in which it is located is critical to the school's success. I would further argue that the creation of relationships like these is the result of effective networking. It follows that the first step would be the establishment of networks within and outside the school, the second to nurture them, and the third, to continuously expand and strengthen them.

The first network to be established would be the one between the principal and his/her management team, the second between the management team and other teachers in the school, the third between the school and the parents, and the fourth between the school and the immediate community. Once these are established, networks could also be established with stakeholders and other interested parties not directly associated with the school. The success of all these efforts, according to Wilkes, 1992, citing Corcoran and Wilson, 1991) depends primarily on the

principal. Thus, many role players regard the principal as the person that needs to be a visionary to create and maintain the “conditions for success”.

Although the common perception of the role that school principals play in schools is managerial and supervisory in nature, I would argue that this is not their only role. Rather, I agree with Tobin (2014) that principals are not only managers but leaders, hence it is up to them to inspire others to follow them in pursuit of a ‘dream’, a vision of what their school *could* be like. By implication, in terms of this claim, school principals should be both a visionary and a manager. Kolzow (2014) refers to this kind of school principal as a ‘transformational leader’, that is, a leader and manager whose actions are informed by a vision and who thus enables others through motivation and role modelling.

According to Schlechty (1990, in Wilkes, 1992), transformational leaders who share their vision and goals with the educators at their schools provide the latter with a platform from which they, too, could contribute to the positive transformation of the school concerned. By acknowledging and rewarding excellence and outstanding performances, staff members are motivated to continuously strive to become even better. The principal promotes professionalism, encouraging and establishing a culture in which teachers and learners – can strive towards becoming effective and successful (Wilkes 1992:43)

School principals’ commitment to effective management and, by implication, the creation of successful schools, has been recognised as a core value of successful principalship (Compton and Meier, 2016:609-629; Meier, Favero and Compton, 2014; Romero and Krichesky, 2017). Indications from existing research are that (a) effective management is the axis around which a school’s success and effectiveness revolve, and (b) effective management is more likely if there is a sound working relationship between the school principal and the parents of learners attending the school Wolfendale et al., (2000). Also, according to Wilkes (1992:43), the benefits the school derives from sound working relationships between the principal and the parents - Tsang’s (2009) ‘social capital’ - are lasting in terms of learner progress and achievement as well as school development and performance.

The greatest value of social capital and, specifically, of the strength of the networks in which it is embedded, lies in “the people you know... your so-called ‘connections’”,

the reciprocal norms informing those forming part of the network - i.e. the inclinations of those in the network to do things for each other and to help one another. It also refers to "...the sum of the resources, actual or virtual, that accrues to an individual or a group by virtue of possessing a durable network of more or less institutionalised relationships of mutual acquaintance and recognition" (Bourdieu, in Bourdieu & Wacquant, 1992:119, as referred to in Gauntlett, 2011:2). While acknowledging the reality that typical, everyday relations in and between most schools and families are not reciprocal, Wolfendale et al (2000:34) argues that the mutual accrual of benefits is more likely in schools where the "encouragement and active support of parents, carers and families" are identified and "capitalise(d) upon". Many schools and their staff members count on the support of learners and their families, to fully involve parents. Hence, many families, "for a variety of reasons, remain relatively untouched by their children's school lives" (Wolfendale et al., 2000:36).

Hume (1711-1776), cited by Putnam (1993:1), acknowledging this reality, illustrated the accessing of social capital for the mutual accrual of benefits with reference to a real-life, farming context.

"Your corn is ripe today; mine will be so tomorrow. 'Tis profitable for us both, that I should labour with you today, and that you should aid me tomorrow. I have no kindness for you, and know you have as little for me. I will not, therefore, take any pains upon your account; and should I labour with you upon my own account, in expectation of a return, I know I should be disappointed, and that I should in vain depend upon your gratitude. Here then I leave you to labour alone; You treat me in the same manner. The seasons change; and both of us lose our harvests for want of mutual confidence and security."

Hume's metaphorical description of reciprocity, a key principle in the accrual of social capital benefits, not only indicates the value and benefits of working together but also reflects the negative and mutual disadvantages it could have for certain parties.

The primary benefits of working together, according to Hume (ibid), is that all parties concerned reap the rewards associated with trusting and having confidence in one

another – that is, adhering to the principle of reciprocity. This is also true in the school situation, especially with regard to its management. If it so happens that trust and reciprocity is non-existent in a school, it is up to the principal, with his/her management team, to incorporate and involve stakeholders who could help to address and improve the situation. By taking advantage of social networks, and the positives accrued from these, norms of reciprocity could be established, resulting in people doing things for others without expecting something back in return. In order to establish and accomplish the common goal of effective and successful schooling, the principal would, therefore, have to establish and utilise social networks.

Informed by these arguments, I contend, therefore, that school principals need the support of all those within and associated in any way with the school, if they are to make their schools effective and successful. No principal can do this on his/her own, just like no general can win a battle without his soldiers; in both cases the 'leaders' can plan the tactics, but the ways in which these are executed lie in the hands of their subordinates.

1.2 BACKGROUND

Bourdieu (1992), regarded as the father of social capital theory, and others (Grenfell & James, 2004; Coleman, 1988); Putnam, 1993), writing about social capital, while defining it differently, agreed that it related to the use of available abilities, skills, and contacts, that having access to social capital was an advantage, and not having access to it or not being able to utilise it was a disadvantage. In this regard, Grootaert and van Bastelaer (2001: xi) were commissioned to conduct an impact analysis of a government-funded Social Capital Initiative (SCI) in Denmark. More specifically, they were mandated to (a) assess the impact that social capital had on effective outcomes in organisations, and (b) to determine how such impact could be measured. Their conclusion was that, in terms of the SCI, social capital had contributed greatly to the welfare of poor people, since the SCI activities in which they were involved had radically improved the situation in which they had previously found themselves. In the farming sector, for example, production was increased, resources were better utilised, trading improved, and profits rendered. According to

Grootaert and van Bastelaer (2001: xi) these benefits could mostly be ascribed to the fact that access to, as well as the utilisation and mobilisation of social capital, was a key feature of all the SCI programmes.

The first researcher to raise questions about the nature of social capital and its availability to schools, however, was Putnam (1993), studying 20 regional governments in Italy. Although all of them had been newly established at the same time - in 1970- Putnam (ibid) found marked differences and contrasts in their performance: some of them were inefficient and unsuccessful in terms of their governance quality while others were extremely successful and innovative, not only upholding economic, health and environmental standards, but also contributing to growth and development in many sectors. According to de Tocqueville (1835), in Putnam (1993:2), the performance of the latter could be ascribed to the fact that they had given citizens in their region the opportunity to participate in government activities and, thus, to contribute a better future for themselves. According to Putnam (1993:3) the adoption of a democratic and transparent leadership style also presented these citizens with the opportunity to make their inputs via a civil and social participation platform, thus establishing strong networks of trust and cooperation.

In the unsuccessful regional governments, on the other hand, people's attitudes were negative, seemingly because they blamed those in leadership positions for their own perceived lower social standing. In these regions, due to a lack of trust between the different parties, people were unwilling to make any positive contribution related to the improvement of what they perceived as their own unhappy and powerless situation.

These findings led Putnam (1993:3) to the conclusion that the embodiment of social capital in norms and networks of civic engagement was a pre-condition for both economic development and effective government. Informed by this conclusion, he defined "social capital" in terms of the features of social organisation – "networks, norms and trust" – claiming that it is these features that "facilitate coordination and cooperation for mutual benefit" (Putnam, 1993:1).

Applied to the school environment, this would mean that effective school management and governance is determined by the extent to which school principals

utilise social networks to stimulate and maintain the civic engagement of stakeholders other than the staff members of the school, parents being an example. Firestone (1991) and Mortimore (1993), while acknowledging that background factors could significantly affect school effectiveness, concur, arguing that it is the way in which principals manage their schools that is most critical to its effectiveness and, by implication, its success.

Andriani (2013), informed by Putnam's (1993) study, investigated the social capital accessible to and utilised by American families through 'Bowling'. In this study, Putnam described the typical, weekly bowling outing of American families at a particular socio-economic level. The way it worked was like this: certain families had a standing appointment to meet at the local bowling alley once a week with a view to socially interact with one another by way of playing bowls. Participation as a family was the norm, hence attendance of all family members was non-negotiable. The bowling alley did not, therefore, present these families with an opportunity for recreation only but also with the opportunity for socially interaction within and between families, thus building and strengthening social ties and communities. Hidden and embedded in their seemingly mutual dependency on one another was a huge source of hidden social capital that could be accessed if and when someone was in need. Attendance at these bowling nights gradually declined, however, eventually reaching a point where it became acceptable for a person to excuse or absent him/herself from a bowling night. Consequently, because people literally started 'bowling alone', the title of Putnam's (1993) book, the social relationships they had built over years became increasingly superficial and, by implication, the social capital to which they had previously had access was eroded to the point where it completely vanished and disappeared.

In all of these studies the focus was on the social capital of a specific region, state or country. Although it is possible to infer from these findings what could be done at schools, very little research has to date been conducted on ways in which schools, specifically, go about accessing and using their social capital to improve effectiveness and efficiency. Having taken cognisance of these findings, I was convinced that if the efficiency with which available social capital for South African schools are accessed could be improved, the performance of under-performing schools might also improve. Informing my supposition was the assumption that, if

education were to add value and contribute to development at all levels of society, especially in a relatively new democracy like South Africa, it is imperative that the available social capital be effectively and efficiently utilised.

Indications from the little research that has been done in this regard are that stakeholder relationships do have a marked effect on school effectiveness Wolfendale et al., (2000). More specifically, indications are that uninterested and non-engaging carelessness towards education among family members signal the impending death of the kind of social capital that might previously have been the norm at small farm and rural schools. Without stakeholders' desire to engage with the school or with one another on school matters, principals would, therefore, find it extremely difficult to unearth and utilise the potential social capital critical to the effective management of their schools.

In this regard, Wolfendale et al., (2000:31), analysed a "planned development model" designed by the Strathclyde Regional Council (1992) referred to by (Bastiani in Wolfendale et al., 2000) to address the non-involvement of the parents of school learners. Included in the 'model' are information about the school work the child has to do, the teaching and learning approaches used by the school, and some of the ways in which parents could help their children with their schoolwork at home (Bastiani in Wolfendale et al., 2000). Whether or not this model led to greater parental involvement in school activities in general is, however, not indicated.

My review of literature did, therefore, not provide answers to my question about the reasons for parents' non-involvement in school matters, even when they could make a difference to its effectiveness and success. It was to find answers to this question that I embarked on my study of the role that social capital could play in school effectiveness, and the strategies and techniques schools could use to access and use this source of social capital to optimise their effectiveness and efficiency. More specifically, I wanted to explore the ways in which principals who do access and use social capital to optimise the effectiveness of their schools go about it.

1.3 RATIONALE

One of the greatest challenges faced by education, schools in particular, is the marketisation of education Apple (2014: xiii). This trend, apparent in new liberal discourses, describes schools in terms of economies of scale. Looked at from this angle, schools are conceptualised as economic entities seeking to enlarge their 'market shares'. To this purpose, they do whatever is necessary to attract well-paying parents and high performing students to their schools in order to increase their standing in the league tables (Nieuwenhuis, 2015). Also emergent in South Africa, this trend implicitly forces schools to change their perspectives on the nature, purpose and management of schools and, in this regard, to pay particular attention to the social capital at their disposal should they want to enhance the standing and performance of their school in relation to other schools.

According to Fullan (1991) as referred to by Sammons et al., (1995), the principal's role in changing the culture of the schools is critical to school improvement: it is up to him/her to first initiate change at the top and then to ensure that its ripple effect reaches the bottom. Put differently, it is the school principal who should be the instigator of changes to the culture and operational structure of his/her school. Moreover, according to Apple (2014), the school principal should use innovative leadership and transformational managerial skills to ensure that these changes are aligned to changes on economic and political fronts locally and internationally.

Implied in my reference to literature I read on social capital is the imperative for principals to take the lead in changes effected at their schools. Perhaps some schools perform better and function more effectively and successfully than others Sammons et al, (1995) because they involve, support and make demands on parents (MacBeath, 1994 in Wolfendale et al., 2000), because of the principal's commitment to the establishment and maintenance of a school culture where excellence is the norm, not the exception Fullan (1991) in Sammons et al., (1995) or because he/she knows how to access and utilise the social capital available to the school, the argument I wish to make in this study.

1.4 PROBLEM STATEMENT

Social capital is prominent and available in many schools, but it would appear that it's not always accessed or used to the benefit of the school. If a school is regarded as an effective school, where social capital is in abundance, one might ask why social capital is not used more commonly in other schools and how what successful schools are doing be emulated by those who are not? It is important, moreover, to determine which actions principals take in order to put social capital to use and ultimately transform a school from being good to becoming outstanding and even excellent?

Answers to these questions are not readily available since very little research has been done in this regard in South Africa. For this reason, it is important that this phenomenon should be further explored, in order to open up the possibilities of growth, development, effectiveness and prosperity in a school. In the preceding sections I argued that social capital offers certain advantages to communities and schools. The focus of my study is not, however, on whether or not social capital is available to schools; rather, it is on how a school could access and use social capital in becoming successful. Given research evidence of the power principals have to determine the nature of their schools, I therefore regard it as important to determine how school principals who do so, access and use social capital to effectively manage their schools.

1.5 RESEARCH AIM

The main aim of this research study is to find ways in which social capital can be accessed, mobilised and used in school institutions, thus enabling school principals to create and strengthen the platform from which he/she has to lead his/her school. To establish a workable plan to assess the effectiveness of "successful schools", I used as indicators of effectiveness the national examination results for Grade 12s, teacher-to-learner ratios, the financial status and specific culture of a school, and the role each of these play within a school.

1.6 RESEARCH QUESTIONS

The investigation of social capital as an element of school effectiveness was directed by one main research question, from which five sub-questions were derived.

1.6.1 Main research question

How do school principals access and use social capital?

1.6.2 Sub-questions

- a) How do the principal, teachers, and the parents view the school in terms of being a successful school?
- b) How do you make a contribution, to optimise school effectiveness?
- c) How do you regard this school's unique school culture?
- d) How was the creation of success in the school implemented and developed?
- e) Do you think the school benefits or is advantaged because of the way things are done at this school in terms of involvement and participation and availability of parents and teachers?

1.7 KEY THEORETICAL CONCEPTS

Social capital

A review of the literature reveals that definitions of social capital as definition typically include references to one or more of the following: a network of relationships or classes (Bourdieu, 1992; Adam et al., 2003; Putnam, 1993), trust, values, and norms (Coleman, 1988; Putnam, 1993; Ekinci, 2012), reciprocity and mutual benefit (Putnam, 1993; Ekinci, 2012; Byun et al., 2012), coordination and cooperation (Putnam, 1993; Byun et al., 2012), with Putnam's definition encompassing most of the definitions given by other authors.

Figure 1 graphically summarises similarities and differences in scholars' definitions of social capital.

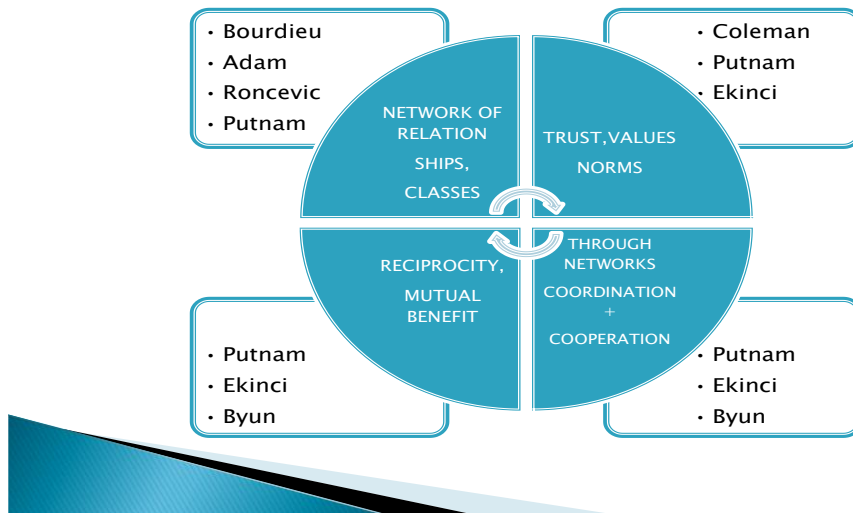


Figure 1: Prominent elements of social capital through the eyes of several researchers

Bourdieu defines social capital as “the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalised relationships of mutual acquaintance and recognition” (Bourdieu & Wacquant, 1992:119, cited by Siisiainen, 2000). In terms of the socialist angle reflected in this definition, people are classified in terms of a hierarchical class order, with most of them wanting to be part of either a higher or the most dominant class. Informed by his opinion that the universe affects and influences people, Bourdieu argues that a person’s or groups’ place in a hierarchical class order is determined by his/her cultural knowledge or capital. What he does not acknowledge is that people can intervene and influence the universe in return (Siisiainen, 2000).

Coleman (1988), on the other hand, regards social capital as something which people use to help and support others without expecting something in return. Because people like these usually have the ability or means to help, they do so voluntarily. Phillips (2010:493), referring to Coleman’s definition, argues that the role social capital plays in a family, between the parents and their children, has the potential to influence what the child can achieve in future. According to him, all people have the potential and capability to use their resources to help others; whether they do so or not, is determined by the nature of their relationship with those who are in need of help. If the relationship is characterised by trust and shared

values, with both parties operating in the same or a similar cultural environment and adhering to the same rules and norms they might, if not, they might not.

The sharing of economic capital in a social context would, for example, according to Adam and Roncevic, (2003:159) take place only if the social networks and organisational plans are informed by common and transparent norms and values. According to Coleman (ibid), it is not the actor, the one making available his human capital and resources in order to contribute to the bigger picture, that is the one that would necessarily derive the benefits of his/her contribution/actions, but the institution or organisation concerned. To him, social capital is the sum of elements and values – trust being the most important (Ekinci, 2012:2517) - that enables people to work and produce together.

Social capital could, according to Putnam (1993), be very formal, for example in a relationship between partners within an organisation, or informal, where people get together on a specific day of the week and do some kind of activity, like playing golf, together. In both cases, formal and informal, though, people are involved in a social network from which they either benefit or not. Putnam's definition of "social capital" is, therefore, more concerned with "the features of social organisation, such as networks, norms and trust that facilitate coordination and cooperation for mutual benefit."

Ekinci (2012) emphasises the prominent role that trust and cooperation, social networking and loyalty, play within the concept of social capital. He further argues that a combination of these, coupled with reciprocity, values and norms are critical to economic and social welfare development. According to him, trust is the element of social capital which contributes most to the success and effectiveness of an institution.

According to Adam & Roncevic (2003:164), the operationalisation and measurement of social capital is not without problems. The main problem, according to them, lies in the execution of its operational procedures, and the measurement of the extent to which these procedures are both consistent with "certain theoretical premises" and "sensitive to context." Their conclusion is that quality governance encourages participation, while participation, in turn, enhances the quality of the governance. In other words, it could well be that good and effective

organisational/institutional management is the result of the combined effort of individual stakeholders who have a specific relationship with one another. Social Capital could simultaneously refer to knowledge of “how to do something” and to the person/s ability to apply such knowledge (Adam & Roncevic, 2003) thus.

“As a large body of literature suggests, if social capital shapes youths’ educational outcomes, it may have important policy implications for rural youth. This is because rural youth often experience unique forms of social capital, such as long-standing and supportive student-teacher relationships and close community school relationships, compared to suburban and urban youth” (Lyson 2002; Schafft, Alter, and Bridger 2006, cited by Byun et al., 2012), further highlights specific forms of interaction as ‘family social capital’, when there is parent-child discussions, the involvement of the parents in their child’s schooling as well as the expectations parents have regarding their children’s education.

In most articles, authors do not refer only to social capital; they also acknowledge the important role of human and cultural capital, and their contribution in organisations where people form relationships with one another in order to make the organisation “work” effectively.

My view of social capital is that it creates opportunities for people as stakeholders of an organisation to utilise their networks, trust and value systems to pursue a common goal which would benefit all parties, by voluntarily making their time, resources, knowledge and skills available without expecting something back in return.

1.8 THEORETICAL FRAMEWORK

While the clarification of theoretical concepts is an important part of research, it is not the concepts as such which guide the research but the theoretical framework in which it is located. Informing and directing my study was the work of Andriani (2013) (Figure 2) which, by implication, not only served as my theoretical framework but influenced my analysis and interpretation of data.

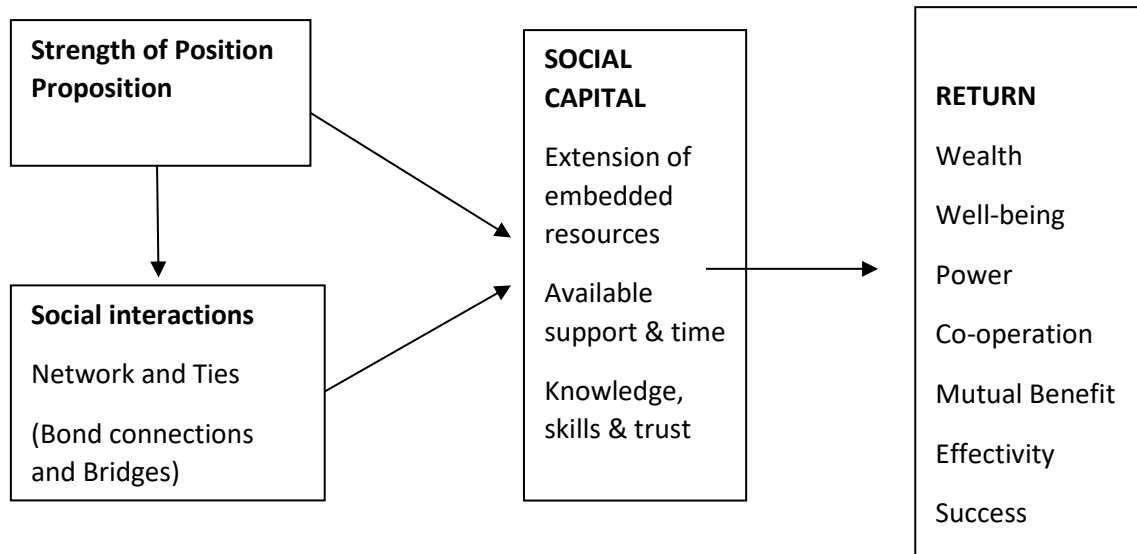


Figure 2: Social capital illustrated

(Adaptation of Andriani's [2013] Re-elaboration of the 'Visual Model of Social Capital [Lin, 2001])

In order to build and strengthen social capital it is imperative to establish the importance of networks and embedded resources. Lin (2001), referring to the "Strength of Position Proposition" posits that the better a member of a network's position of origin, the more likely it is that s/he will access and use social capital. An educated person is therefore more likely to use his/her connections in order to achieve higher goals than a person who is regarded as being less educated. A person with a high income or social status will most probably use his or her societal connections in the pursuit of more wealth or to ensure the well-being of someone with a lower status or income. Access to the embedded resources can be negotiated and established through members' social interactions provided that they are aware of the existence of such resources Lin (2001). Individuals with access to this form of capital can therefore use it to their or other individuals' advantage in terms of wealth, well-being and power, to name a few Lin (2001).

It seems as if it is not 'what' you know but 'whom' you know that determines the success of social interactions to advantage social capital. Many authors Harris

(2007), Sabatini (2009); Coleman (1988), in (Andriani, 2013) refer to bonding, bridging and linking social capital.

'Bonding' refers to relationships such as those formed between family members and close friends who, because of their 'bond' are able to use their collective social capital to 'get by' (Putnam, 2000:19). 'Bridging' refers to the use of social capital existing in relationships between distant friends, colleagues and people you work with to 'get ahead'. These ties tend to be weaker than those formed in 'bonding' relationships and, according to Putnam (2000), are more diverse. An example of such a relationship would be parents picking up their children at school. The parents do not necessarily know each other; they simply recognise each other because their faces are familiar. While the mutual activity in which they are involved bridge the gap between them the ties they form are not particularly strong.

Linking social capital refers to interactive relationships formed between or among individuals and groups from different social strata, exposing differences in their power, social status and wealth. The linking of social capital is most evident in individuals' or groups' accessing of resources, ideas and information from formal institutions in social or strata other than their own (Woolcock, 2001, cited in Harper, 2001).

The more social interactions between members in an institution are made available and accessible the better the opportunities created to advance the use of social capital and ultimately share some of its benefits like wealth, power, well-being, co-operation, mutual benefit, effectiveness and success.

1.9 RESEARCH DESIGN AND APPROACH

Informed by the main research question, the nature of the research study and the type of data collected it was decided to use a qualitative research design. As is typical of qualitative studies feelings, attitudes, intentions and motivations of behavior were included as data because they are deemed to provide the researcher with a more comprehensive and deeper understanding of the phenomenon under investigation - social capital, in the case of this study. Also, since this is essentially a narrative study, I collected, analysed and interpreted data in accordance with the

principles informing an interpretive research paradigm. Together, these methods enabled me to make sense of the observed phenomenon in its entirety.

1.10 RESEARCH STRUCTURE

To ensure that the research report would be structured in a way that would enable the researcher to adequately address the research aim and answer the research questions, it is divided into five chapters, each logically following and building on the chapter preceding it.

In Chapter One, the readers of the report is provided with a general overview of the study as a means of introducing and orientating them to the nature and purpose of the investigation and research.

In Chapter Two, it is shared with the readers what was learnt about social capital during the review of literature on this topic. To ensure that readers know which meanings were attached to key concepts and terms, an explanation of these with reference to the different ways in which they are defined and used by a range of influential theorists and researchers interested in social capital as a phenomenon in general and the role it could play in the effective management of educational institutions are highlighted.

In Chapter Three the research methodology is described and justified, the focus being on the methods that were used to obtain relevant data. In Chapter Four, the data is presented and discussed – measuring people's perceptions and experiences of social capital against the research framework and the rationale for the research study.

Finally, in Chapter Five, answers are provided to the research questions by which the study was directed, basing the conclusions on the results of the data analysis in Chapter Four, and the insights that was gained from the literature review of social capital. In addition to this, also included is some suggestions on the ways in which social capital could, perhaps in future be used in the South African education

system. In conclusion the next chapter will focus on the literature review on social capital and the contributions it can make towards effective management in schools.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Since people are by nature mutually dependent one could safely assume that hidden social capital could be accessed and used to help individuals in need (Putnam, 1993). By implication, if people are not involved with one another, and if a decline is experienced in terms of the involvement of people within a community, its activities and, ultimately, its existence would be negatively affected (Putnam, 1993). The following scenario is used to explain what social capital is. In the community where I live, for example, members of the church are involved in church activities and everybody is willing to help and contribute whenever help is needed. Some offer their time while others donate groceries, such as flour and eggs. In addition, they bring equipment such as tents, chairs and gazebos when a Fun day is organised and help with the preparation, thus everyone contributes to the success of the day. What is important is the spirit and attitude in which it is done, the willingness, commitment and dedication of church members, which keeps the church alive. If I had to use a collective word for this, I would call it the social capital of the church.

There are also a Care Group in my community, specifically to help those who have been diagnosed with cancer. The members of the Care Group contribute in many ways, for example by donating money, giving of their time, helping to organise fund raisers and offering their help with the maintenance in and around the homes of cancer patients. The contributors are not involved to be recognised and admired in the community as people who are special, helpful or sympathetic: they are involved because they sincerely care about other people and voluntarily and willingly commit and dedicate themselves to provide in the needs of others. Involvement without expectation, is another example of social capital. The examples given and labelled as social capital, should be available and utilised in educational institutions.

Informed by the effect that the accessing and use of social capital in my community has on the success of my church, I wondered whether or not the involvement of the

community in schools, which are also located in communities, would have a similar effect. It is to this purpose that I reviewed literature on the role of social capital in the success of institutions like schools in a community. It is the insights I gained from this review that are presented in this chapter.

2.2 THE CONCEPT 'SOCIAL CAPITAL'

Since definitions of social capital typically reflect the perspective of the theorist by whom it is defined, a perspective related to the theorist's particular field of expertise, there is as yet no definitive conceptualisation of the term. My review of international literature on social capital indicates, however, that all these theorists define social capital terms of one or more of the following elements: a network of relationships, social and economic class, trust, values, norms, reciprocity, mutual benefit, coordination and cooperation. Indications from the reference to these elements are that an institution where all of them are present is more likely to succeed than one in which they are absent. By implication, if they were present in a school institution, they would constitute a social capital base which could be utilised to the benefit of the school concerned.

To illustrate what is meant: people who fetch their children from school recognise one another's faces, thus implicitly becoming equal members of a parenting network (Bourdieu, 1992) regardless of differences in their background, occupation, attitudes, or parenting style, through together by an activity as insignificant as picking up their children from school.

Viewed from Bourdieu's socialist perspective social systems are hierarchically class-based, that is, the people constituting the system, while belonging to different social classes, use their social capital to become members of a dominant class. Ekinci, (2012: 2514), on the other hand, emphasises the role that trust and cooperation, social networking and loyalty – all of these being elements of social capital - play in the development of economic and social welfare. According to him, it is the combination of these elements, coupled with reciprocity, values and norms that ensures the achievement of developmental goals and aims, with 'trust' being the most critical to the success and effectiveness of an institution.

Finnigan and Daly (2017:28), focusing specifically on trust relationships between school principals and teachers on the one hand, and the role that networking plays among principals on the other, argue that both of these have a direct influence on the school climate and, by implication, on the teachers at the schools concerned. If, as they argue, trust and networking are the main ingredients of social capital, ties and working relationships formed among principals and district leaders are as essential. If these relationships make principals feel well connected, supported and cared for their leadership style would reflect this, thus positively affecting the attitudes of teachers in their schools and generally improving the effectiveness, performance and success of their respective schools. If information sharing is promoted and supported, principals should find it easier to manage their schools towards greater effectiveness. Since people in general have the potential and ability to implement their resources that is to help others, especially in relationships where trust and shared values are evident, school principals would, by creating a platform from which stakeholders can make their contributions and participate in decision-making, be laying the foundation for an effective and successful school.

Based on these conceptualisations of social capital, I understand it to be “something” that people do to help or contribute to an institution without expecting something in return. Contributions could be in the form of time, knowledge and expertise, skills, networks, and volunteerism - a willingness to do something simply because one feels that it is the right thing to do. The sharing of social capital could be either explicit - a physical act, such as helping to prepare the sports ground to host an athletic meeting - or implicit – a simple act, like sending one’s child to school daily and ensuring that his/her homework has been done.

People who have formed a relationship with an institution tend to offer their social capital willingly and voluntarily, giving their time and support through established networks where there is an abundance of knowledge, skill and trust and where all stakeholders participate with an understanding of mutual cooperation to achieve a common goal. Even though benefiting from such contributions is not the purpose of contributing – sharing is – all parties that is the school as well as the person/s who share their social capital, eventually become mutual beneficiaries in accordance with the social capital norm of reciprocity.

2.3 SOCIAL CAPITAL IN SCHOOL CONTEXTS

Putnam's (1993:224) analogy of people bowling alone, reflects the situation that school principals often find themselves in, namely that people expect them, and only them, to create positive change within a specific school situation. The question is why this is so; why do some parents expect the school principal and his management team to change a school around when they, as stakeholders, could significantly contribute to such a venture. The three pillars on which any school institution is built are after all, the learners, parents and teachers (Department of Education and Skills and Central Policy Unit - White Paper on Education, 1995:149). Neither of these pillars can support the metaphorical school structure on its own: it needs the support rendered by the other two. Together, these three parties constitute the backbone of social capital which is at the disposal of the school.

The contribution of social capital specifically towards improving schools, is an area that has not been extensively researched; consequently, data is limited. Moreover, existing research is so old that it could be regarded as outdated and irrelevant to current times and situations. Consequently, the issue of how exactly the wealth of unexplored social capital could benefit schools in general, and schools in South Africa in particular, is complicated. It could also be that it is the lack of knowledge in this area which results in so few of the principals in South Africa utilising the social capital at their disposal despite the advantages this would have for the development of their schools.

Sil (2007, citing Acar, 2011:458) views "social networks within parent groups and between parents and teachers as providing common positive outcomes for everyone in the school". Bronstein and Mason (2016), too, refer to the importance of implementing and building sustained partnerships between schools and all stakeholders within a community to establish and support success for a school. Coleman (1988), referring to parents' involvement in their children's activities as important and necessary, especially when parents read to their children regularly, emphasises the fact that such involvement creates bonds of trust and an expectation of improved academic performance. In this regard, Jeynes (2012, in Caldas & Cornigans, 2015:138) highlights the fact that "parent-child activities such as visiting museums and working on homework together has also been identified as

beneficial forms of parent–child social capital.” Indications from research are, therefore, that social capital may be enhanced when parents are involved and interact with teachers and other parents at the same institution. In this sense, networking leads to improved interactions in terms of influence, the sharing of information, as well as a sense of working together. Dinham (2008:29), focusing on the role of school principals in this regard, argues that “principals can play key roles in creating and maintaining the conditions and environments where teachers can teach effectively and students can learn”.

The existence of diverse interpretations of the intellectual ancestries of school effectiveness research traditions in other national contexts is referred to by Creemers, Reynolds and Swint (1994, in Sammons et al., 1995). In the Netherlands, for example, interest in school effectiveness grew out of research traditions concerning matters such as teaching, instruction, curriculum and school organisation, while in Australia the strong field of educational administration provided a stimulus for research on the same. Studies by Firestone (1991) and Mortimore (1993) indicate that, “although background factors are important, schools can have a significant impact, on creating school effectiveness.”

The above-mentioned studies focus on parental involvement and, although important, they do not capture the much richer and concealed pillar of social capital (Wolfendale et al., 2000). This study therefore, proposes to address this gap in research. “There are big issues of access and equality of opportunity. Given what we know, schools clearly have a professional responsibility to try to reach as many parents and families as possible, by widening the range and appeal of their efforts. Schools have a clear responsibility to do everything they reasonably can, to do the best for all their pupils” (Wolfendale et al., (2000:34). According to Bronstein et al., (2016) what is “also needed is a redeployment of a multitude of resources, including finances, personnel, time, space and equipment. This requires change in government structures, a sophisticated planning process, coordination and integration of people and programs, daily leadership and communication and information management.” Many of these characteristics, individually or combined, defines social capital.

Indications from literature (Tsang, 2010; Sammons et al., 1995) are that social capital plays a dominant role when determining educational outcomes and implications in terms of policy development in schools, especially with regard to the forming of supportive learner- teacher relationships on the one hand, and close community-school relationships on the other. Lyson (2002) and Schafft, as well as Alter and Bridger (2006, in Byun et al., 2012), equating specific forms of interaction with 'family social capital', highlights the importance of parent-child discussions, the involvement of parents in their child's schooling, and the expectations parents have regarding their children's education. "As a large body of literature suggests, if social capital shapes youth educational outcomes, it may have important policy implications for rural youth. This is because rural youth often experience unique forms of social capital such as long-standing and supportive student- teacher relationships and close community school relationships, compared to suburban and urban youth" (Byun et al., 2012). Social capital in the school environment refers to the relationship between the school principal and the families that benefit the school by improving its effectiveness. Effective engagement with the community may lead not only to closer relationships between it and the school but also, according to Flint (2011, citing Leadbeater and Mongon, 2008), to community empowerment, thus implicitly helping to address inequality in education.

International research on the manner in which social capital is used to engage communities, parents, schools and their members of staff in the creation of effective schools is well documented. Tsang (2010), Cheung and Chan (1990), Sammons et al., (1995) and researchers from the World Bank (Grootaert & van Bastelaer, 2001) have, for example, provided key indicators of social capital's contribution towards school effectiveness (Table 2.1). It cannot, however, be assumed that either the international research findings or the indicators are necessarily applicable to or implementable in South African schools, hence this research study.

Tsang (2010), referring to the School Effectiveness models identified by Cheung (1990) and Sammons' (1995), mentions eight models (Goal, Process, Absence of Problems, Resource Input, Satisfaction, Legitimacy Model, Organisational Learning, and Total Quality Management (Models) commonly used to assess the non-monetary effectiveness of a school. In terms of these models, effectiveness is

reflected in terms of the extent to which the school has (i) achieved its pre-determined goals (*Goal Model*); (ii) used internal school processes to obtain the best possible output (*Process Model*); (iii) experiences problems (*Absence of Problems Model*); (iv) acquired the requisite resources (*Resource Input Model*); (v) all the stakeholders are satisfied that their expectations have been met in the outcomes (*Satisfaction Model*); (vi) the community is involved in the school (*Legitimacy Model*); (vii) reacted and adapted to a constantly changing environment (*Organisational Learning Model*), and (viii) stakeholders are satisfied with the school's culminating outcomes and results (*Total Management Model*).

According to Cheung (1996; 2005), all of these models, if used individually, are inadequate as assessment tools given the narrowness of their effectiveness criteria. If they are combined, however, the list of assessment criteria available should enable assessors to determine to a large extent how effective or ineffective a school is. Tsang's (2010) argument is that although some of the models consider elements of social capital as indicators, none of them considers social capital in its entirety as an effectiveness criterion. According to Tsang (2010), because evidence of social capital utilisation is a prominent feature in many successful schools, it could be inferred that it contributes towards the effectiveness and efficiency of these schools in particular and could, by implication, contribute to the success of schools in general. The proviso is, of course, that the processes and procedures for its utilisation should be fair, transparent, acceptable and beneficial to all concerned. The question is whether or not social capital can be described in terms of its accessibility, mobilisation and use in the development and maintenance of successful schools?

Schools could use Cheung's (2005) and Sammons' (1995) models of effectiveness as guidelines. Sammons' (1995) eleven factors for effective schools (Table 2.1), which focus on what schools could do to improve their academic performance is of particular value in this regard.

Table 2.1: Sammons' eleven factors for successful schools

Factor	Features
1. Professional leadership	Firm and purposeful A participative approach The leading professional
2. Shared vision and goals	Unity of purpose Consistency of practice Collegiality and collaboration
3. Learning environment	An orderly atmosphere An attractive working environment
4. Concentration on teaching and learning	Maximisation of learning time Academic emphasis Focus on achievement
5. Purposeful teaching	Efficient organisation Clarity of purpose Structured lessons Adaptive practice
6. High expectations	High expectations all round Communication expectations Providing intellectual challenge
7. Positive reinforcement	Clear and fair discipline Feedback
8. Monitoring progress	Monitoring pupil performance Evaluating people performance
9. Pupil rights and responsibilities	Raising pupil self-esteem Positions of responsibility Control of work
10. Home-school partnership	Parental involvement in their children's learning
11. A learning organisation	School-based staff development

(Sammons et al, 1995:12)

Sammons' (1995) key characteristics of effective schools were developed on the basis of research she conducted at effective schools in England. In presenting these, she emphasises that these factors should not be seen as independent factors but as links in a chain of effectiveness with many other factors also contributing to the promotion of school effectiveness since every school is managed according to its own specific culture and challenges.

While existing literature refers only to academic achievements as indicators of school effectiveness and success, this study also considers a school's achievements in the cultural and sport arenas. In exploring these, the focus is on the role it played in the past, the role it currently plays and the role it could possibly play in future. The role social capital played and still plays in education internationally as well as in South Africa are explored. Informed by Harper's (2001) description of the challenges regarding measurement and the application of social capital emanating from difficulties association with its encapsulation "in a single sentence", the fact that "its measurement continues to defy simple quantification" and the continuing "debates regarding its conceptualisation", the primary purpose of this study is to explore the roles that the school principal, parents, and teachers play in bringing about the kind of improvement that will result in the creation of a successful school, using Sammons' eleven factors as reference points for the discussion.

2.4.1 Leadership

Indications from an analysis of Sammons' (1995) eleven factors for effective schools are that the *leadership* of and within a school is a key factor in its effectiveness. Sammons, *ibid*, citing Gray (1990), categorically states that "the importance of the head teacher's leadership is one of the clearest of the messages from school effectiveness research." The importance of the principal's leadership is, although sensitive to context, identified as a key factor to school effectiveness in British and American educational institutions alike. Not only the role the principals play as school leaders but also their management style, their commitment to where they want to lead the school, the values they want to instil at the school, their ability and willingness to adapt to and manage change are of paramount importance when leadership comes under scrutiny. Of all the factors contributing to a school's

success, effective leadership is the most profound, especially with regard to “turning around underperforming schools. School reform efforts cannot succeed unless successful leaders remain at the school for an extended period of time. Clearly, more needs to be done to support educational leaders in meeting the many challenges of running today’s schools” (Siccone, 2012: v).

2.4.1.1 Firm and purposeful principals

According to Sammons (1995), one of the character traits typifying an effective principal is that s/he is *firm and purposeful*. It follows that they tend to be proactive leaders who work towards a specific purpose. An example of this would be the principal’s commitment to get the best teachers available on his staff and in so doing, securing excellent results academically. Such a principal would also constantly and continuously work at establishing and maintaining a process aimed at school improvement. It was Oprah Winfrey, a well-known American entertainer and television personality, who said, “Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.” Her comment reflects, in non-academic discourse, what Gray and Streshly (2008:66) had to say about the manner in which managers, school principals in particular, should act if they wanted to be effective managers. According to these scholars, the principal has to ensure that s/he convinces the right people to board the bus, get them in the right seats, and get the wrong people to alight from the bus.

2.4.1.2 Participation opportunities

By devolving his/her responsibilities and decision-making to others requires not only the principal’s trust that these people would do what is expected of them but also a willingness to share the authority he/she has with others by creating opportunities for productive participation by all concerned. A principal like this would, according to Sammons (1995), automatically know when to make autocratic decisions in order to adhere to achieving a predetermined purpose and when to opt for democratic, joint decision-making.

The principal who want to 'lead' rather than simply 'manage' a school should, moreover, have a thorough knowledge of the curriculum, classroom practice, methods of assessment, progression and retention of learners. In this regard, Sammons et al., (1995) cites Murphy's (1989) observation that the "impact principals have on student achievement levels and progress is likely to operate indirectly rather than directly by influencing school and staff culture, attitudes and behaviour which, in turn, affect classroom practices and the quality of teaching and learning." The biggest contributor to learner achievement and success, according to Gray et al., (2008:21), is the principal's inclusion and "involvement of all of his teachers in team leadership training". In doing so, the principal would be giving them the requisite "confidence and efficacy to share instructional issues with one another".

2.4.2 Shared vision

According to Sammons et al., (1995), all staff members should have the opportunity to give their inputs regarding the aims, goals and values of the school. They should, moreover, always be aware of the importance of their contribution to the effectiveness of the school. This would only be possible, according to Tsang, (2010), if all of them have a shared vision and are comfortable with the objectives associated with its realisation. Lee, Bryk and Smith, (1993) in Sammons et al., (1995) argue that communal elements such as "cooperative work, effective communication, and shared goals have been identified as crucial for all types of successful organisations, not only schools", the reason being that where there is unity of purpose everybody is united, working together and towards the same result. This also applies to discipline.

Rutter et al., (1979) in Sammons et al., 1995) emphasise, moreover, that when boundaries pertaining to discipline are consistently set, children are likely to adhere to and follow the principles and guidelines as expected of them. "Regardless of the direction in which school improvement efforts are headed, the point is that improvement is continuous and change is constant." (Siccone, 2012:128). With all the efforts to bring about positive change towards improved performance, staff members will occasionally feel disillusioned, confused, confident and motivated

hence, according to Siccone (2012), leadership towards change should have the elements illustrated in Figure 3:

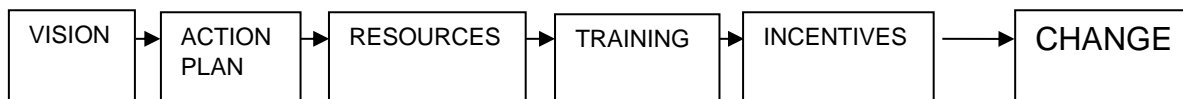


Figure 3: Elements of Leadership for change

Having a vision is critical to successful change but it is not a guarantee that change will occur: there should also be a detailed action plan, the resources necessary to execute the plan and the support needed to do so. Equipping teachers with the competence and confidence they need to go along with the plan requires training and outcomes-oriented incentives. Given these conditions, coupled with teachers' a sense of project ownership, an openness to learn from one another, to share ideas and, most importantly, to work together, could not but enhance and improve any teaching programme.

2.4.3 Learning environment

In any institution, an *environment conducive to learning*, serves as a platform from which learning can take place. Mortimore et al., (1993) found that where there is orderly conduct, effective learning inevitably takes place. An attractive working environment helps learners to obtain better results and achieve a higher standard of academic achievement (Rutter et al., 1979). In this regard, Chinn (2017) developed a learning system diagram in which learners and teachers are equipped to adapt to new and alternative methods of teaching and the assessment of these in order to attain a better understanding of specific systems and concepts. If systems which are in place enable learners and teachers to get a better understanding of complex concepts, and if they are willing to make changes, academic performances will most probably improve. It goes without saying that the principal, school management team, teachers and learners should “buy in and be on the same page” with regard to the creation of a conducive learning environment.

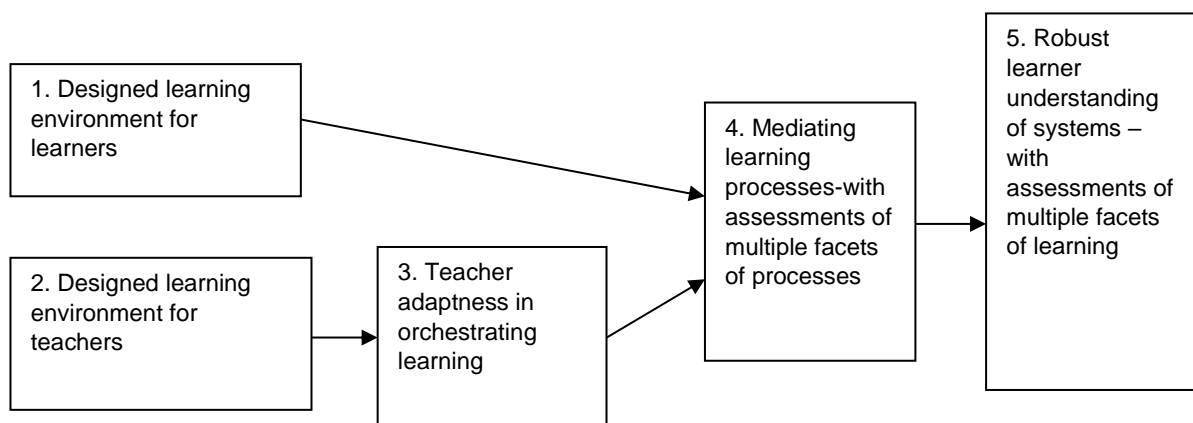


Figure 4 Components of an effective learning program to promote robust learner understanding of systems (Chinn, 2017:4)

2.4.4 Importance of teaching and learning

Concentrating on teaching and learning is regarded as a priority within a school institution. Time management is essential to ensure curriculum completion and academic achievement. Maximising time spent on academic learning and teaching will result in better academic effectiveness. Gray et al., (2008) found that in educational institutions in which the principal gives direction, everybody associated with the institution not only knows what the systemic educational drivers are but is also passionate about the performance and achievements of the learners and teachers. It is therefore important for individuals to be aware of what their strengths are, in what they excel and where their weaknesses and challenges are, and then to concentrate and improve on all of these (Gray et. al., 2008). In this regard, it is not “time as such... that counts, but what happens during that time” (Carol, 1989, in Sammons et al., 1995).

To ensure academic achievement, emphasis should consistently be placed on academic progress, performance, and the optimisation of knowledge acquisition by both the learner and the teacher. It is, however, the teachers’s knowledge of a specific subject that is most critical to the creation of a school where excellent academic results are non-negotiable (Sammons et al., 1995). In schools like these, the focus is sometimes erroneously fixated on the design and development of programs and environments with little, if any, provision being made for the

preparation of induction of teachers in the use and implementation of these. For effective learning to take place, however, the emphasis should be on effective programme delivery – teaching, in other words (Yoon et al., 2017, in Chinn, 2017), rather than on effective program design.

Dinham (2008), also focusing on teaching and learning, with specific reference to learning communities, point out that learning should be an ongoing process which gives learners a sense that they are “going somewhere”. Teachers and learners should, therefore, be willing to embrace change, even if this means that traditional teaching and learning practices are replaced by reflection and questioning. The only proviso is that all those constituting the learning group should commit themselves to continuous cycles of improvement which have a positive effect on the teaching and learning processes alike.

2.4.5 Purposeful Teaching

Teaching with a purpose is the fifth of Sammons’ (1995) eleven school effectiveness indicators. Even excellent teachers do not necessarily, or always, teach in ways which facilitate learners’ progress and the development of their full potential. However, according to Garrison (2016), this ‘deficit’ could be addressed through the establishment of communities of inquiry. Constituting such a community is “a group of individuals engaged in thinking collaboratively through the purposeful and recursive process of reflection and discourse to construct personal meaning and confirm mutual understanding.” The creation of a framework for communal inquiry, according to Garrison (ibid), could effectively assist teachers and learners in the ordering and understanding of collaborative thinking and learning provided that it is informed by the seven principles of practice which follow:

- (a) Plan for the creation of open communication and trust (social presence);
- (b) Plan for critical reflection and discourse (cognitive presence);
- (c) Establish community and cohesion (social presence);
- (d) Establish inquiry dynamics (cognitive presence);
- (e) Sustain respect and responsibility (social presence);
- (f) Sustain inquiry that moves to resolution (cognitive presence), and
- (g) Ensure that assessment is congruent with intended processes and outcomes.

Social presence has as a “primary goal the creation of a climate that encourages and supports open communication through a sense of belonging and trust. The cognitive presence refers to the learning process and experiences regarding the content, resources and other associated activities.

According to Levine and Lezotte (1990), in Sammons et al., (1995:15), “there are a number of problems in drawing general conclusions on effective teaching practices. Examining the findings of research on teaching practices in effective schools, they found that the outstanding factor that emerges is what is known as purposeful teaching, the elements of which are efficient organisation, clarity of purpose, structured lessons and adaptive practice. Therefore, as is the case in every institution, benefits are accrued from being well-organised and purposeful. A teacher who subscribes to the clarity of purpose principle knows exactly what he/she wants to achieve in a lesson and ensures that everything that happens in this lesson contributes to the achievement of this purpose.

Structured lessons translate into effective teaching which, in turn, ensures progress towards the mastery of specific outcomes. Teaching is effective because the teacher not only guides, supports, and gives constructive feedback to learners but also because the educator is able and willing to adapt his/her teaching strategies to prevailing circumstances and the needs of the learners in his/her class. This kind of adaptive practice enables teachers to accommodate the needs of the whole spectrum of learners, from the strong ones to the weaker ones, with the primary goal of benefiting them all. Being able to change their teaching strategies and style as and when needed has its own rewards, the progress of all learners being the most gratifying (Sammons et al., 1995).

2.4.6 Expectations

According to Dinham (2008:113), accountability implies that the teacher satisfies the internal expectations of all learners through the creation of a teaching-learning

climate characterised by high expectations, professionalism and a commitment not to let anyone down, least of all their learners. Teachers in a learning community typically operate as a group, empowering one another by taking turns in leading teaching-learning activities, thus enhancing individual and group leadership capacity and effectiveness. Group accountability, self-accountability, and high expectations are the key principles on which a learning community's ethos and actions rest, with high expectations being regarded as a "crucial characteristic of virtually all unusually effective schools described in case studies" (Levine & Lezotte, 1990).

There is a relationship between high expectations and effective learning. Mortimore, (1994) suggests that if the expectations of teachers are high, it creates a willingness amongst teachers and learners that plays an active role in effective teaching and learning. Murphy, (in Sammons et al., 1995) states that lofty expectations can be more advantageous when all the stakeholders are part of a school culture which demands good results. In such a culture, the principal would demand academic performance and achievement from the teachers who, in turn, would demand effective learning and, ultimately, an elevated level of performance by and commitment of the learners. The way in which teachers communicate with learners is, moreover, regarded as an indicator of the success that could be achieved by a teacher. In this regard, Bandura (in Sammons et al., 1995:22), categorically states that a teacher's "expectations do not act directly on pupil performance, but through the attitude of the teacher being *communicated* to pupils and the consequent effect on their self-esteem". Sammons et al., (1995), adding to this, argues that, if a learner experiences positive reinforcement, he/she experiences it as an indication of what the teacher expects of him/her in terms of performance.

For capital to grow and be regarded as an asset with value, it should be transformed and utilised to its full potential to reap the rewards within a community (Fullan, 2012). According to Flint (2011), schools are public domains that can reach out to community members to generate, utilise and create social capital to benefit the community. When people are involved in relationships, specific guidelines such as policies should be developed for them to experience stability, unity and synergy. Bronstein et al., (2016:274) describe the potential effect of institutional change as follows:

“Starting small, with just a few partnerships can lead to larger changes later. What is vital is that the partnerships are thoughtful, strategic, integrated into the fabric of the school, and match the needs of the children, schools and communities where they are implemented. Second, conflicting ideas should be expected and addressed as partnerships form.”

2.4.6.1 Intellectual challenge

If the school expects a child to perform academically, it should provide this child with intellectually challenging lessons. It follows that teachers should therefore be *challenged intellectually* to design lessons with the primary goal of making greater demands on the child’s intellect.

2.4.7 Positive reinforcement

In addition to intellectually challenging learners, teachers should consistently provide them with positive reinforcement. To ensure this, Dinham, (2008:139) argues, the four fundamentals of student achievement are quality teaching, leadership, professional learning and a focus on the student. The relationship between these four fundamentals is illustrated in Figure 5.

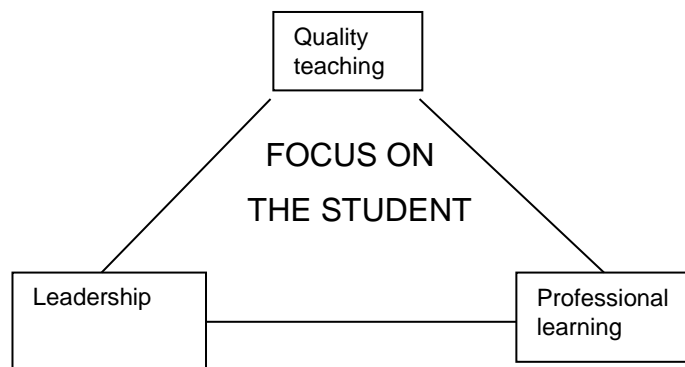


Figure 5: Fundamentals of student achievement (Dinham:140)

If, according to Dinham (2008:140), all four these fundamentals are operational, education leaders can get schools to move towards improvement.

2.4.7.1 Discipline

According to Sammons et al., (1995), “patterns of discipline or feedback to pupils, is an essential element of effective schooling”. However, discipline should be *clear and fair*, resulting in an environment where no chaos is observed. In such an environment, children experience a sense of belonging, have the opportunity to participate, tend to co-operate and do not need rules and regulations to behave as expected. Gray et al., (2008) describes successful schools as having self-disciplined and self-motivated teachers that share the same philosophy where they create an environment for the learners to grow and develop to be successful.

Feedback from teachers on learner behaviour could be immediate, in a positive or negative manner, or could be delayed, when the child receives a prize for example. Rutter et al., (1979) “showed that direct and positive feedback such as praise and appreciation had a positive effect on pupil behaviour, but that prizes for work had little effect on any outcome measure” (in Sammons et al.,1995), A principal who experienced negativity from a group of teachers at her new school, decided to make a conscious decision not to allow their negative actions to affect the changes she wanted to introduce in order to build a culture of discipline at the school (Gray et. al., 2008).

2.4.8 Progression

According to Sammons et al., (1995) “Well established mechanisms for monitoring the performance and progress of pupils, classes, the school as a whole, and improvement programmes, are important features of many effective schools.” These mechanisms and procedures could be used to monitor progress in learning and teaching, focusing on expectations and helping with reinforcement. “The problem is not that we do not know enough – it is that we do not do what we already know” (Schmoker, 2005 in Gray et al., 2008).

Monitoring is regarded as a tool to determine the extent to which the set goals of a school are achieved. The academic abilities as well as the personal and social development of the learners could be monitored.

Monitoring could also be used to help stakeholders - including teachers, learners and parents - to focus on goals, and to determine whether or not a school is on course with its planning, teaching methods and assessment strategies. Sammons (1995), referring to Mortimer et al., (1988), emphasises the importance of continuous record-keeping to assist teachers in their assessment of learners' strengths and weaknesses.

Although the term School Based Assessment refers to assessment that should be done at school, it incorporates the inputs and contributions of all the stakeholders including the parents and learners at home to prepare adequately for all forms of assessment. An undertaking and commitment, to work hard in terms of obtaining good marks for assessments, from all stakeholders is therefore of the utmost importance that their efforts will be of the highest standard.

Evaluating school performance begins with the monitoring of learner performance and progress. Scheerens (1992, in Sammons et al., (1995:20)) argue that proper evaluation is "an essential prerequisite to effectiveness-enhancing measures at all levels". The achievement of learners should be used to evaluate the effectiveness of different programmes, and the effective teaching methods of the teachers. Sammons et al., (1995) concludes that the "feedback and incorporation of monitoring and evaluation information into decision-making procedures in the school ensures that information is used actively." This information is also used for teacher development. Therefore, monitoring starts with the learners, moving to the teachers, then the effectiveness of a school as a whole and finally the monitoring of community activities.

2.4.9 Legal obligations

Gray et. al., (2008) discuss the difference between private and public schools regarding how stakeholders are accommodated legally. In private schools' leaders are selected by boards and decisions are made without any inputs from the community or public. In public schools the legal guidelines to follow in relation to the elected school governing members and the decisions they make are subject to public input. Therefore, decisions are made taking the legality thereof into consideration.

It is also the legal obligation of schools to protect the rights of teachers and learners. Protecting learners' rights and ensuring that they accept the responsibilities associated with the protection of one another's rights contribute towards school effectiveness. In South Africa these rights are encapsulated in the Constitution of South Africa which is the supreme law in the country. The South African Schools Act as well as the Labour Relations Act protects stakeholders' rights but with these rights also come responsibilities.

When learners' self-esteem is improved they tend to play an active role in the school, thus implicitly accepting co-responsibility for their learning. Raising a learner's self-esteem is closely associated with the attitudes of teachers - the way in which they communicate with learners, the way in which they show respect to learners, the way they show that they understand learners, and the way in which they engage with learners to help them with their personal needs. Mortimer et al., (1988) found "positive effects where teachers communicated enthusiasm to pupils, and where they showed interest in children as individuals."

2.4.9.1 Responsible stakeholders

Positions of responsibility help with the creation of positive behaviour and academic performance of learners. When learners are given positions of responsibility at the school it sends them the message that they can be trusted. In this regard, Garrison, (2016:112) states that, "Humans have an innate ability to share their thoughts through communication that allows the group to accomplish more than the individual alone. The argument for thinking collaboratively is ultimately grounded in this genetic and cultural heritage." Group collaboration is achieved when all the group members are held responsible and accountable, individually, to work together towards achieving a sense of Ubuntu. Every individual within the group has a responsibility towards the success of the group.

2.4.10 Partnerships

Successful and workable relationships should be fostered and supported in order to help with the creation of sustainable partnerships. In this regard, home-school partnerships ultimately enhances and improves cooperation between a school and the parents of attending learners, resulting in positive effects with regard to the learning processes. Coleman et al., (1993) in Sammons et al., (1995) draws attention to the benefits of schools fostering parents' involvement in their children's learning, while (Weiss, 2015, in Bronstein et al., 2016) refers to the importance of linking services and schools. Weiss identifies some of the out-of-school variables as "home environment, health and nutrition, residential mobility, peers, trips to museums, libraries and parks, help with homework and summertime support for learning."

The nature and extent of parental involvement aimed at establishing good home-school relations and where the learning of the learners are affected, is determined by the age and level of learning (primary or secondary school) of the learner concerned. Coleman et al., (1994) in Sammons et al., (1995) are of opinion that such involvement would lead to school improvement if the attitudes of teachers, learners and parents towards one another are positive and supportive. Coleman's, (1988) attention is focused on the "interconnectedness of the affective and cognitive domains in the triad of relationships between teacher, parent and student". At less effective schools there is often a lack of parental involvement, contributing to the under-achievement of learners. MacBeath, (1994) in Sammons et al., (1995:26) argues that successful schools are likely to be those "which not only 'involve' but support and make demands on parents". By implication, all the involved stakeholders contribute and play a significant role in the achievement and effectiveness of a school.

Acknowledging that people are diverse and have various views on parenting, Dinham, (2008) refers to four types of parenting, namely:

- Uninvolved parenting, which is low in demand and responsiveness. These parents experience and live in difficult circumstances and therefore are not sensitive to and supportive of the needs of their children.

- Authoritarian parenting, which is high on demand, and obedience is not negotiable. These parents do not negotiate with their children regarding what they expect and no warmth is shown.
- Permissive parenting, which is low on demands and high in responsiveness. These parents take their child's needs and wants into consideration, allow their children to make their own decisions, and do not attempt to exert control or to teach their children to obey externally defined standards.
- Involved parenting, is high on demand and responsiveness and parents using this approach tend to be sensitive to the needs of their children, communicate with them and expect them to perform as they have structure around them created by the parents. The children, consequently, perform well academically, have good social skills and high self-esteem.

2.4.11 Organisations of learning and teaching

Effective schools are regarded as learning organisations, that is, organisations where learning is a continuous process in order to keep abreast with the many changes in various subjects. Furthermore, this learning has most effect when it takes place at the school itself. "The need for schools to become 'learning organisations' is increasingly important given the pace of societal and educational change" (Hopkins, Ainscow & West, 1994 as quoted by Sammons et al., (1995) According to Sammons et al., (1995), learning takes place at five interrelated levels: children, teachers, in service staff training, organisational and leadership learning.

Dinham (2008:59), referring to the degree of influence of principals in the achievement of outstanding educational outcomes at learning organisations, argue that they contribute to future change and improvement through effective communication. When principals are involved in and manage their schools in a "hands-on" manner, they are quick to respond to challenges and to provide workable solutions to these.

2.4.11.1 Human resource development

School-based staff development is essential to the enhancement of school effectiveness. James (2016) believes that teachers should evaluate themselves to determine the extent of their development as staff members. In this regard they should first evaluate themselves in terms of their ability to teach the content prescribed in the curriculum, and then in terms of the extent to which they accept responsibility for the results of their teaching (accountability).

The role that principals play in ensuring the achievement of exceptional outcomes would be reflected in the regularity with which they remind learners, staff and the community that the core purpose of the school is teaching and learning. His/her personal qualities, vision and expectations and his/her ability to create a climate of success by focusing on learner support, common purpose and collaboration help to facilitate learner achievement. According to Dinham (2008), principals should therefore encourage staff members to attend staff development programmes. Not only would such attendance contribute to their professional development, but it would also ensure the credibility and good reputation of the school as a whole. Four ways of professional development are mentioned by Dinham, (2008), namely networking, in-school professional development, development through experience, and out of school development.

- **Networking** is regarded as a means to obtain information or methods from other educators and then to utilise these to the advantage to the learner being taught.
- **In-school professional development** is based within the specific department, with educators who had attended workshops, sharing relevant information obtained there with educators in their department.
- **Development through experience** accumulated over time contributes to success but does not in itself guarantee educator effectiveness.
- **Out-of-school professional development**, where subject content is discussed – attendance of conferences, workshops and meetings and further study at institutions of higher learning, for example - is regarded as beneficial to the overall development of educators.

2.5 THEORETICAL FRAMEWORK

Research is typically located in a specific theoretical framework (Andriani, 2013), which determines the premise on which the research rests, the principles by which it is directed, and the procedures which are followed in the collection, analysis and interpretation of relevant data on the phenomenon being investigated. The theoretical framework that informs this study developed from a review of the literature, specifically from literature on the work that Andriani (2013) had done on the role that social capital could play in the development of effective and successful organisation or institutions. What follows is a summary of the aspects of this framework that are specifically relevant to the chapters which follow.

According to Andriani (2013) and other researchers cited in this chapter, all those implicitly or explicitly associated with a particular organisation or institution have the potential to either contribute to or undermine its effectiveness and success. A key factor in this regard is the willingness of these stakeholders to share their social capital with the institution/organisation and one another.

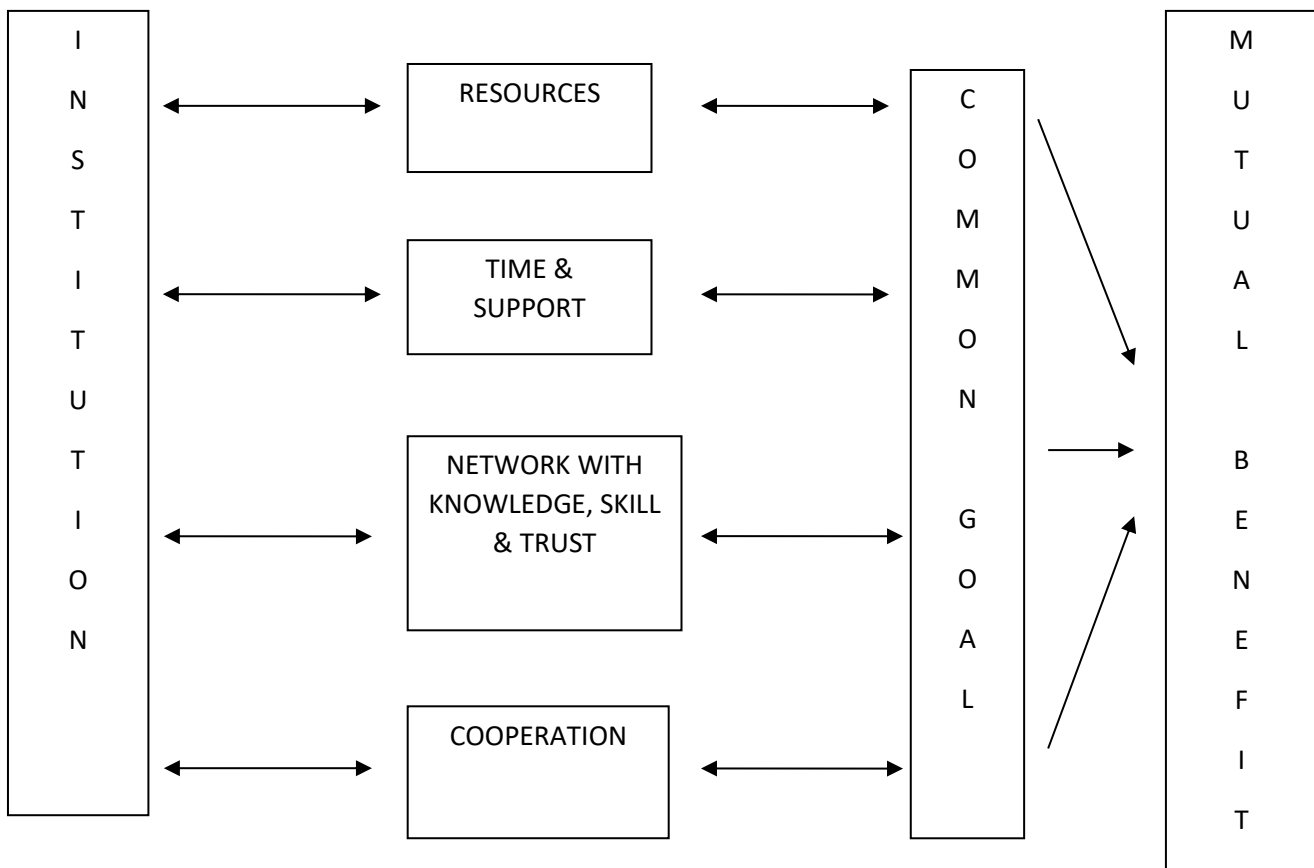
In the case of schools, as learning organisations, this social capital is invested firstly in the school principal, his/her staff, and the learners attending the school. Secondly, it is invested in the parents of attending learners, thirdly in the community in which the school is located and finally, in other, external, parties not directly associated with the school but with a stake in its failure or success – institutions of further or higher education, employers, et cetera. Whether or not the social capital invested in these stakeholders is available and accessible to a school is typically determined by the extent and quality of the networks which schools have established with its stakeholders.

The first network, associated with but not explicitly established by the schools is formed by parents and caregivers who drop learners off at school and pick them up from school. While these people may not be formally acquainted with one another, they would become familiar with one another's faces, vehicles, and mannerisms. Because of this, it would be quite easy for the school to facilitate the formation of a parenting/caregiver network by reaching out to them via circulars, meetings and

invitations to attend or participate in different school activities. Those who respond positively to these invitations then become part of a school-parent/caregiver network who might voluntarily make their social capital – knowledge, skills, time, and other resources available to the school. Depending on the strength of the bonds they form with one another and the extent to which these bonds help to bridge differences associated with individual's socio-economic class or status, the members of this network would 'buy into' and contribute to the realisation of a common vision and goal for the school.

A key player in the establishment and management of this network is the school principal and the way he/she manages the school. Indications from the research are that schools and, more specifically, where principals and families have a working relationship, the benefits to the school are lasting in terms of learner progress and school development (Wilkes 1992:43). Social networking and, by implication, the availability and accessibility of social capital, therefore are of value to the school. In this study, the key indicators of social capital were used (graphically illustrated in Figure 6) as reference points for the exploration of ways in which social capital could be accessed, mobilised and used to the benefit of education in South Africa.

KEY INDICATORS FOR SOCIAL CAPITAL



*Figure 6: Key indicators for Social Capital
(Adapted from The World Bank – Social Initiative)*

In considering these indicators as used in the subsequent chapter, it needs to be noted that, while the term, ‘effective schools’ refers to cognitive, social, cultural and sport achievements, its use in existing literature refers only to cognitive achievements - reading, mathematics and national examination results. Only a few studies have considered social and affective outcomes Reynolds (1994) in Sammons et al., (1995:27)

2.6 CONCLUSION

Indications from the results of this review of existing literature on social capital and the role it could play in the effectiveness and success of schools are briefly summarised here. In the first instance, it is evident that efforts to improve academic

outcomes and being sensitive to learning and the progress of learners enhances effective schooling. Age should determine how learners are to be rewarded and encouraged to make responsible decisions regarding their learning process and to what extent they want to be involved in their school lives. Appropriate feedback and positive reinforcement, as well as the rights of learners and the ways in which they manage responsibilities are essential to the creation of an effective school climate. Effective schools need teachers who use effective teaching methods in conjunction with good, appropriate planning and organisation, clear objectives, high quality teaching and the maximisation of learning time (Sammons, 1995). Although an appropriate teaching style is of major importance in achieving the best possible results academically, effective schools are also a product of efficient organisation, fitness for purpose, flexibility of approach and intellectual challenges.

Sammons (1995) insists that teaching and learning should be central to achieving effective schools. According to Gray (1990) in Sammons et al., (1995), educators should take note of recommendations emerging from research studies since school effectiveness research by its very nature sets out to identify the components of good practice, the implementation of these recommendations could, therefore, produce better results. According to Sammons et al., (1995:29), however, research findings on what makes a school successful are often criticised as propagating what is a matter of “common sense”. Acknowledging that there is “a grain of truth in this argument, and that it is inevitable that some of the findings are unsurprising to practitioners”, he emphasises the need for the “creation of a well-ordered environment, demanding but realistic levels of expectations that would lead to improved academic performance and social behaviour. He also reiterated research recommendations related to the importance of clearly defining and improving functions and responsibilities, the continuous improvement of educators’ and principals’ professional skills and the benefits of working together in the establishment of systems and procedures for the evaluation of learner progress and well-being.

Sammons et al., (1995) and Gray (1990) agree that although the availability of resources does not necessarily give ‘resource-rich’ schools an advantage over resource-poor’ schools, an effective and efficient pool of human resources creates

stability among staff members and helps with lower staff absenteeism. Parental involvement is also generally regarded as important, although the impact of their involvement is difficult to establish. More information is also needed on factors that increase the accountability of schools and the effect that changes in a government, education system, politics and society have on the climate of an organisation

What was realised from the literature review is that there is as yet very little awareness of the value that social capital could add to school education in South Africa. Neither its conceptualisation nor its accessibility, mobilisation and use are features of the South African educational scene in general, suggesting the need for an in-depth investigation of its potential to improve not only school effectiveness and performance in the country but also to establish relationships between stakeholders across social, racial and class barriers that would benefit schools.

The diversity of cultures, languages, religions, traditions and communities in South Africa necessitates the building of networks, trust, and cooperation if education is to benefit all its peoples. Schools could play a major role in achieving this if they acknowledged and utilised the social capital inherent in this diversity. Existing gaps between people as well as between successful and under-performing schools could be bridged to the mutual benefit of all concerned. Dedicated parents, helpers and stakeholders with the desire and ability to make a difference in the lives of their children will give that little bit more because of the way they were brought up, their culture, their background and their previous experience. These parents should be lured into the system and utilised in a positive way.

Effective schools are the exception rather than the rule in the South African education system. The good news is that there are some effective and successful schools, where the key indicators highlighted in research literature have been implemented in order to turn ineffective institutions into effective institutions. In these schools the principal's leadership, coupled with the shared vision and well communicated goals of the entire school community generate a commitment to the maintenance of a positive learning environment, purposeful teaching, and a partnership where parents have a platform from which to be involved in their

children's learning. High expectations of learners, positive reinforcement and the monitoring of learner progress are key characteristics of these schools, as is their focus on the rights and responsibilities of every stakeholder. The benefits derived from the involvement of all the stakeholders who make their time, skills and knowledge available to these schools is evidence that the utilisation of social capital can, even in South Africa, contribute to the creation of effective and successful schools.

Even though these schools have utilised social capital to their benefit the concept itself and the ways in which it can be accessed and utilised, is still an uncharted terrain in South Africa, especially in the field of education. The research at a school in which social capital was used as a means of changing the school from an ineffective, unsuccessful one into one of the highest performing schools in the country is an example of the transformational potential of social capital in the field of education.

The questions asked before embarking on this investigation were (a) how the school did it, and (b) how other schools could go about accessing, mobilising and using social capital to the benefit of their institutions. The results of this investigation, which are presented in Chapter 4, might provide them with some answers to these questions. The methods followed in collecting the information which helped to answer these questions are described in Chapter 3, which follows.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The main research question directing this study is, 'How school principals access, and use social capital?' To address this question, a qualitative research design was implemented where a school was used as a case study, and data was collected using in-depth interviews and observations. The research design is presented in detail in this chapter in order to justify decisions regarding the school selected, the methods used to collect, analyse and interpret data related to the main research question. There is also a description of the research participants to provide a picture of how a 360 degree perspective was attained. Finally, the steps taken was described to ensure not only that the findings were trustworthy and credible but also that the way in which the research was conducted, was ethical.

3.2 RESEARCH METHODOLOGY

Hesse-Biber and Leavy (2003) describe methodology as the bridge that brings together a researcher's philosophical standpoint (ontology and epistemology) and methods (perspective and tool). They emphasise that it is important to remember that the researcher crosses this bridge throughout the research process, with his/her methodology serving as a strategic but malleable guide.

Essentially, research methodology includes the procedures by which researchers go about the work of collecting and analysing data in order to describe and explain the phenomena being investigated. According to Sandelowski (2000), the words, "method", and "methodology", require some understanding of the world (ontology) and of how to get to know it (epistemology), the combination of which is referred to as theory, philosophy or paradigm. Although method and methodology are often used interchangeably, both connote some theoretical/philosophical orientation to inquiry (Nieuwenhuis, 2015).

This study is rooted in the constructivist paradigm, the premise of which is that human beings are active creators of reality, hence things are the way that we

perceive or make them to be (Nieuwenhuis, 2015). By implication, the construction of meaning involves human beings' attitudinal and mental processes (Nieuwenhuis, 2015).

Denzin and Lincoln (1998) assert that constructivism is by nature relativist, subjectivist and transactional, each of which is based on a different set of assumptions. In relativist research, the assumption is that there is no absolute truth, that the meaning people give to context is based on their own understanding of the context. In transactional research the assumption is that people within a particular situation create a shared understanding of a phenomenon through their interaction. In both cases, their construction of reality is subjective because it is informed by their own perspectives and responses to a particular situation or context. The fact that what people perceived as true was constructed through a transactional process, also imply that the truth created is subjective. This study reflects aspects of all three these features since the focus was on the meanings that the research participants attached to the access and use of social capital by the case study school.

My point of departure was ontologically constructivist, based on my assumptions of reality; my epistemological approach to the investigation of social capital as a factor in the development of effective schools was rooted in interpretivism (Cohen et al., 2007:7). Consequently, data collection was an interactive process, one in which I engaged research participants in discussions of the phenomenon being investigated, interpreting the ways in which they experienced the accessing, mobilising and use of social capital in the optimisation of their school's effectiveness.

The interpretive roots of the research is reflected in the fact that I interpreted the meaning and attitudes of research participants to make sense of their actions and reactions to the accessing and use of social capital at their schools, the study was interpretive in nature. According to Cohen et al., (2007:33), interpretive research focuses on the ways in which individuals continuously recreate their social lives. Because the role of the researcher is to interpret the specific phenomenon at hand, his/her personal involvement is necessary if he/she is to understand research participants' actions and the meanings they attach to their realities. More specifically, an interpretive approach to the study of human behaviour focuses on

individual perspectives, personal constructs, negotiated meanings and definitions of situations. Because of this, they tend to be local and emergent, seeking to claim knowledge in a specific situation, looking for patterns, themes and corroborations. According to Cresswell (2007), studies like these are concerned with how people view a phenomenon or event, that is, the meanings they attach to it. Interpretive studies therefore focus on consensual or synthesised understandings of a phenomenon rather than on an average understanding, with the researcher being an active participant in the deconstruction of meaning.

Given my ontological and epistemological stance, I deemed it appropriate to adopt a qualitative research to the gathering of relevant and valuable information on the ways in which identified research participants understood, acted and reacted to the phenomenon under investigation. More specifically, I attempted to plumb transactional interactions related to their construction and interpretation of the context/s in which they functioned. The use of a qualitative research approach enabled me to employ the interpretive paradigm specifically “to understand the subjective world of human experience” (Cohen et al., 2007:21). To retain the integrity of the phenomenon being investigated, and informed by the claim of Cohen et al., (2007:21) that “Actions are meaningful to us only in so far as we are able to ascertain the intentions of actions of actors to share their experiences”, I took great care to try to understand the inside perspectives of participants.

Where the access and mobilisation of social capital is context-specific and differ from one context to another, the use of a case study design is considered to be most appropriate research design. The reason for this is that case study designs enable researchers to gain an in-depth understanding of the phenomenon under investigation. The school and its context being a bounded system (Yin, 2009), a case study design therefore seemed to be the most appropriate design for my investigation. Data was gathered using a semi-structured interview schedule which allowed participants to express their feelings, attitudes and thoughts regarding the phenomenon under investigation in the form of narratives.

In the sections which follow, more detail are provided on the qualitative nature of the study, the case study design, sampling procedure used, and the data gathering strategies employed.

3.3 RESEARCH DESIGN

The description of the research design comprises two important components, namely an in-depth discussion of the qualitative approach and a detailed description of the case study design.

3.3.1 Qualitative research approach

Creswell (2007) describes qualitative research as an inquiry-based process of understanding in which the researcher develops a complex and holistic picture of a particular phenomenon through the analysis of words, reports, and detailed responses from participants in a natural setting. In this research study, the natural setting is the successful school at which the investigation was conducted, the characteristics of a qualitative research study, as identified by Wicks (2006), Creswell (2007), Berg (2007) and Nieuwenhuis (2015), were designed into this study in the manner described hereafter.

3.3.1.1 Natural setting

Data was collected in a real-life setting, namely the school which served as the case study. All the participants were interviewed in the setting of the school, thus enabling me to obtain information from them in the school environment.

3.3.1.2 Researcher as research instrument

As researcher I designed the interview schedules, took sampling decisions, and collected the data directly from participants trying to get an inside grasp and to fully understand their daily circumstances. I could verify data, using various data collection strategies.

3.3.1.3 Multiple sources of data

I used interviews, observations and my research journal to collect data. This allowed me to obtain a clear understanding of participants' daily circumstances.

3.3.1.4 Participants' meaning

For the purposes of the research it was essential to understand the phenomenon being investigated from participants' perspectives. I needed to understand the meaning participants wanted to convey, not my own assumptions or views.

3.3.1.5 Emergent design

The nature of my research was emergent, as I had to take key research decisions (e.g. of participants to be included) while collecting data, and reflect on the data collected to ensure that I had saturated the collection of data.

3.3.1.6 Theoretical lens

As indicated earlier, I used an interpretivist approach in this study, thus accepting that social reality is typified by a multiplicity of realities since dissimilar people interpret events differently, developing multiple perspectives of an incident during the course of events. To understand how people construct meaning within this multiplicity, I had to enter their world and observe from inside (emic) through the direct experience of the participants.

3.3.1.7 Holistic account

The research aimed to provide an in-depth understanding of the participants and the environments in which they found or located themselves.

Qualitative research usually involves small numbers of participants; therefore, findings cannot be generalised to other participants or settings (Creswell, 2007; Nieuwenhuis, 2014). Rather than striving for generalisation, qualitative researchers focus on the uniqueness of the context observed, hence the strength of the qualitative approach lies in the richness of data emerging from the exploration and description of the specific phenomenon studied. Qualitative research methods and processes are also used for their flexibility. According to Smit (2001:125), “qualitative research takes an interpretive approach to its subject matter – the approach is concerned with discovering and understanding the meanings seen by those who are being researched and with comprehending their views and perspectives of the world rather than that of the researchers... things are studied in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings that people bring to them. Qualitative research begins by accepting that there is a range of diverse ways of making sense of the world”.

“Although human beings can never, and will likely never want to, describe everything that is ‘there’, what they choose to describe will be something that most observers would agree is in fact ‘there’” (Sandelowski, 2000:336).

In order to describe and capture the relevant elements evident within an event, qualitative researchers attempt to gather all the data available as accurately as possible. The actual description of an event, from a qualitative perspective, assists them in the summary of daily activities in terms of what actually happens. They want their data to be valid to a point where other people observing the same event, would be satisfied that (a) their observations were accurate in terms of meanings that participants attribute to these events, and (b) the descriptions of the researchers and the participants were aligned in terms of their accuracy and interpretive validity (Maxwell, 2013; Sandelowski, 2007).

To obtain an in-depth understanding of how social capital is mobilised or activated by the stakeholders and other participants within an institution, “what, why, when and how” questions should guide you as the researcher to get a better and comprehensive understanding of social capital (Vithal & Jansen, 2009:22). “Specific questions will lead to the collection and exposure of relevant data” (Vithal et al., 2009:22). The obtained data should therefore be ordered logically to uncover themes or patterns which could assist the researcher with the identification and creation of criteria for the interpretation of data.

3.3.2 Case study

Researchers across the board typically decide on a focus and specific purpose for a study by deciding which and how many people will be studied, how they will be studied, when the study should take place and in which setting (Smit, 2003). These decisions determine, to a large extent, the design of a research study. I opted for a case study design for the reasons given in the paragraphs which follow.

A case study design is used in qualitative research when the research is focused on a single phenomenon, one which the researcher selects to understand in-depth regardless of the number of sites, participants or documents involved in the study (Schumacher et al., 1993). The value of case studies is, therefore, encapsulated in the findings (Zucker, 2009). “Organisations or programs often are so new that little information exists, outside the organisation, regarding the workings and impacts of the organisation. Case studies are a popular research methodology for these

situations” (Barkley, 2006). Stake (1995) as referred to by Cousin (2005), divides case study research into three categories, viz. Intrinsic, instrumental and collective.

3.3.2.1 Intrinsic case study

An intrinsic case study is chosen when the researchers has an understanding of a specific case as main objective. He/she could also focus on the evaluation of a person’s experience in a case. Generalisation of the research findings takes place within rather than from the case. With an intrinsic case study, the research findings can be published, accompanied by an invitation to other researchers to replicate the study in order to compare the findings.

3.3.2.2 Instrumental case study

The researcher focuses on a specific instance (time), or a specific group of people (participants) when exploring a phenomenon with the purpose of generalising from, rather than within a case study.

3.3.2.3 Collective case study

In a collective case study, multiple cases are selected as focus, with the aim of achieving representativeness. In this instance, case study research aims to generate rich, thick descriptions for analysis and interpretation in order to gain a broader understanding of the phenomenon. A representative sample is not always obtained because of limited access to participants, events and settings.

Regardless of the type of case study design chosen, researchers have to be cognisant of its boundaries – “its physical confines, its activities and the time span of the study” (Cousin, 2005:423). These include, but are not limited to, the following: it should have as primary goal the enhancement of one’s understanding of it (Cousin, 2005); its design should be informed by the researcher’s theoretical perspective as well as by a consideration of the sub-categories of case study design; it has to take place in a naturalistic setting - to ensure that the phenomenon under investigation is understood in terms of its own habitat; the participants’ perspective is central to the process, and data to be collected should link logically in order to make sense and ultimately answer the research questions directing the study.

Informed by these different case study designs as well as the provisos listed above, I opted to do an intrinsic case study in order to obtain a better understanding of social capital and its role in the creation of a specific successful school. Since my intention with this study was to explore the reasons for the excellent performance of a specific organisation (Smit, 2003), a school, in this case, my theoretical perspective was informed by organisational theories specifically related to effective school management. Having taken cognisance of the inevitable challenges typical of case study research - which questions to study, which data are relevant and collectable, when, from whom, and how should it be analysed – it was nevertheless decided that a case study design was the best, most logical option for the purposes of the study.

3.3.3 Case study sampling

According to Patton (1990:182), “Purposeful sampling selects information-rich cases for in-depth study. Size and specific cases depend on the study purpose. Extreme or deviant case sampling is learning from highly unusual manifestations of the phenomenon of interest, such as outstanding successes or notable failures, top of the class or dropouts, exotic events, crises.” “The logic informing case study design is that learning about phenomena is heightened by looking at exceptions or extremes” (Nieuwenhuis, 2015). Although sampling was done with a specific purpose in mind, which is to gather information from teachers, learners, parents and community members closely associated with the school that is being regarded as successful, the participants were selected purposefully as they could shed light on the phenomena, social capital.

Patton (1990) suggests that the size of a sample in qualitative research should be determined by what it is that the researcher wants to accomplish regarding knowledge to be gained, the rationale for the research, points at which data saturation should occur, credibility, and constructive use of time and other resources. Generally, though, sample sizes in qualitative research should not be so large that it becomes difficult to extract thick, rich data (Onwuegbuzie & Leech, 2007:242). Neither should it be so small that it is difficult to achieve data saturation (Flick 1998; Morse 1995; Sandelowski, 1995), theoretical saturation (Strauss & Corbin 1990), or informational redundancy (Lincoln & Guba, 1985).

3.3.4 Setting

The case study chosen is a high school in the Limpopo Province which was effective across a range of activities - academic, sport and cultural - although it is a medium-sized school, in terms of learner enrolment, has only two feeder schools, is not the preferred choice of well-performing learners from the feeder schools, as some prefer to enrol at macro-schools in larger centres, and experiences political and other challenges related to admission. The reason for the decision is that, regardless of these challenges, this school is regarded as one which offers learners multiple opportunities to achieve success.

3.3.5 Research participants

The principal of the school was interviewed first and then other candidates were interviewed. Other candidates purposefully sampled, also included six learners who were performing well academically and on the sport field. Other research participants were five Level One educators, who had at least three years' teaching experience, and five business-men and -women who support the school.

The public relations officer of the school, who knew the culture and climate in which the school operated, was also very helpful, directing me to other people who, she thought might have information pertinent to the investigation. Without her assistance I might not have been able to include the views of parents and other stakeholders who contributed to the school by giving it access to their social capital. She also helped me to steer clear of 'gatekeepers' who might have prevented me from collecting data on certain issues.

3.3.6 BACKGROUND INFORMATION ON THE RESEARCH PARTICIPANTS

Business men and women:

Five businessmen and -women were identified as contributing to the success of the school. These individuals are owners or managers of their own businesses in the local community. They are professional, respected members of the community who want to make a positive contribution to the community and who regard the school as the means towards the achievement of this aim. To ensure their privacy and my

adherence to the ethical requirement of confidentiality, I do not refer to them by name. Instead, I use what I perceived during my interviews with them as their strongest, or most dominant character trait.

a. Leader

A leader makes his time, skills and knowledge of how people operate available to others and uses his/her networks to their advantage. The research participant who I perceived to have done so, used all of these traits to the advantage of the school which served as the case study. One of the people who formed part of this person's network and whom he roped in to contribute to the school's development was a prominent figure in South African athletics sector, who committed himself to training the school's athletes annually in preparation for the pending athletics season. The social capital which Leader therefore made available and accessible to the school was his network contacts.

b. Trust

As indicated in the literature review, trust is critical to the voluntary sharing of social capital. In this study, the research participant who contributed most to establishing trust between people not only made himself and his time available to serve on the school governing body thus sharing his social capital - personal resources, skills and knowledge available to the school, but also worked intensely with the community in which the school was located by involving himself in community matters. In doing so, he brought about change for the better, both in the community and in the school. One of his initiatives was to participate in a 210-kilometre race to raise funds for the town's elderly. He covered the distance in 30 hours, in the process creating an awareness of the vulnerability of old people. This is a definite exponent of social capital.

c. Servant

The research participant whose strongest character trait, according to me, was to serve, used his networking as chairperson of the SGB to obtain valuable sponsorships for the school. He demonstrated his willingness to serve by supporting structures and the people in charge of these to perform their duties with drive and passion. He also made his own resources available to the school by making

transport available to learners who had to attend sport practice and go on sports tours. The time and support that Serve offered is, as indicated in my literature review, an exponent of social capital.

d. Planner

Planner was the problem solver. Except for being a prominent contributor of knowledge and a skill set which greatly benefited the learners and the school, Planner made available his time and support to all those who had a stake in the development of the school, contributing specifically to the dietary and other needs of the school's athletes.

e. Participant

Participant was the motivator. Although she has a fulltime career, she contributed to the learners, athletes and the school by making her time available and supporting the learners with coaching and tactical advice related to their participation in athletic events. She created a feeling of trust and togetherness among the athletes she coached, something which instilled in them a passion and commitment typifying the school spirit / 'gees'. It was because of her contribution and what she achieved that more and more people wanted to be involved in school activities, hence the increased cooperation of all stakeholders.

3.3.7 Teachers

Five teachers as well as the principal were participants in this study. All these teachers were visibly involved in school activities - academic, sport, culture and leadership. At the time the study was conducted, they had been teaching for more than ten years at this specific institution and were therefore very familiar with the set-up of the school. In the sense that they contributed towards building, improving and maintaining social capital on the one hand, and creating opportunities for learners, parents and members of the community to access social capital on the other, they are social capital providers/distributors.

a. Communicator

Any teacher will confirm that a school totally consumes his/her time, but that the rewards of allowing this to happen are worth it. This reality was particularly evident in Communicator, who made her time available to the school whenever and wherever it was needed. Her support to the school principal and school management team in particular serves as evidence of her willingness to share her social capital with others.

b. Discipline

Teachers will often be contributors of social capital because of their time and support they make available to introduce and explain the importance of discipline at school level as well as the value discipline has to each child when they become adults. *Discipline* creates a trust relationship between himself and the learners that he teaches in order to transfer his knowledge and skills to benefit every learner individually. This teacher expresses the value of discipline in schools by teaching the learners discipline and self-discipline to assist them to become well-adjusted members of the community.

c. Co-operator

Working together in any school is central to the achievement of successful outcomes. The role that cooperation plays in relation to success does not go unnoticed and it is here that Co-operator made the greatest and most valuable contribution: her mission was to always get everyone's cooperation, to create that important feeling of "we" and "us". It is this feeling, brought about by co-operating with one another, that is one of the key elements of social capital.

d. Visionary

Visionary acknowledges the fact that everyone involved in a school should work towards achieving the same goal. They should, therefore, use their combined resources and trust in each other's full cooperation to this purpose. Informed by this conviction, Visionary invested her time, support, resources and skills to inspire people to work towards the vision they all had for the school and to maintain and improve the usage of the social capital available in all of them to this purpose.

e. Parent

All the stakeholders, teachers, learners, members of the community and, most importantly, the parents could, and should, play a prominent role in children's lives. The participant to whom I refer to as Parent was committed to ensuring the involvement of parents in their children's school lives. In addition to this, she took on the role of surrogate parent by diligently sharing her knowledge and skills as a teacher by running extra classes and giving her time to support learners in need of these. In doing so, Parent reflects one of the ways in which a teachers' social capital could benefit the school.

3.3.8 Learners

Six Grade Eleven learners who performed well academically, culturally, or on the sport field participated in the research study. Some of them were either among the Top Fifteen academic achievers, some excelled in sports like athletics, rugby, netball or hockey, and some were involved in the mass revue, a cultural event hosted by the school every second year. These learners' involvement in school activities, and the fact that their parents want to afford them the best opportunities possible, set the scene for the use, accessibility and mobilisation of their and their parents' social capital. The learners created a platform from which their parents could access the social capital inherent in the broader school community, thus creating the opportunity for not only their parents, but also the community, the school, and teachers to reap the benefits of shared social capital. In turn, the learners are reaping the rewards of the mutual benefit that teachers, learners, parents, members of the community and the school that used this platform to this purpose derived from doing so.

a. Support

Support realised the enormous impact that learners who excel could have on other learners, especially those in the lower grades, by setting an example of how to share the social capital inherent in each person. Every learner who was interviewed seemed to be contributing to the accessibility and usage of social capital to help the school to be effective and successful. Support assisted new learners and grade 8 learners specifically to adjust to the new environment in which they needed to function by making them feel that they belong and that they are part of the school.

b. Attitude

Attitude feels that the way in which people show their support and care creates trust and togetherness. The way in which the principal addresses and handles the learners helps to further assure them that they are important and part of something bigger and that everyone matters. This had a significant effect on the attitude of every individual learner as well as the attitude of the school in general. Suddenly everyone wanted to be part and make a contribution and make available their social capital to improve the school and leave a legacy worth pursuing.

c. Acknowledgement

Acknowledgement unselfishly highlights the role that involved and supportive parents play in the development of the school in general and their own children in particular. According to her, learners whose parents are visible and supportive at sporting events, even in cases where the school does not win, strengthen and contribute positively to the social capital – and spirit – of the school.

d. Partnership

Partnership feels that the discipline in the school is important and plays a role in the effectiveness of the school's operation. The day of prayer hosted by the school annually, for the learners, teachers and interested parties is a highlight, as these actions/events bring everyone together and where they hold hands in a gesture of trusting each other and building partnerships that will probably last for many years to come. It seems that there is a realisation that together they are stronger and the partnerships form voluntarily.

e. Continuous improvement

Continuous improvement feels that everyone should always strive to improve on their previous attempts since their continuous efforts could have a ripple effect on other learners who are struggling, encouraging them to keep on trying until they succeed. The same principle, according to this learner, applies to the community: it should continue to contribute their social capital to the school even if, at first, it seems to make little difference.

f. Network

Network believes that the spiritual and religious events on the rugby field annually connect the learners and teachers and community members and make them experience that they are part of a network where they can tap into to achieve some of the goals they set to themselves. Sporting events against better opposition also brings every team member closer to each other and it helps to build an expectation of progress. The network created by involved people made access to resources easy because everyone worked towards the same goal, which is to perform better each time. If you need specific resources, people that are part of the network will use their contacts to make available those resources.

3.3.9 Principal

The principal that brought about these changes and, according to research participants, acted as the architect of this successful school, was interviewed to provide first-hand information pertaining to his involvement, his actions, and the decisions he took. I therefore refer to him as a ‘Game Changer’.

In order to change the ‘game’ – i.e. the way the school operated - *Game changer* gave a considerable amount of his time, effort and excellent leadership skills towards creating an effective and successful school with a culture of “we” and “us”. His efforts to create a positive school climate not only rubbed off on teachers and learners but also spilled over onto the parent community. Realising that school fees were used to their children’s benefit, parents willingly paid these. Game changer also used his exceptional networking and coordination skills to influence the outcomes of this endeavour. What and how he went about doing this (see Chapter 4), reflects some of the ways in which social capital could be accessed and used for the development of schools and communities.

3.4 DATA COLLECTION PROCEDURES

The tools used to collect data in this study involved the use of interviews and observation.

3.4.1 Interviews

Semi-structured interviews was used as a method of collecting data relating to social capital. Individuals were interviewed in a conversational, narrative manner. Schumacher et al., (1993:251) describe semi-structured interviews as “questions... phrased to allow for individual responses”. Questions, according to them, are “open-ended” but “fairly specific” in their “intent.” In this study, parents and other stakeholders were invited to participate, being informed that the information they provide would form part of a research project, that their participation was voluntary, that they could stop the interview at any time and that they did not need to answer specific questions if they felt uncomfortable answering them. They were also made aware of the fact that the information would be regarded as confidential and that, if they wanted to end the interview it would not be held against them in any way. Participants were given the opportunity to ask clarifying questions and were informed that the interview would be recorded if they agreed. An invitation letter to be part of the research as well as an agreement to take part in the research were issued to and signed by all participants before the interviews commenced. Interviews were only conducted once a participant had given his/her informed consent.

Parents and other stakeholders who wished to participate in the study agreed to be interviewed. Since the questions in the interview schedule might not give the whole picture regarding the use of social capital, additional questions were asked regarding the available facilities and background of the school community, including the parents, resources, available time and support, knowledge, skills and trust as well as about individual cooperation between the stakeholders.

The same procedure was followed throughout concerning the arrangement of the time and place when the interview would take place, the explanation of how the interview would be conducted, and the thanking of participants for their time and willingness to be interviewed. Participants were also informed about the reasons for the research being conducted, that is to uncover elements of social capital’s role in effective schools and to determine perceptions on the nature of social capital. Participants were also made to feel comfortable about sharing their feelings, ideas and thoughts with the interviewer.

The reasons why semi-structured interviews were used was that they would give participants a platform from and a safe environment in which they could share information that could lead to an enhanced understanding of how social capital was accessed and used to benefit the school. Questions were asked in terms of what participants felt about and experienced the school to be like in the past, how they felt and thought about the school at the time of the interview and how they thought, felt and envisaged the future of the school. By obtaining this information from people who were directly and indirectly involved with the school I managed to obtain thick, rich information about the availability, accessing and use of social capital at the school.

3.4.2 Observations

Observations were conducted at school events with the specific intent to identify which people were involved in what and who offered their help to the benefit of the school. In addition, newspaper articles, advertisements, school communicator sites, and other relevant documentation was studied to identify possible sponsorships and businesses and to determine their reasons and motivation for being associated with this specific institution. Sponsors generally wanted to be associated with successful and effective well-organised institutions where they could introduce and promote their products or services.

According to Cohen et al., (2007), observation maybe factual and reflect the observer's perception of events, behaviour or qualities. Observation could take two forms, that of the 'participant observer' or the 'complete observer'. Participant observation is evident in degrees of participation when the 'observer is also the participant', known to the group, and does not have much contact with the group members outside the research. This kind of observation is useful in the study of small groups, the researcher staying with the participants for a prolonged period in order for the participants not to change their behaviour on account of the researcher's presence (Cohen et. al., 2007). In the case of a 'complete observer', participants do not realise that they are being observed. Here there is no contact with the observed, an example being observation through a one-way mirror. As a 'complete participant', the researcher stays with the group in order not to reveal his or her identity.

Table 3.1: Elements that need to be present when a setting is observed.

Space	The physical setting
Actors	The people in the situation
Activities	Related acts that are taking place
Objects	The artefacts and physical things that are there
Acts	The specific actions that participants are performing
Events	The sets of activities that are taking place
Time	The sequence of acts, activities and events
Goals	What people are trying to achieve
Feelings	What people feel and how they express this

(Checklist of content of field notes, adapted from Spradley, 1980 in Cohen et. al., 2007)

3.5 SELECTION OF RESEARCH PARTICIPANTS

The research participants and the procedures for selecting them were described earlier as part of the description of the research setting. In this section, the focus is on the criteria used for selection only.

3.5.1 SELECTION CRITERIA

Several authors, including Yin (2003) and Stake (1995), suggest that setting boundaries for a case study could prevent it from becoming too broad and unfocused, hence the need for selection criteria. To be able to select relevant participants and adhere to the necessary criteria could be accomplished by binding a case in terms of (a) time and place (Cresswell, 2003); (b) time and activity (Stake, 1995), and (c) definition and context (Miles & Huberman, 1994, in Nieuwenhuis, 2015).

Two of these criteria were used – time, place and activity, and definition and context – to purposively select participants for the study. In terms of the former (time, place and activity), participants from teachers, learners and parents were purposively selected as they were regularly engaged in cultural and sporting activities on school premises and actively involved in matters concerning the school. Most of the potential participants also formed part of a network of social organisations

characterised by an atmosphere of trust and the ability of people to work together. In terms of the latter, definition and context, I selected, as a first step, volunteers – stakeholders who willingly engaged in school activities and events, contributing to these without expecting anything in return. As a second step, I selected from these volunteers only those who had shown that they could cooperatively work together in order to accomplish an end result which is mutually beneficial. As a final step, I selected from this group people who were skilful, who reflected that they possessed the kind of social capital (as defined by Putnam, 1995) associated with social organisation - networking, norms and trust that facilitate coordination and cooperation for mutual benefit, in other words. Participants who had been co-opted on a planning, organisation or evaluation committee or activity aimed at benefiting the school and, ultimately, the child, were therefore considered prime candidates for selection.

Those eventually selected as participants all satisfied these criteria in that they were well connected and were willing and able to offer their time, knowledge and skills to help create a functional platform for the coordination of activities in which all concerned worked together to benefit the learners and the school specifically – social capital, in other words.

With the research question in mind, people that were involved in the school were selected to gain information most relevant and useful to the study on the use of social capital for school development. All the participants were selected in terms of this purpose; all of them had the potential to provide the information that is needed for an in-depth study of this phenomenon, and all of them played a part in the development of the school through their involvement in, coordination of, and cooperation during activities and events related to the development of the success of the school which constituted this case study.

3.6 DATA ANALYSIS PROCEDURES

“Qualitative data analysis is an ongoing and emerging process; it does not only happen at the end of the study” (Smit, 2001:135). According to Cohen et al., (2009:461), it involves organising, accounting for and explanation of the data if the researcher is to make sense of participants’ definitions of the situation and the patterns, themes, categories and regularities emerging from the data analysis

process. Since qualitative data analysis often relies heavily on interpretation and, because there are frequently multiple interpretations to be made of qualitative data, the analysis of data is an essential part of qualitative research.

“...some studies include a lot of verbatim conversations; others use fewer verbatim data. Some researchers feel that it is important to keep the flavour of the original data, so they report direct phrases and sentences, not only because they are often more illuminative and direct than the researchers’ own words, but also because they feel that it is important to be faithful to the exact words used”.

(Ball, 1990 and Bowe et al., 1992, in Cohen et al., 2009:462).

To analyse literally means to condense and break down the data, an action to which Miles and Huberman (1994) refers as ‘coding’, and Dey (1993 in Smit, 2001) as ‘categorising’. Regardless of the term used, this meant that data should be organised, reduced and described (Schwandt, 1997:4 in Smit, 2001). Meanings should be linked to the thoughts and attitudes of the participants, and the understanding of these meanings should be compared with the researchers’ own perceptions and understanding of issues at hand. The researcher should, moreover, document and cross-reference all evidence (Dey, 1993 in Smit, 2001).

According to O’Connor et al., (2017), the analysis of data obtained in qualitative interviews is a consecutive, five-step process: (i) organising the (raw) data; (ii) finding and organising ideas and concepts; (iii) building over-arching themes from the data; (iv) ensuring reliability and validity in the data analysis and findings, and (v) finding possible and plausible explanations for the findings. Vithal et al., (2009:27) reduces it to three steps: (a) scanning and cleaning data by reading and evaluating it in terms of accuracy, and completeness and consistency; (b) organising data through description, comparison and categorisation, and (c) evaluate the ways in which data is presented in participant responses and statements.

According to Vithal et al., (2009), short, focused interviews could be repeated to confirm and strengthen initial findings and conclusions. Moreover, data should be organised in diverse ways to keep the researcher from reaching premature conclusions. This might include the use of flow charts, frequency tables and the reorganisation of data to establish a pattern or clearly indicate differences. Reference to the original research question will also help the researcher to draw more accurate conclusions.

According to Seidel (1998), the analysis of qualitative data is not, however, a linear process: it is iterative, holographic, progressive and recursive (see Figure 7). It is iterative and progressive in the sense that “it is a cycle that keeps repeating. For example, when you are thinking about things you also start to notice new things in the data. You then collect and think about these new things” (Seidel, 1998:2). It is holographic in the sense that “each step in the process contains the entire process. For example, when you first notice things you are already mentally collecting and thinking about those things” (Seidel, 1998:2). It is recursive and progressive in the sense that the analysis of any of the parts could take the researcher back to information that he/she had already collected, described or analysed. In returning to these, he/she might uncover new aspects or insights relevant to the kind of in-depth study typifying qualitative research (Seidel, 1998).

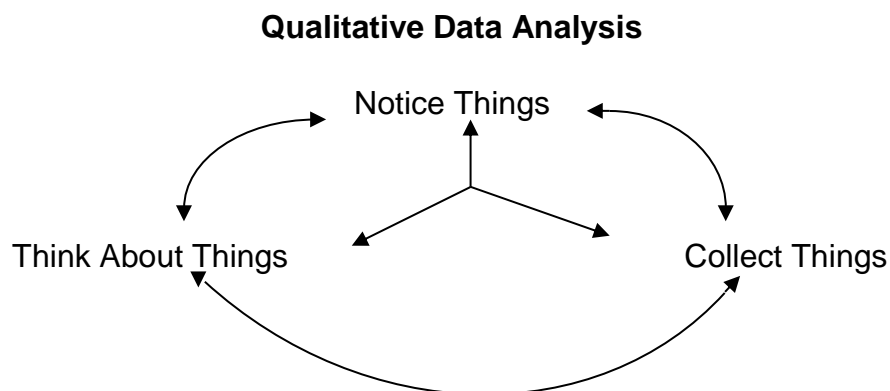
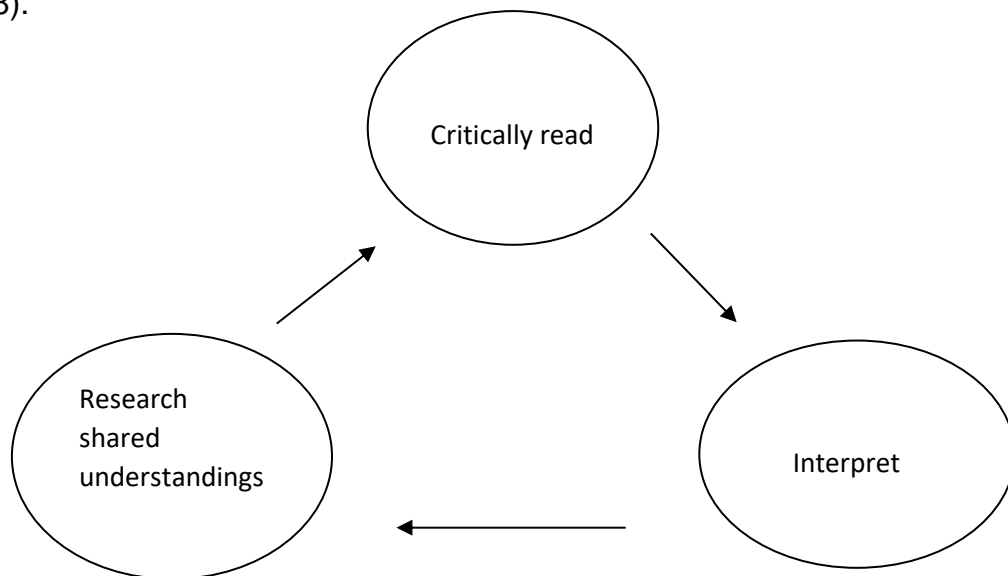


Figure 7: Qualitative data analysis is not linear and is regarded as a continuous process (Seidel, 1998:2).

Tacchi et al., (2007:3), implicitly concurring with Seidel (1998) describes qualitative data analysis as “quite messy and unstructured ... it is not a neat and simple process”. Hence, like Seidel (1998:3), they claim that it “involves a repeated process of critically reading, interpreting and reaching shared understandings of your data” (Figure 8).



*Fig 8: Qualitative data analysis to organise, manage & analyse systems
(Tacchi et. al., 2007:3)*

Having taken cognisance of these views I organised the data in terms of participants’ past, present and future experiences and expectations of the school’s effectiveness and success. I also took specific steps to ensure the credibility and trustworthiness of the research procedures and findings. These steps are described in the section which follows.

3.7 ENSURING RESEARCH TRANSFERABILITY

Quantitative research is only regarded as valid and reliable if other researchers find no fault in the research process, do not doubt the veracity of the research findings, and agree with the logic informing the researcher’s testing of his/her hypothesis. Qualitative research, on the other hand, is evaluated in terms of its trustworthiness and credibility. Establishing these requires the replication of the original study in another, basically similar, context/situation, using the same methods with more or

less the same selection of participants. If the replicated research does not yield the same results as the original, its trustworthiness and credibility might be questioned.

Explicitly ensuring the credibility and trustworthiness of qualitative research is particularly important since the interpretive nature of qualitative research lends itself to researcher bias. The way in which the researcher phrases questions during an interview, the influence of his/her perspectives or preconceived ideas about the phenomenon might result in a biased analysis or interpretation of data. He/she might even manipulate the results in the way he/she organises/categorises raw data and presents the findings emerging from the analysis of categorised data in able to support his/her understanding of or ideas on the phenomenon concerned. Evidence of being biased would inevitably result in the research being regarded as untrustworthy and undependable (Cohen et al., 2007; Shumacher et al., 1993).

3.7.1 Trustworthiness and transferability

“If the method used to investigate a phenomenon in qualitative research is of an acceptable standard, if it investigates what it intended to investigate, and if there is a fitting correlation between the explanation and the description of a phenomenon, the information gathered is likely to be trustworthy and credible. The greater the range and variation of people, procedures and research sites in a qualitative study, the more it is likely to yield similar findings and conclusions and, by implication, criticism of its trustworthiness and credibility. Former model-C schools face similar challenges in terms of their quest to perform on academic, sport and cultural levels and to be regarded as a first choice school. This study can be beneficial to communities because transferability can take place, although in a small sample, as a value system can be introduced and the possible success from the introduction may be transferred to another site. Crystallisation should help to improve the trustworthiness of findings because it reflect emerging realities, implying that trustworthiness of qualitative research findings and conclusions become clearer over time (Nieuwenhuis, 2015).

3.7.2 Credibility

Merriam (1998) as cited by other researchers (Smit, 2001; Cohen et al., 2007; Schumacher et al., 1993), posits that credibility refers to the consistency with which

results can be replicated by other researchers, investigating the same phenomenon. In other words, the dependability of results will have more value when multiple methods of data gathering were used and where so-called 'trails' (audit trails) indicate how a researcher reached the conclusions he/she did, and how the data he/she collected are linked to these.

The more precise, accurate and stable the measurement of data, the more dependable the results and findings would be. A researcher could, for example, ask another observer with the same theoretical framework and observing the same phenomena whether or not he/she would have interpreted the data in the same way, hence testing the credibility of the study.

Steps that was taken to avoid bias are minimizing my own opinions and expectations in terms of what I think about social capital, not having pre-conceived notions in terms of the interview data, being objective towards the interview process as well as the interviewees, no alterations was made in relation to the sequence of the interview questions and no changes was made to the words used in the interview questions. In terms of ensuring trustworthiness, it was done through the use of well-established research methods in qualitative research i.e. interview. Although purposive sampling was used, random sampling of individuals were introduced for them to serve as informants. Triangulation was involved in terms of a wide range of informants that were involved. Viewpoints and experiences of individuals are verified against others to obtain a rich picture of the attitudes and behaviour of involved people. Honesty in the participants were ensured when they were given an opportunity to refuse to participate and in this way only participants that are really willing to participate were involved. The fact that the participants were made aware of the researchers' independent status, contributed in obtaining valuable data as the participants have freedom of speech in terms of their experiences and attitudes and knowing that they could remain credible in the eyes of their managers and superiors in the organisation. Member checking on the spot, also contribute to confirming the accuracy of the data obtained

3.8 ETHICAL CONSIDERATIONS

The main areas in which a research code of ethics could fall short with regard to the involvement of research participants are related to their informed consent, the

confidentiality with which the researcher treat their inputs, and the consequences of their involvement in and responses during interviews. Because of this, researchers are obliged to get permission for their research from 'gate-keepers'. In the case of this research, these were located in the Limpopo Department of Education. In order for them to consider the application, they had to be provided (in writing) with all the relevant information related to the proposed research. The information needed included the reasons for research, its duration, type of research participants, and the procedures that would be followed in engaging and obtaining information from them.

3.8.1 Informed consent

According to Cohen et al., (2007), informed consent implies that the participants should know exactly what the consequences of the research are, and that their privacy and right to freedom may be restricted by the proposed research. The researcher should make them aware of the fact that they could refuse to engage in further research if they felt that their rights were being infringed in any way. They should, therefore, be provided with all the relevant information before they make any decisions regarding their participation or not in a research study. This, according to Cohen et al., (2009:51-55) compels the researcher to describe and explain to participants what the research is about, why the research is being conducted, which procedures would be followed during the research, whether or not there are any benefits or incentives involved in their participation, what their rights and obligations are in terms of participation in or withdrawal from the study. As indicated earlier, all of this was done as part of the selection and preparation of potential participants in the research.

3.8.2 Confidentiality

Confidentiality is the right the participant has to privacy. The researcher should respect the participants by not making any information concerning the participant's public. If sensitive issues are researched or focused on, the researcher must guarantee confidentiality. If a promise is made it should be kept. The participants are helping the researcher and therefore the participants should feel comfortable that their contributions will be kept confidential.

Cooper and Schindler (2001:117, in Cohen et al., 2009: 65) suggest that confidentiality can be protected by means of “signed statements indicating non-closure of the research, restricting access to data which identify respondents, seeking the approval of the respondents before any disclosure about respondents takes place, non-disclosure of data.”

Every participant as well as the data obtained will be regarded as confidential as stipulated in the signed documents pertaining to confidentiality.

3.8.3 Consequences of interviews or ethical dilemmas

In no way are the participants marginalised or victimised because they formed part of the research process. In fact, they can convey the positive experiences and attitudes and feelings they encountered by firstly being part and contributing towards the success of the school and secondly the positives outweigh the negatives by a huge margin and they have opportunities to continue making these positive contributions by accessing and using social capital to enhance their success and effectivity even further. Ethical clearance conditions were followed to the letter to ensure that the participants do not experience any negative consequences relating to the research conducted.

3.9 CONCLUSION

This chapter focussed on the research methodology as well as the use of a case study as research design. The necessity of describing the sampling process, giving background information on the research participants, how data were collected and analysed, how validity will be ensured as well as in which way ethical considerations were adhered to, is to bring the reader up to date as to what was done in terms of the research, how it was done and reasons as to why it was done, using the respective research tools.

In Chapter Three I described and justified the research methodology after general information were given in Chapter One as introduction of the role that social capital plays and the orientation to the purpose of this investigation as well as what I learnt in a literature review in Chapter Two, in relation to the topic of social capital and the role it plays and could play in effective management of educational institutions.

In Chapter Four I will present and discuss the data by measuring people's perceptions and experiences of Social Capital, taking in consideration the research framework and the rationale for this study. In Chapter Five I will be providing answers to the research questions and make conclusions on results of data analysis that was gained from a literature review of Social Capital.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The research at hand focused on a school that is regarded as successful. In this chapter, data is presented which was collected in order to answer the main research question, namely, 'How school principals access and use social capital?' In conducting this research study, this particular school is evaluated in terms of what happened in the past, what is currently happening, and what should be done in future for it to remain successful, effective and efficient.

In the previous chapter, the approach followed is described in detail in selecting the school that was used as site for the research. The selected school is widely regarded as successful in terms of academics, sport and cultural events. My research was aimed at establishing what could be learnt from the school serving as case study in order to identify ways in which other schools could emulate what this school was doing so that they, too, could become successful, effective and efficient. Informing this aim was the belief that, in a constantly changing and uncertain educational climate, schools and school communities in South Africa should take hands, trust one another and look into ways that could benefit the community as a whole.

If a school is regarded as successful, the questions one would ask are probably: (a) When is a school regarded as successful? (b) Which criteria are used to determine its success? (c) What did the school do to become successful? (d) Who took charge and steered the school to experience stability, unconditional trust, and a sense of belonging, ownership and responsibility? (e) Was there a specific moment or incident that served as spark for the school to improve its performance and achievements? (f) How was this journey to success initiated, and what exactly was done when it was discovered that there was room for improvement and that the current situation in the school was not ideal and rewarding?

These are not only very challenging, but also relevant and necessary questions. To answer them, one not only has to collect usable, complete and accurate data but also has to evaluate all the data relevant to the questions. Seidel (1998) identified three aspects regarded as of paramount importance in the analysis of qualitative data (see Figure 7). When one starts to collect data, one notices new things and ideas, at the same time thinking about these things or ideas that you collected and noticed, and then you focus on collecting the things that you noticed and think about. It is like figuring out where the different pieces of a puzzle fit (Seidel, 1998) but in the process of describing, comparing and categorising the data, analysis becomes less overwhelming (Smit, 2001).

Tacchi et al., (2007) emphasise the importance of critically reading and examining data in order to interpret it, (Figure 8) in such a way that a shared understanding of the meaning of the data emerges. In this study, the data was analysed in terms of what happened at the selected school in the past, in relation to the people who were involved and the actions that were taken to improve the situation, to determine whether it used to be average, good, or great. The introduction of a positive and exciting way of thinking, taking on, and addressing, challenges, was explored in depth.

Data on the situation current at the time of the study was also analysed and discussed with a view to evaluating the processes used in accessing and using social capital, the focus being on which actions were taken at the time, by whom they were initiated, and how they were executed. What the stakeholders felt and thought then, and what their attitudes were towards the future and the feasibility of social capital within the school institution, definitely needs to be further analysed and investigated. Data emerging from participants' remarks and responses was analysed and evaluated in depth in order to gain a contextual understanding of the situation at the time of the investigation.

4.2 PRESENTATION OF DATA

The data collected at the school in question was both valuable and relevant to the original research questions and aims. In using the data to answer these questions

the following were taken into account: differences in the location, socio-economic status and background, demography, available resources, teacher-learner ratio, and challenges faced by schools in South Africa. Being cognisant of these, I also took note of the nature and extent of parental and community involvement in school matters in relation to school leadership and efforts to introduce transparency and create opportunities for one and all to become involved and contribute to the development of the school concerned.

The presentation of data in this chapter is informed by a tripartite purpose, namely to determine how things at the selected school were done in the past, how it was being done in the present, i.e. at the time of my study, and how it would or might be done in future.

To ensure, moreover, that the focus of the investigation remained on social capital, it was decided to combine participant responses and comments and to present these in terms of the key variables of social capital - professional leadership, shared vision and goals, learning environment, a focus on teaching and learning, purposeful teaching, monitoring progress, pupil rights and responsibilities, home-school partnerships, and learning organisation.

4.3 BACKGROUND INFORMATION ON THE SCHOOL:

The school serving as the research site was an Afrikaans-medium school, that is, Afrikaans was its language of learning and teaching. Established as a secondary public school in the 1940s, it accommodated learners from Grade 8 to Grade 12. Because the academic component of education was considered as of primary importance at this school, its academic performance was exceptional. It also fared well in sport and cultural competitions against other schools in the region even though these two components were considered of secondary importance, their value being that they contributed to the development of learners into fully-rounded human beings.

Most of the learners at the school came from surrounding farming areas, hence they made use of the available hostel facilities for boys and girls as a matter of course, typically going home only at the end of each term when the school closed for the

holidays. Indications from the data are that this – the fact that the hostels served as their ‘home away from home’, in the past, that they regarded their hostel friends as ‘family’ – instilled in learners a culture of togetherness and a special spirit of trust and self-belief.

All of this changed in 1994, when a new democratic government came into power in South Africa. In the first instance, a large number of black and Indian learners, who were not Afrikaans-speaking but who preferred to attend what was then a Model C school, were enrolled as learners at the school. The school, obliged to comply with new education legislation which gave learners the right to choose in which language they wanted to be taught – English, in the case of the new cohort of learners – had to restructure the school to include both Afrikaans and English-medium classes in all five grades. Afrikaans-speaking parents began to move their children to schools where the Language of Learning and Teaching was only Afrikaans, and vacant spaces were filled by, mostly black, children who opted to be taught in English. Not only did learners from the different racial and language groups struggle to find common and middle ground, but teachers’ workloads doubled because budgetary constraints did not allow for the appointment of additional – English-speaking – teachers. In the second place, the number of learners who stayed at the hostels decreased, resulting in the boys’ hostel closing down, and part of the girls’ hostel being made available to boys. In the end it was not only the language of instruction which changed but also its demography, culture and ethos.

Although the school still competed against other schools in surrounding areas, they did not perform particularly well. Racial and language tensions affected inter-relations among learners as well as between learners and teachers. Disciplinary problems, racial, language and cultural conflicts became the norm rather than the exception. Nobody seemingly had the courage to address these for fear of being accused of racism, unfair discrimination, preferential treatment, and unwillingness to change with the times. ‘Keeping the peace’ became more important than ‘keeping order’ or ‘striving for excellence’.

The lack of professional leadership and the absence of a common vision and goals further compromised the teaching and learning environment. In short, although the school adhered to the letter of the law, there was little evidence of any attempt to also

operate in the 'spirit' informing the same. Parents', teachers' and learners' attitudes towards the school, education, one another, and change in general, was negative: everybody felt betrayed, unwelcome, demotivated and disinclined to be involved in any school activities. It is therefore not surprising that the school was no longer anybody's 'first choice of preference'.

It was obvious that it would take a lot of time, hard work, and effort to get all the learners of the school to work together, to trust one another, and to put notable performances on the table again. Parents and teachers who supported the changes and those who did not would have to work together to adapt to these changes if the school was to get on track again. By implication, this would only happen if there was visionary leadership, good planning and effective management.

In 2005, the principal of the school retired and was replaced by a new one. This was a key turning point in the history of the school. The new principal, with the help of the school governing body, was determined to restore the school to its previous status, addressing factors that had made it dysfunctional and inspiring all the stakeholders in the school to buy into his vision of a school of excellence. It is this vision, the actions taken to turn the school around, and the roles played by different parties in accessing and using available social capital to this purpose that is the focus of the sections which follow. In describing these, I have expressed the feelings, experiences and thoughts of participants as shared with me during interviews, using pseudonyms (see Chapter 3 p55 - 61) to protect their identities as required in the ethical principles informing academic research.

4.3.1 Professional leadership

The first thing the principal did was to create opportunities for teachers and other stakeholders to indicate where they thought the school as institution should be going, thus displaying professional leadership. *"I think what the principal managed to do as I said, was to get people not necessarily thinking along the same line, to work together. In this way he played an explicit role to put people together to work as a team, although they do not necessarily have the same vision"*, is how one of the

research participants summarised this approach. This comment is a reflection of the quality and acknowledgement of the principal's **leadership** abilities.

The second thing he did was to identify strong leaders on which he could count in efforts to accomplish a shared vision for the school. Delegation of functions, and putting the right people in charge as chairpersons of committees, where they were held accountable and responsible for the success and achievements of the specific committees ensured that everyone knew what was expected of him or her and what role he/she had to play in accomplishing a better and more successful future for the school. This participatory **management** style resulted in the leadership structure of the school not only bonding with one another but also in encouraging it to establish sound relationships between other stakeholders and parties whose support was critical to the realisation of a new vision for the school. The effectiveness of the **communication** channels the principal established through existing school management structures is reflected in the following comment from a research participant: "*Steadfast belief and trust in the abilities and what is right comes from the top to bottom*".

The next step was the introduction of an accommodative, human rights value system that would reflect the **culture** of the school. Critical in this regard was the determination of stakeholders' thoughts on, feelings about and experiences of the school environment. That this venture, too, had a positive effect on those associated with the school was obvious during the site visits that formed part of the research activities: it could best be described as positive, vibrant, exciting, trusting, and supportive. That everybody at the school bought into this value system is evident from its current performance on the sports field, in the cultural arena, and on the academic front. These achievements are quite remarkable given the 'middle range' demography and size of the school concerned.

4.3.2 Shared vision and goals

Based on the effect that the principal's leadership and management style had on the school, as described in the preceding sub-section, I would argue that the creation and maintenance of an environment conducive to learning is directly proportional to the

quality of school leadership and the extent to which all those being led buy into and strive to achieve a common vision and the goals associated with it. In the school concerned, this was achieved by enhancing the quality of teaching, monitoring learner progress at all levels, respecting the rights and responsibilities of teachers and learners, and building strong home-school partnerships between primary educators (the parents) and their secondary counterparts (teachers).

More specifically, almost every stakeholder in the school was systematically exposed or introduced to and guided towards seeing the benefits and advantages of working together. This approach resulted in participating stakeholders beginning to refer to themselves as, “us” and “we” rather than “us” and “them”, thus, bridging the racial, language, religious and trust divisions typifying the move from an Apartheid State to a Democratic State post 1994. *“Children out of school, still refers to “us” and still want to be involved”* (Planning). I would ascribe this reference to “us” and “we” to inspirational leadership, participatory management and outstanding advocacy and motivational skills, coupled with the principal and his team’s dogged persistence in the pursuance of their shared vision.

This transition from a dysfunctional to a high performing school did not happen overnight: the transformation and change process started when the principal shared his vision of *“Happy children - happy parents - happy community”* with the teachers, learners and parents; only when they were all on the same page regarding a school vision and goals, actions to bring about change were set in motion (*Shared vision*)

4.3.3 Learning environment

In their efforts to create a conducive learning environment, the principal and the School Governing Body implemented a strategy in which teachers were equipped with the requisite transformational resources and “know-how”. The introduction of a value system played a very prominent role in the sense that learners suddenly saw, lived and expressed values such as respect: not only did they respect the teacher as an adult and facilitator in the class situation but they also started to treat their classmates with respect, thus creating a class environment and atmosphere conducive to learning. *“Children must be part to feel they belong”* (Participation) and,

because they were all treated with respect this is exactly how they felt. Consequently, effective teaching could take place and their academic performance improved.

4.3.4 Focus on teaching and learning

The primary goal of school education is to equip learners, through effective teaching, with the ability to acquire knowledge, skills and a sound understanding of important concepts, and to be able to apply all of these in their adult lives in order to make a positive contribution to society. *“Children are the leaders of tomorrow – no success if you cannot offer the whole packet...”* (Serve). When educators focus on teaching, learning will automatically take place. The provisos are that teachers should be knowledgeable and well prepared, that discipline is the rule rather than the exception in the class environment. In other words, all the participants in the teaching-learning process, i.e. teachers and learners alike, should be willing to serve rather than wanting to be served.

4.3.5 Purposeful teaching

The main purpose of school education, namely to ensure that school learners gain the knowledge, skills and attitudes needed to become accountable citizens and members of their respective communities, places teachers under constant pressure to produce good, or even excellent, results. Not only will this benefit learners and the school, but teachers could also assess their own competence in terms of the results they achieve. *“Teachers do not send learners to do school work, but rather say “come, let’s do this work’ and lead the child to adulthood”* (Shared vision). In this regard, good and effective communication plays a vital role, ensuring that every teacher and every child knows what his/her main objectives are, how he/she must accomplish these objectives and who is responsible for what.

4.3.6 Setting high expectations

“Success breeds success – people want to be involved with winners” (Serve). When goals are set and a high level of performance and achievement is expected, those goals can be achieved because everyone expects more of each other. When you aim

to obtain 60% you might end up achieving 60%, but when you aim to obtain the maximum (100%) you might end up achieving 80%. Rather set your goals higher and try to perform accordingly. Have your sights on excellence and expect to achieve just that.

The attitudes and the way all the stakeholders at this school felt and thought about change and adapting to changed circumstances had an influence on the outcome. No one wanted to settle as being average: almost everyone expected more of themselves and believed they could perform even better. This sense of urgency to want and expect more started with the principal, who used the daily assemblies to address the learners. He made them believe in themselves and motivated them to excel by constantly telling them that only their best was good enough. The reiteration of this chain of thought by teachers rubbed off on the learners who motivated and supported each other to work harder in order to achieve better results.

4.3.7 Positive reinforcement

The principal had a huge impact on the learner's positive self-esteem in the sense that he constantly referred to them as his "Blinkoog-kindens" (children with sparkles in their eyes), suggesting that they were healthy, positive and someone of whom he/she, the teachers and their parents could be proud of. *"All people want to receive compliments, let's give it to them if their performance deserves that"* (Game changer).

What was critical to the successful instilling of this value system in teachers and learners alike was acknowledging the fact that it was not an event but a process. Change would not be instant; it would happen over time, hence the positives needed to be reinforced to reap the rewards of inputs made in this regard. Every little performance of note was given the attention it deserved. A huge fuss was made of achievements or accomplishments during assemblies so that everyone would know who achieved what and would feel proud that "one of "us" performed exceptionally.

4.3.8 Monitoring progress

It goes without saying that the whole process, from the decision not to be average up to the decision to excel, to be effective and successful at all levels of participation,

had to be evaluated constantly in order to measure whether or not progress was being made. Every innovation had to be monitored, assessed and evaluated to determine whether or not the position from which one could achieve the goals one set oneself had to be changed. This kind of monitoring, which involved feedback on the results, was critical to the achievement of the predetermined goals since it created the opportunity for reflection on the reasons for possible non-achievement, recommendations on how problems and mistakes could be rectified and what support should be given to whom in order to achieve what was supposed to be achieved.

“The principal motivated everyone to be the best and everyone trusted each other and worked as one team and success came out of this one team” (Cooperation). He consistently emphasised and communicated to all concerned the fact that every stakeholder had a role to play. *“Parents must realise, for my child to have a good future, they must attend a good school and must receive good education” (Support).* He made it very clear that successful progression was not the responsibility of the principal, or the SGB, or the teachers, or the learners, alone; parents and other community members also had a responsibility to the school. Hence, they were invited to contribute in any way they could to the success of the school and its stakeholders.

4.3.9 Pupil rights and responsibilities

Learners have rights but with these rights come responsibilities. *“Setting an example to the younger learners and leaving a legacy of how to conduct yourself.” (Attitude)* The way in which a learner conducts him or herself plays a prominent role in the management of a school: if it is managed well, it could become a success story. *“...’lock down’ where the teachers are locked in the office and the learners go to the rugby field and listen to music – the day where you realise how proud you are to be part of the school of ours.” (Acknowledgement).* Learners took the teachers and locked them in the staff room. The principal normally knows and approve of these actions as it contributes towards teambuilding and it creates an opportunity for improving ‘gees’ or spirit” They do not have the right to act in this manner and it is actually regarded as inappropriate but it was done with the head boy and head girl, with the rest of the learner executive council, taking full responsibility for all the

learners for the time spent on the rugby field. Every learners' behaviour determines the future rights they can bargain for.

4.3.10 Home-school partnership

A child's education is nested in both the school, with its teachers, and in the home, with their parents, hence it is important that there is a healthy relationship between these parties. Successful relationships and partnerships do not just happen: they need all concerned to continuously put in a lot of time and effort. As change started happening at this school, stakeholders seemed to realise that they could all play a part in its success. *"Parents asked what they can do to be of assistance" (Support). "Positiveness (sic) of the child is carried over to the parents – parents feel that their school fees are applied in a positive manner – they pay it because it creates success – snowball" (Game changer).* Every decision, whether taken by the school or the parent, therefore had to be made with the learners' interests at heart if the partnership between the parents and the school was to benefit the school as a whole.

4.3.11 A learning organisation

A school cannot function as an effective learning organisation unless all the parties concerned – learners, teachers, parents, and the government: Department of Education – share the same vision, have the same expectations of education - why children must be educated and what they must learn. Should they only learn concepts and mathematical calculations or also values and beliefs such as what it means to show respect, handle others with tact, take ownership of your decisions, feel that you belong and show that you care and love and trust those around you?

An effective learning organisation lays a platform from which every learner's character can be built or sculptured; where everyone can be provided with guidance to live a successful life – at all levels of society - and have an impact or make a notable difference in the lives of others. Learning must be evident in learners' behaviour, how they act and react to others - and must be regarded as a process that never ends. *"Ripple effect – one boy in the middle, surrounded by the Grade 12s and on the outside the Grade 8s – learners can influence each other" (Continuous improvement)*

The use of social capital resulted in many positive contributions aimed at bringing about the changes necessary to make the school a successful and well-adjusted one. The initiative to bring about change and to make the school successful was not necessarily called or referred to as social capital but it had many of the elements labelled as social capital today. It seems as if social capital was available in abundance at this school if one considers the willingness of all the stakeholders to help and to play a role in the coordination and cooperation needed to make the school the best it could be.

4.4 EXPLORING THE ACCESS AND MOBILISATION OF SOCIAL CAPITAL

All the stakeholders were, and still are, involved in some or other way in ensuring the success of the school, albeit it at different levels and in different actions related to the sharing of their social capital. The initiation and use of social capital comes from the top, starting with the principal, who creates opportunities for other participants to get involved and to make available their skills, knowledge, time, support, networks, resources and trust in order to facilitate coordination and cooperation to the benefit of all parties concerned.

Although various participants were interviewed in separate groups and the collected data analysed, the roles that the business men and women, teachers, learners and the principal played in contributing towards the use, accessibility and mobilisation of social capital, is paramount to an understanding of the efforts they made to make the school a successful, effective and efficient one. In analysing the data collected, the different levels of contributors were separated to gain a better understanding of the reasons why they wanted to get involved, how they became involved and who they were. Informing this decision was the main objective of the research, namely to ultimately discover who and how they contributed, and when their involvement started. Although what emerged from this process was the realisation that the actions that made the school to be regarded as a successful school was the combined effort of all the participants, the various viewpoints of different groups on how social capital is accessed, used and mobilised are highlighted by way of indicating who made a contribution and in which manner this was done.

4.4.1 Business men and women's viewpoint

4.4.1.1. Specific things that was done to be special within the school in the past

Meetings on the challenges that the school faced in terms of its functionality were initiated by the SGB, with the knowledge of the principal. It was important to the newly-appointed principal to bring stability to the school by involving people that think and feel the same way about it and its future, people with passion and knowledge and skills. At school level, the teachers were given an opportunity to be involved in the formulation of the mission and vision of the school because they were the ones who had to buy in to these and to work towards goals that they thought were worthwhile to pursue regarding school improvement.

a) Who did what?

The people who initiated the turnaround process were the principal, teachers and SGB members, and the SGB members invited a motivational speaker who focussed on the need to launch a value-driven school initiative. The school governing body members got involved, wanting to know how they could be of assistance in reaching and achieving the goals, indicating where they wanted it to be in a few years' time.

It was agreed that the roles of the principal that is: to manage and the SGB that is: to govern, should be respected, and that the relationship between these two parties should be built on mutual trust, trust being paramount in the establishment of successful and effective structures within an institution. The principal and SGB relationship should be *"like two rocks – rubbing against each other, but not crushing each other"* (Trust relationship). In this regard effective communication between the different entities in a school, such as the principal, teachers, SGB, committee members and parents, is vital to the efficient operation of the school.

b) How and why did they do it?

The school was promoted in terms of events, extra-mural activities, and exceptionally well-organised fundraisers where people that were not typically involved in the school, had the opportunity to become involved.

To ensure success, the pressure to perform was under-played - taken off from the learners - and the focus shifted to them being or becoming adults. The message was that, if someone wanted to get involved in the community, then that person should get involved in the activities of the local school.

The value of learners participating in sport cannot but be over emphasised: - sport promotes emotional maturity and teaches a person to act sportsman-like - to work as a member of a team, measure oneself as a leader and acknowledge the importance of discipline and trust.

Since communication and teamwork between all the stakeholders are very important in order and necessary to be successful, effective communication channels were established so that everyone could be kept informed and clearly see who was responsible for which decisions. An organogram was drawn to let everyone see where he or she fitted into the picture and how communication should take place. The importance of being part of a communication or information network was also referred to by Sil (2007), who posits that social networks amongst parents and teachers contribute to positive outcomes which benefit everyone within the school community. Communication was done in all directions, from and to the school, SGB, and parents. The school communicator was used very effectively to communicate with the parents.

Laptops were distributed to all the key stakeholders - the principal, SGB members, teachers and parents who had been identified as important role players - with a view to efficiently facilitating decision-making. The principal and SGB chairperson was "CCed" in every email.

4.4.1.2. Specific things that are being done to be special within the school at present

a) Who did what?

The school governing body plan, organise and host functions of high quality, an example being a wine auction at which wines either bought or sponsored by wine farms from the Cape province were auctioned off to the highest bidder.

The principal and the chairperson of the sport committee also identify and create a platform from where black athletes are afforded the opportunity to attend the school and participate in athletics on a very high level of competition.

The principal also made the sports grounds and other school facilities available to members of the community in order for everyone to feel at home and join in any activities hosted by the school. (Lyson, 2002; Schafft, Alter, and Bridger, 2006) This community involvement has highlighted the close community school relationships as well as the relationships between the learners and their teachers, through the use of social capital.

The SGB, cognisant of the difference and importance of governance and management, restricts itself to governance matters, giving the principal free reign to manage the school and its challenges. This relationship of trust between the SGB and the principal with the school management team is regarded as the foundation of the good and effective working relationship within the school.

FEDSAS – the Federation of Governing Bodies of South African Schools, having launched the value-driven school initiative, does follow-ups on a regular basis. Because businesses want to be associated with performance and a winning culture, they get involved in the school, hoping that its successes will benefit their businesses.

How and why did they do it?

Athletics meetings take place annually and athletes from surrounding areas are identified and invited to participate. Outstanding athletes are then approached to apply for enrolment at the school thus, if their applications are approved, contributing to the strength of the athletics team, to make it even stronger. When you perform on the athletic track everyone else wants to be part of a winning team and winning culture and suddenly the competition amongst the school's athletes themselves increase and intensify because only the best is selected to represent the school. Those that do not make the team are given the opportunity to challenge those who did, thus creating a culture of healthy competition.

Regular parent meetings give the principal and school governing body chairperson a platform from where they can address the parents concerning serious issues which need parental input. The parents concerned are identified and individually contacted to ensure their participation in the decisions taken.

The maintenance of the value system that was implemented, is regarded in a very serious light and is not negotiable hence every effort is made to maintain and promote it. Following Dinham's (2008) reference to community expectations, ethos, and individual accountability in terms of one's performance so as not to let anyone down, every person at this school, in whatever activity he/she is involved, is expected to accept responsibility for the assignments assigned to him or her. The sense of ownership associated with the responsibility creates the kind of pride that leads to success and, ultimately to the effectiveness and success of the school (*Serve*).

The importance of team work is also emphasised, thus anyone and everyone who wants to be involved is given the opportunity to do so. Learners, for example, are encouraged to take part in as many activities as possible - on academic, sport and cultural levels - in order to become well balanced children. Parents are advised to use after school hours to spend time with their children, to get to know them, to find out what is important to them, what they think and feel, and what make them happy. Informing all this activity, though, is the following proviso: "Manage time wisely – time is not for sale."

4.4.1.3. Specific things that will be done to be special within the school in the future

a) Who will do it?

The principal, members of the SGB, departmental representatives and the people already involved to help establish this school at hand as an effective, efficient and successful school are the main role players.

b) How and why will they do it?

An important goal is to share the social capital of this school with other, less successful schools, through the adoption of one or more schools with a different demography and culture to this one. Informing this decision is the notion that, if former Model-C, traditionally white-dominated schools, were to influence and help other schools to realise the value of participating in extra-mural activities and to better use their facilities it could enhance these schools' success and effectiveness.

4.4.2 Teachers viewpoint

4.4.2.1. Specific things that were done to be special within the school in the past

a) Who did what?

The principal identified teachers that had to assist the athletes that did not meet the academic pass requirements. Some teachers made themselves available to address the problem and help these learners to actually pass.

The SGB regularly thanked the teachers for the hard work and effort they put in, emphasising the inter-dependence of the parents and the community as far as the school and its activities are concerned.

The principal made all the learners feel special and the school acknowledged each and every learner at the school. Committees which were established by parents as well as teachers played a major role in helping with the planning establishment and organisation of elements necessary to grow and be successful and effective. Members of these committees were specifically targeted. The principal, with the help of the SGB, created a platform from which stakeholders could work together, thus nurturing the notion of teamwork.

The value system introduced by the principal in conjunction with the SGB, teachers and, later on, the learners, added value to the initiative. The SGB members were very visible with the inter-high preparations, even driving and operating the tractor

when it was needed. The principal made every child feel special by, for example, referring to them as his “Blinkoog-kindens” translated as sparkling-eyed children.

The principal and SGB established a sense or feeling of “togetherness”, resulting in the school in general being referred to by the community, parents, teachers and learners as ‘ours’.

b) How and why did they do it?

Remedial classes were offered to top athletes that struggled academically in order for them to achieve a pass rate at the end of the year. If a learner did not attend the extra classes, his parents were immediately notified in order to rectify the situation.

Through careful planning and control, the principal explained what was expected of the teachers and when they all started working towards the same goal they were motivated by him to achieve what they set out to. Teachers and members of the Learner Executive Committee were given specific responsibilities and expected to live up to the expectations implied in these. The parents could see and experience what the teachers contributed towards their children’s education. New parents were identified that could take the place of those that do not have children at school anymore or whose energies could be used in a different way.

The introduction of the value system created opportunities for teachers to get involved and showcase their talents through the use of the value system. The parents and members of the SGB were very involved in preparations related to the school’s hosting of the annual athletic inter-high on their own sports grounds. They helped to prepare the athletics track, and set up the sound and broadcast system to be able to have live-streaming of the event. They also attended to important issues, such as everything in relation to the tuck shop, entrance and access, like parking on the day.

When the value system was introduced, the learners felt part of the decision-making and immediately adapted to moving away from rules towards living in accordance with their chosen values. Every input from the teachers regarding this system were regarded as valuable, thus motivating them to get even more involved. The

teachers and learners could decide according to which values they want to live. The school's value system was also indirectly filtered to the parents and wider community of the school by the learners and accepted as having an important role to play in any society.

According to Flint (2011), an entire community could benefit from the creation and use of social capital. The validity of his claim was evident in this school during the preparations for school's hosting of the inter-high athletics meeting: contributions were made in the form of finances, time, knowledge, and expertise; both the event and these contributions were regarded as investments in the learners, the school, the community and the town as a whole.

The same spirit was also evident at events like the wine auction, where parents and community members could get together, enjoy each other's company, and build relationships that could contribute to the building of a successful and effective school. Other social events, like the "potjie-kos" competition did much the same, creating a platform where people could meet one another while raising funds for the school.

In all of these, teachers confirmed the importance of good and efficient communication, steadfast discipline, cooperation between the stakeholders, a shared vision, and the involvement of parents.

4.4.2.2. Specific things that are being done to be special within the school at present

a) Who did what?

The adoption of a top-down leadership approach, with the principal leading and the teachers following, coupled with a parallel process in which the principal and teachers lead and the learners follow coupled with the establishment of a chain of command between the principal and SGB, set the standards for communication and interaction between all those who have the interests of the school at heart. In this regard, regular morning staff meetings and learner assemblies set the tone for the day, with the principal and members of the school management team being the key players.

The principal has an open-door policy and listens to challenges as well as to positive remarks from the teachers, acting on them as required. He expects every teacher to know the learners they teach by name and he, himself, tries to learn the names of all the learners in the school. He also emphasises the fact that teachers are often learners' role models, thus their behaviour and actions should therefore be such that it is worthwhile following. Finally, the principal approaches and invites passionate people to become involved in and make a contribution towards the learners and the schools' future.

b) How and why did they do it?

When teachers and the learners are addressed every day, the principal first refers to positive things that was done, then addresses negative issues and finally refers to positive points again, indicating how the negatives could be turned around to be more positive. Teachers are motivated and reminded of the reason they are at school – for the sake of the learners, to make a difference in their lives.

Communication with parents is also regarded as essential in that they should at all times be kept informed regarding the activities of the school, what is planned, how they can get involved and what the school fees are being used for.

Acknowledgement is something some people need in order to still put in hard work. The principal and chairperson of the SGB tries to encourage every teacher, learner and parent by acknowledging their hard work and the effort they put in on a daily basis. Consequently, people are keen to be part of and contribute to the school in a way that benefits it.

No school can function efficiently without good firm discipline. The introduction of disciplinary measures assures that every learner knows the boundaries in which to operate and the consequences of not adhering to disciplinary guidelines.

People with passion and a shared vision are approached and invited to come to the school and make a difference in their field of expertise. Teachers and learners are given an opportunity to give their inputs in terms of issues that affect them.

The mass prayer which is held annually on the rugby field with almost all the learners in the school, creates an opportunity to establish a feeling of togetherness, with learners, teachers and other interested parties taking part in and thank God for His guidance and love for every individual involved with the school.

Almost every child is called by his or her name. That makes them feel special and that they belong.

Teachers are regarded as role models and show that they support and live according to the value system of the school. If a teacher feels valued they will walk the extra mile.

A decision was made by all the stakeholders at a meeting to be different and be better and to never give up and always strive to improve on the previous achievement.

Connections and its importance and advantages can never be stressed enough. Bronstein et al, (2016) focus on connections and partnerships and suggest that one can start small and work towards introducing changes through effective partnerships.

4.4.2.3. Specific things that will be done to be special within the school in the future

a) Who will do what?

The principal and members of the school governing body should at any event, but specifically at an athletic meeting that is organised and held annually identify and approach parents that will be the core of the new generation parents to help the school.

b) How and why will they do it?

Establish which of the grade 7 learners' parents are strong leaders and have knowledge, skill and passion to make a difference in the school which will benefit their children. The chairperson of the SGB can approach these parents and in a conversation find out if they are willing to make a contribution to the school by giving their time, support and share their skills and knowledge with the school. When

parents are involved it makes the child feel safe and that they are important enough for their parents to invest time into. A continuation plan should be in place when senior staff members retire to ensure that the school can still operate functional and experience success.

4.4.3 Learners viewpoint

4.4.3.1. Specific things that were done to be special within the school in the past

a) Who did what?

The principal, teachers and seniors of the school especially made the Grade 8s feel that they had made the right choice to attend this school and that they were welcome.

Parents were very involved and took many responsibilities out of the teachers' hands, giving the latter more time to prepare for the academic challenges at hand. The attitude in which the teachers, parents and learners planned and organised events like the Lourier Function – a prize giving ceremony at the end of the year – contributed to the success. The Learner Executive Council organised a “lock-down” every year. This involved the teachers being locked up in the administrative building of the school. This contributed to develop a “spirit” or “gees” where every learner felt that they belonged, and that they were playing an important part in the creation of something special.

When a learner, team or the school performed exceptionally, the principal acknowledged this, praising the efforts of those concerned in front of the whole school during assembly. This acknowledgement was necessary and important to the well-being of every individual as well as to the general attitude and spirit in the school.

Parents' continuous support was regarded as special and very important, as were the teachers' attitudes to motivate and support the learners in their care. Mortimer et al., (1988) found, there are many positive effects when teachers are positive, filled with enthusiasm and focus on the learners as individuals. The principal initiated a

day of prayer, where all those who wanted to attend could do so of their free will. Almost the whole school attend this gathering, something which was regarded as very special. Members of the SGB and chairpersons of the respective committees identified people from the community that could help with athletic coaching, debates or choirs. The head boy and head girl as well as the learner executive committee set an example of how to behave and the rest of the school followed their lead.

b) How and why did they do it?

The fact that the school was a value-driven school and that everyone was made aware of the fact that not all schools were like this made the new Grade 8s feel even more important and at home. The principal, teachers, head boy and LEC's played a massive part in promoting the feeling of being special and belonging amongst learners. The inter-high athletics and the hosting thereof also contributed enormously to the feeling of togetherness and being successful. Being crowned as winners on the day of the inter-high was priceless and gelled everyone in the community together. Motivational speakers let everyone think about the situation they were in and whether or not they were still on the right track. This was very valuable to assess everyone's vision and aspirations – the goals they wanted to achieve in terms of accomplishment. In this regard, Ekinci (2012: 2514) "emphasises the prominent role trust and cooperation, social networking and loyalty, plays within the concept of social capital."

Another example of how the sense of 'togetherness' was strengthened was that a Grade 12 boy, normally the head boy, would take up a position in the middle of the rugby field. The rest of the Grade 12s would then form a circle around him, the Grade 11s would form a circle around the Grade 12s, and so on, with the Grade 8s forming the last, outer circle. Everyone then bowed their heads and participated in a prayer led by a Reverend. A picture was taken from a helicopter and published in the local newspaper for the whole community to see what happened at the school and how healthy their relationships and activities were.

Members of the community played a prominent role in helping teachers with activities of which they did not have enough knowledge. The exceptional performance of the drama groups, choirs, and athletes is evidence of the inputs and contributions of dedicated people that wanted to help make a difference in the lives

of the learners at the school. The partnerships formed between the school, parents, learners and businesses snowballed into something special, confirming the claim made by Finnigan and Daly, (2017) that there is a definite correlation between stakeholders' trust relationships and the school climate.

The LEC's with the head boy and head girl modelled the ways in which a value-driven school should operate, thus strengthening the bonds between them and the teachers to the extent that they could perform whatever task was on hand more effectively and efficiently. Even if a specific goal is never accomplished, the effort that goes into trying to accomplish it, is, in itself, a continuous process of improvement.

Networking was very high on the priority list: it helped to establish a basis from which to negotiate discounts, to get people involved, and to establish sensible working relationships. Teamwork, too, coupled with the introduction of the value system was of paramount importance in this regard.

4.4.3.2. Specific things that are being done to be special within the school at present

a) Who does what?

Constant reminders of the value system by specific teachers dedicated and identified to do this, are regarded as very important and necessary. The chairpersons of the different committees also identify parents and learners to assist them in the planning, organising and controlling of activities, events and functions hosted by the school.

b) How and why do they do it?

Functions, events and activities are arranged primarily to raise funds, but they also serve as a means of building networks and stronger relations between learners from different classes, thus promoting unity, trust and school spirit. At the same time, fundraisers serve as a platform where people can meet each other and do some very valuable networking.

4.4.3.3. Specific things that will be done to be special within the school in the future

a) Who will do what?

Parents realise that, in order for their children to have a successful future, they must attend a good school where they will receive education of a high quality. They also realise that if they – i.e. the parents - help to make the school a better place, they are contributing to the creation of a better future for their children.

Academically, teachers attached to the school are willing to walk the extra mile for the learners in their care through tutoring and extra classes. As to sport, it is the responsibility of the sport organiser to arrange sponsorships that can be used to help with the improvement of sport and cultural activities.

b) How and why will they do it?

The principal and teachers set the tone in terms of the way everyone at school and associated with the school should behave, by 'modelling' the values that they believe are worth pursuing. A value such as loyalty to the school, for example, is emphasised as a pre-requisite for success because it implies and ensures that parents will help to address any problems in the school the moment they arise.

Believing in oneself and the school is also deemed important, an example being for the school to participate, compete and perform against schools with a higher enrolment. The proviso is that one should be well prepared for the challenge this poses. Hence, preparing for the athletic season of the upcoming year starts well in advance, with learner participation in athletic meetings starting towards the end of the preceding year.

The most important motivating factor in the set-up of this school is its clear vision and mission statements. In order to ensure that it will someday realise its vision - obtaining a 100% NSC pass rate, being the top athletic and sport school, the best disciplined school and, in general, a force to be reckoned with – the school's mission is to fully utilise its available and potential social capital. To this purpose, it nurtures positive attitudes, encourages mass participation and healthy competition, (aimed at

performing better each time) and targets and uses parents with specific skills to help improve and develop learners to reach their full potential in these areas.

4.4.4 Principal's viewpoint:

4.4.4.1. Specific things that were done to be special within the school in the past

a) Who did what?

The teachers bought into the dynamic vision and mission of the school. The SGB played a leading role, with its members exchanging ideas and ways of dealing with sport, academic and cultural challenges with the parent community. The principal, with the help of SGB members and parents identified as able and willing to make a contribution towards school improvement, new projects that had never been attempted before, were launched. The principal made time to learn the names of almost all the learners by being involved in and attending most of the activities in which learners were participating. In addition to this, the ways in which he addressed them at morning assemblies made them feel very special.

The school governing body, the chairpersons in particular, were very strong individuals, a characteristic that helped pave the way towards eventual success by focusing first on immediate challenges related to the school's effectiveness and efficiency and only later on the realisation of the long-term vision.

b) How and why did they do it?

It was important to the principal and SGB to have a happy community behind the school, supporting it in its attempts to improve its performance. The value attached to this factor was informed by the principal's belief that a school would be able to perform well only if the parents, teachers, learners and the principal were happy. He also believed that, if he could keep the learners happy, their happiness would have a snowball effect on their parents, teachers and the school community at large, thus making everybody happy. It was to this purpose that he made the effort to learn their names because he knew it would make them feel special. It was also to this purpose that he included positive maxims and thoughts like "smile", "carpe diem" (seize the

day), “make it a special and lovely day for those around you”, in his daily morning assemblies.

As to the teachers, the principal ensured that he knew each and every teacher in terms of his/her character traits, strong and weak points. Having identified these, he utilised their strong points to the advantage of the school, something which made the teachers proud of themselves and the contribution that they had made to the development and success of the school.

Communication between the school principal and the chairperson of the SGB took place weekly for at least an hour at a time. At these meetings the principal would share his challenges and frustrations with the chairperson with a view to finding workable solutions to these. Both parties used these meetings to also exchange ideas on new projects - what they could be, when and how they should take place, which plans had to be drawn up, what support was needed, et cetera.

Parent committees were established for different sports like rugby, hockey, and athletics also culture such as debating, choir, drama and academic activities and challenges related to academic performances. It was up to these committees to find ways to develop performance in the activity concerned to a level of excellence. On the academic front, for example, parents joined hands with teachers to motivate learners to work as hard as they could in order to improve their performance. In the area of sport, these committees found sponsors who, due to the school’s superior sport achievements, stayed involved. In terms of athletics - the inter high, specifically - people wanted to be associated with a winning culture and a school with an outstanding performance record - “Success breeds success” (Principal).

SGB committees, parent committees and parents targeted for specific reasons worked together to host prestigious events for members of the community. In so doing, they created opportunities for parents, teachers and community members to, firstly, get to know each other and, secondly, to establish which could benefit the school in terms of potential sponsorships and in the form of people making their time, skills or knowledge available to the school.

The principal, believing that he had to be present and visible at most of the events hosted by the school in order to build networks, attended most of them, one being a joint venture with a prominent school in the Western Cape, with the school being researched in this study, hosting a very successful and fruitful wine auction, which then became an annual fixture on the school calendar. Another was a learner 'stock car' race, with learners having to push their cars around a circuit, each round completed having been pre-sponsored. The winning class, that is the one which had completed the most rounds and, by implication, had made the most money, went to a holiday resort during school time, all expenses paid.

4.4.4.2. Specific things that are being done to be special within the school at present

a) Who does what?

Parents have the freedom to make suggestions and be involved in all activities offered by the school. The principal controls parental inputs, aligning these to the school's value system. He also sees to it that the classes are clean and that facilities are available when they are needed. The SGB, too, is open to suggestions and new ideas and create platforms from where parents and other stakeholders can make positive contributions.

b) How and why do they do it?

Teachers, having bought into the new vision and mission of the school participated in the setting of short, medium and long-term goals that would enable the school to be the best it could be. These are used to monitor the school's progress towards the realisation of its vision.

Parent committees were formed under the auspices of the SGB after parents with strengths in particular areas had been identified. Chaired by SGB members many parents were included in these committees. Every member of a committee is deemed to be equally responsible for the success of the activity s/he is involved with. A healthy competition among the committees and its members challenges them to be the best committee serving the school – and everyone wants to be associated with being the best.

The mandate of all these committees is to ensure exceptional performance. During committee meetings, areas where this is not happening would be identified and the committee concerned - the athletic committee in the case of unsatisfactory athletic performance, for example – would have to take the necessary steps to address the issue. Athletics plays a prominent role in establishing a sense of “we” in the school.

A strong sense of belief and faith in God Almighty permeates the school culture. Every day is started with scripture reading and prayer in the staff room and at assembly with the learners of the school. An annual mass prayer, held on the school’s sports field, gives everyone who want to the opportunity to thank God and be grateful for the blessings bestowed on the school. The prayer meeting is usually led by a reverent, pastor or community leader. Something on the field - an image or a word - portrays “LOVE”. This representation is usually photographed from a helicopter or drone and included in the article on the event in the local newspaper as a value that the school stands for.

4.4.4.3. Specific things that will be done to be special within the school in the future

a) Who will do what?

Although the principal has since retired, he had laid a foundation on which the staff, learners, community and parents can build and develop even better opportunities to benefit the school. The goal is still the same, and every person involved is working towards a continuation of the school’s success at all levels.

b) How and why will they do it?

The parents – old and new – will be reminded of the school’s past successes, and new learners will be afforded the opportunity to get involved and make a positive contribution, because participation is part of the school culture. Participation will most probably come naturally because that is how it is done annually. Momentum instilled by dynamic people and successes created with the establishment of the different committees like rugby, hockey, netball and athletics to name a few, will ensure the involvement of people willing to contribute money, time or skills on school

activities because they want to be associated with this dynamic and successful school. Key, in this regard, is their support at the annual inter high athletics event. It was when the school first hosted this event that the whole school community literally came together as one, trusting in the abundance of a united commitment. When a school performs, the town and all its community bask in the glory of that performance.

4.5 INTEGRATION OF COLLECTED DATA

What emerges from the data presented in this chapter is that people with a shared vision of a successful school, one that would be a force to be reckoned with on academic, sport, cultural and social levels, are definitely part and parcel of the success story of this school. The principal and the chairperson of the School Governing Body are at the centre of initiating and implementing well planned and organised functions to attract and make the school accessible to members of the community, to showcase what is being done at the school, where they are in terms of completion and implementation and what opportunities are available for them to get involved with.

The principal and the members of the School Governing Body play a significant role in getting the implementation and ideas of change across, making these accessible to teachers, parents, learners and community members. Teachers bought into the plan and played a part in the successful introduction, implementation and execution of a new way of thinking to the learners, parents and other teachers that had previously felt negatively about this initiative. The principal created an atmosphere and platform of which everyone felt part and to which they wanted to make a contribution, with many of them starting to refer to themselves as “us” and “we”. Leadership started with a top-down approach, one in which the principal led by example, followed first by the teachers and then by the learners. Every teacher had the opportunity to give his or her inputs.

The principal and SGB members identified parents of prospective learners for the following year in terms of their abilities and availability to be involved with the school and its plans to perform at the highest level. Involved parents took over some of the

teachers' responsibilities, such as the planning, organising and beautification of the awards evening, which made it possible for the teachers to concentrate on teaching, especially at the end of the year when revision of work is very important.

The Learner Executive Council (LEC's), as well as learners with strong leadership abilities, plays a prominent role in the way other learners experience the school and in what they would be willing to do to make a contribution towards the creation of a successful and effective school that performs on all levels. They regard acknowledgement from the principal as important.

Every individual's buy-in and adherence to the value system is important to ensure that the behaviour and actions of anyone associated with the school lives by and reflects this value system.

Parents make only positive comments about the school, teachers, principal and other learners. Learners have adopted an attitude to and awareness of "my school", "our team", "us" and "we". Everyone - teachers, parents, learners and members of the community - has the opportunity to make suggestions that can influence the level of success of the school.

The principal, school governing body and teachers felt that something had to be done in order to return to the winning ways of the past taking into account the new challenges of creating and building opportunities and to have a sense and feeling of togetherness and spirit amongst the learners. The major challenge was to "gel" the different races into crossing the language barrier and to set as their goal being a successful school in which participation is the norm rather than the exception. All of this was achieved because everyone was willing to make a contribution.

A shared vision where everyone thinks in the same direction is critical when the success of an institution is at risk. Good planning precedes good outcomes, hence when a new event or idea is proposed, planning has to precede implementation. Leadership must come from the top, starting with the principal. If someone is elected or asked to be in a leadership position that individual has to take responsibility not only for the success but also for the failures. Communication is key to securing

working relationships and to let everyone understand what is expected of him or her. Follow-up channels should be established and accessible to control the flow of relevant information.

Being successful as an institution implies joint actions, the willingness to participate and to 'serve'. As indicated in the history of this school, the entire institution benefits if its stakeholders move away from wanting to be served to wanting to serve. In this school, the principal, school governing body members, teachers, learners, parents and community members adopted a stance of "How can I serve?" In this school, it all started with the sport, athletics in particular. In order to undo stereotypes about the quality and ability of different racial groups, the principal and his team identified well performing black athletes at other schools and brought them into this school. It was their outstanding performance at athletics meetings, which made all the learners and teachers proud of their school, eroding long-standing stereotypes. They were not simply referred to as 'the athletes' by their teachers and fellow learners, but as 'our athletes'; 'their' achievements became 'our' achievements, and so forth, bringing those in the school together in the sense that they experienced the joy of winning as a school, irrespective of the race or language of those attending it.

It was this sense that opened the door to greater cooperation amongst learners, teachers and parents. Suddenly everyone wanted to be involved and make a positive contribution. Like a snowball rolling down a hill, it affected everything in its path, improving discipline, changing negative attitudes to positive ones, rendering support and acknowledging need and achievement when necessary, improving parent-child relationships, because the parents were involved in the lives of their children and the learners appreciated the attention and involvement of their parents. The experience of winning was good, but the thrust towards continuous improvement caused by this win was the real prize, leading to a culture allowing for the success and effectiveness of everyone involved in the school.

The "gees" (*esprit de corps*) or spirit and feeling of "I belong" at the inter-high played a major role in the success of the school. Another prominent feature relating to the success and attitude of the school is the day of prayer that brought the learners closer to each other, knowing that they were important to each other. The

implementation of the value system and adherence of the learners and teachers to it, contributed immensely towards the success of the school. The decision to take hands and move forward together, positively impacted on the success of the school and will have an influence for many years to come.

When the elements of social capital were introduced into the school's turn-around strategy, it created opportunities for people that would otherwise not be involved to get involved and to contribute to the development of an effective and efficient school. Social organisations used their networking abilities and contacts, created trust and established norms of what is acceptable and what not, coordinated the participants and got them to work together in order for them to experience a beneficial outcome.

While highlighting and analysing the data I could not help but consider the possibility of effectively introducing the use of social capital into other schools in the country, taking the demography, attitude, specific background of the school, leadership style of the principal, perspective of the school governing body members, the learners, parents and other stakeholders into account. In my view, if more schools in South Africa were to follow the example of the school serving as my research site, it would not only increase our annual academic performance but could also lead to a bridging of existing racial and language divides, creating school communities with a sense of 'owning' and 'belonging' to the school concerned.

4.6 CONCLUSION

In this chapter the data gathered during the observations of, interviews and interactions with numerous stakeholders were presented with a view to indicate how social capital could be accessed and used to the advancement of a school. Based on the data presented, the following chapter will deal with suggestions for future research, discussions and conclusions on the research in terms of the role social capital played, plays and can play in an educational institution.

CHAPTER 5

CONCLUSIONS, DISCUSSION, AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

In this study, I explored ways in which successful schools could access, mobilise and use social capital to enhance their effectiveness and efficiency. Many stakeholders in the educational sphere experience the need to address the absence of support from parents and other stakeholders, in relation to schools in general, on a daily basis. The circumstances of each school are unique, hence the challenges it faces with regard to the effectiveness and success of its principal, teachers and learners, as well as challenges posed by the department of education and the politically-motivated educational goals of the governing or ruling party differ from school to school. These challenges may be related to any one or more of the following: demography, geographical location, and accessibility in terms of transport, cultural, racial and religious diversity and historical setting.

Given the seeming advantages of accessing and utilising social capital in educational institutions, as indicated in Chapter 4, it is important to determine how school principals could access and utilise the social capital available to their schools. If a school has social capital in abundance but it is not used, one might ask why this is so: what are the other factors that make it effective, and can the utilisation of social capital further enhance its effectiveness? If a school is not effective, one might ask whether or not it could become successful if it emulated the way successful schools use social capital. It is questions like these which inform the main research question by which this study was driven, namely, 'How school principals access and use social capital?'

The corollary to this is that the following questions had to be answered:

- a) How do the principal, teachers, and the parents view the school in terms of being a successful school?
- b) How do you make a contribution, to optimize school effectiveness?
- c) How do you regard this school's unique school culture?
- d) How was the creation of success in the school implemented and developed?
- e) Do you think the school benefits or is advantaged because of the way things are done at this school in terms of involvement and participation and availability of parents and teachers?

In this study of a purposively selected successful school, social capital as a phenomenon in education was studied. For the purposes of this study, social capital is defined as that something that people do to make a contribution towards an institution's development without expecting something back in return. Such contribution may be in the form of the time a person is willing to offer, his/her knowledge, expertise, and skills, networks in which he/she may be tapped into, an attitude of volunteering, a willingness to do something because he/she feels it is the right thing to do.

Indications from the literature review on social capital, the results of which is set out in Chapter 2, is that the utilisation of social capital establishes norms of reciprocity where both parties, the organisation or a school or an institution and the person/s who contributed social capital, are mutual beneficiaries. Based on the work of Putnam (1993), it has, at a theoretical level, indicated how important the accessing and utilisation of social capital is to effective schools. The question asked is whether or not there is any successful school in South Africa which accesses and utilises social capital and, how it was done?

To find an answer to these questions, a school was purposively selected that, if media reports were accurate, is generally regarded as successful. Having identified such a school, the necessary steps were taken to negotiate access to the school, to obtain the required, informed consent from prospective research participants, different stakeholders in the school, to explore their views, experiences and

expectations of the school. I then collected and analysed the necessary data and presented these, as well as the insights I gained during the process, as my research findings in Chapter 4 of this report. In Chapter 5, using these findings as basis, I provide preliminary answers to my original research questions, which are listed in Chapter 1, and which are used as headings of the sections which follow.

5.2 HOW DO THE PRINCIPAL, TEACHERS, AND PARENTS VIEW THE SCHOOL IN TERMS OF BEING A SUCCESSFUL SCHOOL?

Researchers investigating the functions or role of social capital in organisational structures concluded that it promotes organisational effectiveness (Fukuyama, 2005), increases work fertility (Leana & van Buren, 1999; Sabatini, 2005), promotes trust, a common vision, inter-dependence, workforce stability, and a team spirit (Cohen & Prusak, 2001, in Ekinci, 2012:2514). These functions are also critical to the success of schools, hence, in terms of the study, it was important to establish how the use of social capital served these functions in the successful school selected for investigation in the study. What was found was that the high level of involvement from the side of the parents, learners, teachers and the public in general markedly contributed to the school's success.

With regards to what the participants regarded as proof of the school's success, they mentioned that it (a) performed exceptionally well in terms of the annual athletic inter-high competition; (b) it achieved almost a 100% pass rate in the NSC examinations in the last few years; (c) its performance on the sports field (rugby, netball and hockey) was impressive and (d) in the cultural arena it had over the years received many trophies and accolades.

When asked to what they ascribed these successes, research participants indicated that it was the *corps de esprit* in the school which directly contributed to the achievements mentioned in the preceding paragraph. In describing this *corps de esprit* – the spirit of the school – they indicated that it was an adjunct of the value system introduced by the school principal coupled with the positive attitude and willingness of the SGB, teachers, learners, parents and community members.

It is therefore concluded that a successful school is a school that performs exceptionally well across the broad range of activities in which a school engages as a matter of course.

5.3 HOW DO YOU MAKE A CONTRIBUTION, TO OPTIMISE SCHOOL EFFECTIVENESS?

Based on the findings of the research in the school selected for investigation in this research study, I inferred that, in order to make and keep a school successful, the management of a school, its teachers, business people and community members should be identified and empowered in order to access and mobilise the available social capital. The creation of a platform for participation through the extension of an open invitation to all of these people to make a contribution in terms of access to and the use of people's networking contacts, and to make available their knowledge, time and skills, serves as the first step towards the optimising of a school's effectiveness.

The people associated with a school, including the parents, teachers, learners and community members, by making themselves available, serving on committees, and offering their time and knowledge and skills to the school, add social capital to the school. The more helpful parents are in terms of planning, organising and coordinating activities that are to an advantage to the learners, the more willing they are to assist when necessary. Parental involvement is regarded as a major contributory factor to the success of every child in the school and, by implication, of the school as such.

All those participating in activities like these at the school that was investigated, indicated that they wanted the school to perform even better at every opportunity and that they did not want it to stagnate. Implied in their impressions, which they shared with me during the course of interviews, was that the principal of a school should be the primary initiator of success, but that he/she needed the contributions of other stakeholders as well.

According to the participants in the study, schools are working with the leaders of tomorrow. Because of this, every parent has to be involved in the creation and

building of his/her child's future. Parents should therefore not only pay the school fees to satisfy the school's financial needs but should also contribute to the school's success by offering their social capital in the form of time, knowledge, networks and skills needed to benefit his or her child. Every stakeholder should, therefore, play a role in establishing the best opportunities possible to all the children at the school, not only their own children, to thrive and to contribute towards their school's success, thus reflecting the validity of the old African saying, "It takes a village to raise a child" (unknown).

5.4 HOW DO YOU REGARD THIS SCHOOL'S UNIQUE SCHOOL CULTURE?

According to Byun et al., (2012), there is a large body of literature which suggests that, if "social capital shapes youths' educational outcomes", social capital may have important policy implications for rural youth, specifically. These youths are more often exposed to "unique forms of social capital" which include "long-standing and supportive student-teacher.....and close community school relationships" to which "urban youth" are not. Every school not only has its own unique culture, one which differs from school to school, but also its own demographic make-up and potential for change. The learner enrolment, number of learners speaking the same language and who have the same beliefs, and come from the same socio-economic background differ from school to school.

At the school which was the focus of this study, the school culture was established after numerous attempts to bring about change. This included hard work, rigorous and extensive planning, and positive attitudes and inputs from the principal, teachers, SGB, learners, parents and community members. The spirit ("gees") among the learners is very strong, evidenced in every action, everyone supporting everyone else, showing compassion, trusting one another, and nurturing a sense of togetherness, of "us" and "we".

Many of the research participants believed that the school would grow and develop even further because, so they argued, all it needed was hard work and dedication. They made it clear that they would never think that they had "arrived"; rather, they would always strive for further improvement.

Teamwork still holds value and must be honoured at all times. The value system that was introduced a few years ago took time to come into effect. Even though positive results and outcomes emerged gradually, they did not give up on the value system which formed the basis on which they built their school's success. It was evident from these inputs by research participants that its social capital was undeniably the most important factor leading to the successes the school had achieved thus far and would be a key component of every effort made to maintain and further enhance the success of this school.

The initiatives introduced in the past must be upheld and respected to keep the process of progression going. As to what could, or should, be done in future to enhance the school's successes, research participants agreed that the things that work, should not be tampered with, merely maintained and continued. Changes should only be implemented in the event that success cannot be created and upheld anymore. The continuation of systems and people in hot seats should be managed, with necessary replacements identified and made timeously. Communication to all the stakeholders is of paramount importance because every stakeholder should know exactly what is expected of him or her and, in the event that the chairperson of a committee can no longer continue in this position, the next person must make the step up and take over. Progression is deemed very important and should be treated as such.

Participants agreed, moreover, that the planning and organising of events and activities involving community members should be intensified to be able to still host the best events possible. These events, apart from serving as a platform from which new ventures could be launched, and where people could get together informally, is also used as fundraisers to feed the hungry mouth of success in a school. The principal played and, according to participants, will continue to play a very vital role as the school's 'success facilitator'. What is also important, according to them, is that the SGB should keep an open mind regarding any geographical and cultural problems and challenges that might have to be addressed currently and in future.

5.5 HOW WAS THE CREATION OF THE SUCCESS IN THE SCHOOL IMPLEMENTED AND DEVELOPED?

After a new principal was appointed, the principal, members of the school governing body, school management team, senior teachers and concerned parents came together to discuss the way forward. The general perception of the school as a dysfunctional institution where, amongst others, senior staff members had manipulated the previous principal, effectively hijacking the school to promote their own agendas was pervasive. Many ideas were put on the table to try and improve the school's performance in different areas, including academics, sport and culture. A key recommendation was that English classes had to be created to supplement existing Afrikaans-only ones, in order to accommodate Blacks and Indians enrolled at and eligible for enrolment at the school, and differences in their cultures would have to be addressed.

Based on the assumption that there was no focus point between Afrikaans and English-speaking (aka non-white) pupils, it was suggested that positive working relationships between these two groups had to be established and nurtured. A key issue to be addressed in this regard was that because they did not trust one another, blacks and whites could not and would not want work together. The first step in putting the school on the road to success was, therefore, to change these stereotyped perceptions.

To this purpose, the principal and the SGB identified strong teachers to take the lead in transformation activities, and parents with passion, knowledge and strong leadership skills to serve on 'transformation' committees. The primary function of these committees would be to nurture trust relationships through the identification of problem areas and challenges and the initiation of steps aimed at addressing these. The building of trust was deemed critical as a point of departure – a platform, so to speak – for envisaged stakeholder operations.

The idea of bringing about change by encouraging and promoting excellence came from the newly-appointed principal and the School Governing Body (SGB). To reap the rewards of this new route or direction, speedy implementation was imperative. Once the relevant committee chairpersons had been identified, the new plan and

the way forward was communicated to the teachers who would be responsible for the implementation of the plan.

To ensure that the teachers would be committed to its execution, they had to believe in and support the ideas put forward by the principal and School Governing Body members. Only when they were convinced that a value system within the school could work, specifically in terms of the effect it could have on better opportunities for all and, ultimately, to improvements at all levels of the school, was the idea introduced to learners. The idea was introduced by the principal with the help of the School Governing Body members and senior teachers by way of short plays which visually showcased key concepts and ideas. In addition to this, a multi-coloured parachute was painted on the assembly floor area, with each colour representing a different value. The parachute served as a symbol of the values that needed to be 'packed' to ensure every child's future. Since learners assembled in this area every day of the week they were continuously reminded of the values that needed to infuse their everyday behaviour, indicating what was the right thing to do in a specific situation and what not.

The next step was the scheduling of a parents' meeting to which all parents were invited, some of them specifically targeted for attendance. To be able to move into a new workable direction, teamwork was deemed to be of the utmost importance, hence it was non-negotiable, the imperative to ensure this being placed on the chairpersons of committees and sub-committees tasked with the planning and execution of activities allocated to their respective committees.

Indications from participant data were that the Inter-high athletics, which was hosted by this school, was the original stimulus of what subsequently became a never-ending wave of positive energy. The involvement of the whole community (businessmen and women, parents, local businesses, the business chamber and even people whose children had already finished school) in this event (see Chapter 4), the success of and compliments on the day snowballed into a monumental achievement that would be difficult to repeat. Its flawless organisation, coupled with the fact that the school won almost every trophy on the day, brought the whole school - teachers, SGB members, parents, learners and other stakeholders together. Even now, all those involved in this event to this day refer to the school and its achievements as 'ours'. This snowball effect, which reflects the notion that

“success breeds success”, was a real ‘game changer’ for the school: everyone wants to be involved with winners and be part of an institution where there is a climate and culture of achievement and excellence.

The principal’s role in this transformation was critical. The way he related to the SGB, parents and, most importantly, to the teachers and learners established an atmosphere of trust and belonging. He consistently acknowledged every positive contribution, no matter how small or minor it might have seemed, acknowledging the roles played by teachers, learners, parents and every other stakeholder in making the school successful. In addition to this, he involved community members and some of his former pupils in school activities, introducing new events in which people who were part of the community could join in to make them feel that they, too, were part of the school. Included in activities like these were a wine auction and a “potjiekos” competition, events that none of them had ever been exposed to before, and never attempted before.

The positive spin-offs of the principal’s efforts to include the community seem to confirm claims made by Flint (2011, citing Leadbeater and Mongon, 2008), that the empowerment and involvement of communities might be a more effective way of addressing inequality in education. Schools which do so, are sending out the message that they have the interests of the community at heart, thus establishing the central position of the school in the community and the hub around which community life revolves. At the same time, the involvement of parents, stakeholders and other members of the community in the planning, organising and hosting of school functions adds an important, communal, nuance to the culture of the school and, by implication to the culture of the community concerned.

As to the way the principal related to the learners, he knew nearly every child by name, something which made the learners feel special and important, and that they ‘belonged’ at the school. He also introduced extra classes for athletes who fell behind in their school work to ensure that they did not sacrifice achievement in one area for achievement in another. Finally, to ensure that he would be seen as somebody who ‘walked his talk’, who practised what he preached, he attended and participated in as many of the school’s activities and events as possible.

5.6 DO YOU THINK THE SCHOOL BENEFITS OR IS ADVANTAGED BECAUSE OF THE WAY THINGS ARE DONE AT THIS SCHOOL IN TERMS OF INVOLVEMENT AND PARTICIPATION AND AVAILABILITY OF PARENTS AND TEACHERS?

Indications from literature (Tsang, 2010; Sammons, 1995) are that social capital should play a prominent role in the determination of educational outcomes and the development of policies for schools. There are, as reflected in this case study, also evidence that the utilisation of social capital leads to more teacher-learner, teacher-parent, and school-community relationships – relationships built on trust, belief in one's own and others' abilities and, importantly, a feeling of togetherness, thus benefiting not only the school, also the community in which it is located. At the school which served as the case study, mutual benefits were accrued as early on as the Inter-high athletics meeting which, because of everybody's involvement, created not only a school but also a community spirit of belonging and togetherness. In Putnam's (1993), it was the "... features of social organisation such as networks, norms and trust that facilitate(d) coordination and cooperation for mutual benefit".

One of the key insights that was gained from this case study is that constant improvement seems to be possible only if it is part of what one stands for and what one believes in, the effect that the replacement of rules by values had on learner behavior, teacher and community attitudes, and the culture and achievements of the school being evidence of this. By focusing on and living in accordance with values, the need for rules became redundant. The way in which this was done, was also ingenuous. The Afrikaans phrase, 'n leier' (a leader, in English) was changed into the acronym, 'NLEIER', with each letter representing a specific value.

- N Nalatenskap (Legacy)
- L Lojaliteit (Loyalty)
- E Empatie (Empathy)
- I Integriteit (Integrity)
- E Eienaarskap (Ownership)
- R Respek (Respect)

Implied in the use of the acronym is the notion that A LEADER, knowing what is right, sets an example to others of how a life filled with values can be lived, not only while they are at school but also when they enter the world as adults, when they finish school. As indicated earlier, the value system is graphically presented as the parachute one packs in preparation for one's life journey. In other words, the values packed in the parachute should, when opened in an emergency (in the event that a learner stumbles, or is challenged), safeguard him/her against harm if he/she follows and lives his/her life in accordance with these values. By tapping into the available social capital of the stakeholders, the value system with its benefits and the formation of networks and building of trust relationships, led to the establishment of more opportunities for stakeholders to make contributions and get involved in the school.

The first benefit teachers derived from the value system was that learners who adhered to it were more disciplined. This made teachers' work easier because they did not have to waste time and energy on 'maintaining' class discipline; instead, they could focus on teaching and learning.

The second benefit was that each teacher's particular strengths and weaknesses were identified through the plotting of their brain profiles, which indicated how they responded to and handled challenges, what their personality types were, what was important to them, and what they regarded as acceptable or not in terms of how they worked, planned and organised. Using this information as basis, the principal and the school management team (SMT), placed staff member in positions where, according to their strong points, they would perform best and allocated duties and activities to them in which they could optimally utilise their strengths and by implication, perform to the best of their ability. The plan behind the value system was that the whole school - from the principal right through to the tea lady - should be involved in its promotion. The learners should – in the event that this system was not evident in their homes - tell their families about the values, and start living it in such a way that it would engage the whole community in upholding the value system. If one of the goals was to perform as a school, then every learner should join in and make a contribution to the school activities with their participation. For example, it is crucial that those with a talent in short distance running like the 100m

or 200m come to the front and showcase their talents. In this way the school can be competitive and perform on a high level with the best

Social capital plays a dominant role when determining educational outcomes and should definitely be accessed, mobilised and used much more to enhance the effective contribution it can have in educational institutions in South Africa

5.7 SIGNIFICANCE OF THE STUDY – WHAT CONTRIBUTION DOES THE STUDY MAKE?

The educational challenges and expectations faced in the 'new, 1994 democratic' South Africa have placed school leadership in the cauldron of transformative educational discourse. The role of the school principal and the way in which he/she can and should influence teachers, learners, parents and the community as a whole is accentuated in the debate. This study has shown that only a visionary principal with respect for, empathy with, and the skill to inspire and lead people, would probably be able to effectively manage transformation.

The study has shown that this school managed to implement and introduce a value system and host a successful athletic meeting and have days of prayer, because the right people are in the right seats on the right bus with everyone's 100% buy-in and commitment, and success was experienced.

What is needed is a strong leader, one who leads from the top to the bottom, making a positive difference and leaving a legacy worthwhile for others to follow. Good planning, organisation and creative initiatives are necessary to boost education and to find that elusive equilibrium between reality, what people really experience, and what people think they want. The study suggests that schools will be regarded as successful and exceptional in terms of their performances if they introduce, develop and maintain the use of social capital. Irrespective of a school's unique demography, learner enrolment, the number of learners speaking the same language, have the same beliefs, come from the same or different socio-economic background and their adaptability to change, social capital, if accessed, mobilised and used, can lead to positive results.

5.8 LIMITATIONS OF THE STUDY

This is a bounded case study, and what applies to this specific school and its experiences may not apply *mutatis mutandi* to other schools. The results and analysis of the case study refer to a specific school, at a specific time, with specific initiatives introduced by the principal and school governing body members, in response to specific challenges perceived as important at a point where opportunities for change presented themselves. The success of the initiatives taken were dependent on involved and passionate teachers, learners, parents and community members. Although many successes were achieved, the timing and having the right people at the right place at the right time contributed to the school's effectiveness and outstanding performances overall.

A prominent limitation is the fact that this research, which is contextual, i.e. the findings relate to this one school only, and cannot be generalised to any other school. The possibility of additional research on pilot projects replicating the strategy followed at the school where the research was conducted, to see if it works as well in other contexts can be used as an indication of what could be done to verify or validate the potential generalisability of the findings.

5.9 CONCLUSION

The relationship between the principal and the School Governing Body members are absolutely vital when a project of this scale is taken on. The leadership is from top to bottom and it is the principal that must initiate and persist with the ideas to bring change. If the principal leads, the staff members will follow especially if they can see and realise the benefits of the changes. The teachers and every other stakeholder were afforded the opportunity to make their contributions and they had a mandate to speak freely. Because the stakeholders felt that they had a say in what, when and the how of the whole process, they felt that their contributions were taken in consideration and are workable suggestions and that it could benefit the entire school.

Through interaction with the interviewed participants, it was established that teachers, learners, principal, school governing members and community members are largely driven by a desire to perform.

The majority of stakeholders regarded the school achievements and successes as a reason why they still wanted to be involved and this made that all important difference. The participants were all positive and expected the school's success to even grow and improve more over the next years to come, even with a newly appointed principal.

Since people's views of success and effectivity differs, the majority of participants were of the opinion that with an attitude of all people being involved and with hard work and determination and passion the school will remain a force to be reckoned with on all levels of its participation.

It was also found that one cannot expect one individual to make a difference on his or her own, but it needs a relationship of trust and willingness from many stakeholders to bring about change and to keep the positives of that change in place – i.e. the social capital edge that must be emphasised as key. Change starts with oneself, you do not need to wait for others to bring change, you can initiate it. Change can be implemented, but every individual must buy-in and believe in, with the plans to bring change and the implementation thereof. The changes and implementation should be initiated and put into motion by the principal as leader of the school system. The principal will need the support of every stakeholder and that should definitely include the school governing body, school management team, teachers, learners, parents and members of the community.

The findings of the study indicated that parents, teachers, learners and community members can be involved at a school, through the use of social capital, to make a school successful when:

- The principal is a strong, passionate leader
- A value system is introduced
- An Inter-high athletics event, with good performances on the athletic track and field is hosted successfully
- A religious day of prayer on the sports field is held annually

The success of the school includes, but is not limited to, these elements and it should also be noted that good and effective planning and organisation of events like the wine auction for example played an enormous role in establishing this successful and effective school. Good leadership, clear communication channels, effective and fair discipline, trust, planning, mass participation, cooperation with a shared vision, the involvement of parents, support, a positive attitude, acknowledgement where it is due, partnerships, a willingness to work towards continuous improvement, forming networks and the vision and will to bring change are hand in glove with being a successful and effective school where social capital is utilised, accessed and mobilised to benefit the school and its community.

Principals of schools need the teachers, learners and parents contributions to transform a school from being average to becoming a school of excellence. The school that was used as research site, did not implement social capital as such, but after investigation, it was evident that the actions and ideas that was implemented contained and had many elements of social capital.

The research suggest that when a school strives to be successful, social capital can be used, accessed and mobilised in order for the school to develop and grow into being regarded as an effective, efficient and successful school.

If the results, that were evaluated and described in the findings, are introduced - more schools can experience success by employing all or some of the actions that was done in this school. Although every action that was taken and implemented to become a successful school, the principal did not know and realise that he was accessing, mobilising and using social capital, as such, to change the school to become successful. The fact that we can label the initiatives, actions and the way people are involved as a contribution of social capital, indicate that social capital is accessible, can be mobilised and can be put to good use in education institutions.

Teachers are overloaded and overwhelmed with expectations from the department of education, the school governing body, principal, school management team, fellow teachers, parents, learners and the immediate school community to perform and be involved in many activities in order for the school and the learners to benefit.

Teachers are primarily appointed to account in the academic arena, but they must also cope with being the organiser, coach or convenor of the extra mural activities offered at school and juggle the responsibilities, time available, their academic preparation and in many cases their time spend with their own families. It seems that a school institution consumes a teachers' time and it is therefore essential that social capital is utilised, accessed and mobilised to enhance effectivity and efficiency in a school environment.

It is very evident that social capital as referred to by Robert Putnam, namely the "features of social organisation, such as networks, norms and trust that facilitate coordination and cooperation for mutual benefit", were available, accessed, mobilised and used in the specific school where the research was conducted.

The primary role player in involving the community to make available their social capital, was the school principal, who set the tone, led and established opportunities for all stakeholders to give their inputs and to make contributions to benefit the school, the learners and, also, the community.

The most prominent challenge for any principal in a democratic South African education system at a multi-racial, multi-lingual and multi-religious school, is to create a culture of trust, respect and acceptance of these differences and finding ways to bridge these differences and facilitating the bonding of these relationships. The value of mass participation cannot be emphasised more. When such a culture can be established, it will most probably unleash social capital with all its benefits and rewards, which will be advantageous to all the relevant stakeholders.

Being a school principal myself, I am always enthralled to see the achievements of other schools and sometimes even with a little envy. This study has given me the opportunity to study an excellent school in my province from up close. I have learnt much from this experience of studying another school and it has given me new insights and ideas that I can initiate at my own school. I am much better equipped for my task now that I have completed this research and wish that many more principals would take the opportunity to look at other schools, not only to see what they have done to utilise social capital but also to utilise the social capital inherent in the pool or community of principals.

5.10 RECOMMENDATIONS

The culture in which a school operates affects the attitude and behaviour of the teachers, learners and parents of a school. The creation of this culture evolved after social capital was accessed and used to improve the school effectiveness and success. In this case, the actions that were introduced and implemented was effective at this specific school. If there is a culture of non-participation, for instance, or non-involvement of parents and community members – how do you as a principal get them involved to participate and expose them to access and use of social capital?

It can be recommended that principals should equip themselves to be better leaders and share their vision with important stakeholders. Strong involved stakeholders with a passion for their school and its community should be identified. A platform from where the stakeholders can operate from should be put in place to attract people that can and are willing to make available and share their time, skills, knowledge and their network contacts to improve and contribute towards the school. These platforms can be in the form of committees, organising of fundraising events and the opportunity to be involved with activities in relation to the school and its learners, teachers and parents.

Research in the future must be conducted to find correlations between the accessibility and use of social capital in schools and the effects and advantages and disadvantages it holds in terms of effectiveness and successes in an educational institution. Will there be sufficient room for growth and development of different cultures in terms of: multi-racial, multi-lingual and multi-religious components within schools to create a culture of trust, respect and acceptance of the differences and finding ways to bridge these differences and facilitate the bonding of these relationships.

Answers to these questions will probably enhance the urgency of more research to be conducted in relation to improving features of social organisations such as networks, norms and trust that facilitate coordination and cooperation for mutual benefit in more South African school communities. It also postulated that more

research into the accessing and utilisation of social capital at school level needs to be done as it offers a window of opportunity to enhance and improve schools in South Africa.

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Addendum A

Dear parent/ Guardian

A letter requesting that your child be part of the study

I, LJ Cilliers Student nr: 88532748 would like to invite your child to be part of the study titled: "How school principals access and use social capital."

The purpose of the study is to explore and understand what successful schools do to be regarded as effective and performing in relation to other schools and to give meaning to and experience the concept of social capital in this school. In this letter we want to tell you about what may happen if you allow your child to participate in this project. You can then decide if you want to allow him/her to participate or not. If you agree, you will be asked to sign this consent form accepting our invitation to have your child participate in this study.

The process of field work is detailed below:

- The process will take place at your school in a form a semi-structured interview where your child will be requested to spend some time, after school, with me sharing his/her understanding and experience of why their school can be regarded as successful.
- The interviews will be conducted by myself and it will be done through a semi-structured interview as guideline where the participant will have the opportunity to tell their story (narrative) of their experiences, feelings and attitudes regarding the reasons that may contribute towards the schools' effectiveness and success.
- If you agree that your child participates, we intend to meet with your child for at least three sessions after school to avoid disrupting teaching and learning (the first two days will be for research activities, which will take 45 to 60 minutes and one day for member checking 30 minutes).
- To ensure the anonymity and confidentiality of the participants, we will keep your child's name, the name of the school and contribution to the study private, except if it is your child's wish to be named. If you agree, I would like to audio tape the interviews for research purposes only.

- During the interview session your child will be able to share his/her experiences and feelings and attitudes towards the success of the school and will therefore in no way be exposed to activities that may cause harm or danger to your child.
- There will be no benefits that will be received by your child for participation in this study. However, we hope that participation in this study will make your child experience that he/she made a positive contribution that may help other schools to also be effective and successful.

Should you have any questions or concerns pertaining to this study, you can contact Prof Nieuwenhuis on 012 420 5571 or you can contact me at 082 9298486.

Yours sincerely

Researcher: LJ Cilliers (Mr)

Student number: 88532748

Supervisor: Prof J. Nieuwenhuis

Contact details: 012 420 5571

Email: jan.nieuwenhuis@up.ac.za

Addendum B

Informed consent parent

(a) Upon reading this study information, I permit my child to participate in the study.

Name: _____ (Please print)

Signature_____

Date_____

(b) I give permission that you take audio recordings of my child for research purposes only.

Name: _____ (Please print)

Signature_____

Date_____

(c) I grant permission that my child can be named / I refuse permission for my child to be named.

Name: _____ (Please print)

Signature_____

Date_____

Addendum C

The Circuit Manager
Waterberg District

Dear sir

Request for permission to conduct research

I am a Master's degree student in the Faculty of Education (Department of Educational Management and Policy Studies) and wish to engage in a research study titled "How school principals access and use social capital."

I am hereby requesting for permission to conduct research at a school in your circuit. It is common knowledge that schools in South Africa differ greatly in terms of their academic, cultural and sport performance. Another feature is the incidence of dysfunctional and often under performance of some schools. Yet at the same time, there are schools that are performing exceptionally well and are regarded as highly successful schools. This school has often been regarded as one of the successful schools. Research into schools and in particular into the management thereof, often focus on aspects such as managerial style, resourcing levels of school and teacher effectiveness. An area that has often been neglected in the research is to understand the relationship between the school and its environment and interaction between the school and social context. This area is termed the social capital at the disposal of the school. The purpose of my research is to look into the successful school and its relationship with the social environment to understand how the school access and use the social capital at its disposal.

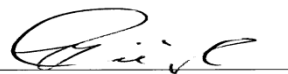
Your school is often cited as a successful school, not merely in terms of academic performance, but also in terms of culture and sport, and I am approaching you to get your permission to do my research at your school. In the research I will be conducting interviews with the principal, five level 1 educators with more than three years teaching experience, five businesses who are supporting the school, five Grade 11 learners excelling in terms of sport, academic and cultural achievements, SGB members, parents and members of the general public. The selection of participants is such that it will enable me to obtain a 360° perspective on the school.

Each interview will last approximately one hour at a time and will take place where it is convenient to those involved and will not be conducted during school hours, and therefore will not interfere with the school programme. The focus of the interviews will be on the experiences and expectations of the participants regarding the school.

The research will adhere to the high ethical standards set by the University of Pretoria and the identity of the school and participants will be protected. For this reason, confidentiality of all participants as well as anonymity will be assured throughout the research process. All participants in the research will have to sign consent forms in order to take part in the research process and will be informed about the purpose of the research. Participation is voluntary and candidates may withdraw from the research process even after it has commenced. Before the report emanating from the research is handed in for evaluation, you will receive a copy to verify that the interests of participants and the school have been protected and that the commitment to anonymity and confidentiality has been honoured.

Your kind consideration to approve the request for permission to conduct the research is appreciated.

Yours sincerely



L.J Cilliers

MEd Candidate

Student number: 88532748

Cell number: 082 929 8486

E-mail: louis@limpopo.za.net

Prof Jan Nieuwenhuis

Supervisor

Tel: (012) 420 2842

Fax: (012) 420 3581

E-mail: jan.nieuwenhuis@up.ac.za

Addendum D

Dear Principal

March 2016

Request for permission to conduct research

I am a Master's degree student in the Faculty of Education (Department of Educational Management and Policy Studies) at the University of Pretoria and a principal at a public school in Louis Trichardt.

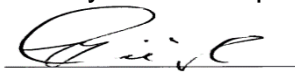
It is common knowledge that schools in South Africa differs greatly in terms of the academic, cultural and sport performance. Another feature is the incidence of dysfunctional and often underperformance of some schools. Yet at the same time, there are schools that are performing exceptionally well and are regarded as highly successful. Your school has often be regarded as one of the successful schools. Research into schools and in particular into the management thereof, often focus on aspects such as managerial style, resourcing level of the school and teacher effectiveness. An area that has often been neglected in the research is to understand the relationship between the school and its environment and interaction between the school and social context. This area is termed the social capital at the disposal of the school.

The purpose of my research is to look into the successful school and its relationship with the social environment to understand how the school access and use the social capital at its disposal. Seeing that your school is often cited as a successful school, not merely in terms of academic performance, but also in terms of culture and sport. I am approaching you to get your permission to do my research at your school. In the research I will be conducting interviews with you, five level 1 educators with more than three years teaching experience, five companies who are supporting the school and five Grade 11 learners excelling in terms of sport, academic and cultural achievements, SGB members, parents and members of the general public. The selection of participants is such that it will enable me to obtain a 360° perspective on the school. The interview will last approximately one hour at a time and will take place where it is convenient to those involved. The focus of the interviews will be on the experiences and expectations of the participants regarding the school.

The research will adhere to the high ethical standards set by the University of Pretoria and the identity of the school and participants will be protected. For this reason, confidentiality of all participants as well as anonymity will be assured throughout the process. All participants in the research will have to sign consent forms in order to take part in the research process and will be informed about the purpose of the research. Participation is voluntary and candidates may withdraw from the research process even after it has commenced. Before the report emulating from the research is handed in for evaluation, you will receive a copy to verify that the interests of participants and the school have been protected and that the commitment to anonymity and confidentiality has been honored.

It will be much appreciated if you would kindly consider my request to conduct such research in your school. Should you require any additional information, you are welcome to contact myself or Professor Nieuwenhuis.

Thank you in anticipation.



Louis Cilliers
MEd Candidate
Student number: 88532748
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Addendum E

Geagte graad 11 leerder

Ek verwys na die titel van die navorsing: “How school principals access and use social capital”

Dit is algemene kennis dat skole in Suid Afrika verskil in terme van hul akademiese, sport en kulturele prestasies. Sommige skole is nie funksioneel nie en onderpresteer. Terselfdertyd is daar skole wat besonders goed presteer en dan ook as suksesvolle skole beskou word. Jou skool is 'n skool wat as suksesvol beskou word. Navorsing by skole in besonder in terme van die bestuur fokus op aspekte soos die bestuurstyl, beskikbare hulpbronne vir die skool asook die effektiwiteit van die onderwys personeel. 'n Area wat baie afgeskeep word met navorsing is om die verhouding te verstaan tussen die skool en sy omgewing en die interaksie tussen die skool en die sosiale konteks. Hierdie area word na verwys as “social capital” of dan sosiale kapitaal wat beskikbaar is vir die skool se gebruik.

In kort gaan sosiale kapitaal oor die bydrae wat mense tot 'n instansie of in hierdie geval die skool maak, sonder om iets terug te verwag. Hierdie bydrae kan in die vorm wees van tyd, kennis, vaardighede, vertroue, finansieel of om besigheids netwerke te gebruik tot voordeel van die skool. Hierdie persone help dus die skool en tree op sodat die skool bevoordeel word en die optrede dra ook by tot die effektiwiteit en sukses van die skool op verskeie vlakke.

Die definisie wat die mees omvattendste is na my mening is die van Robert Putnam: “social capital” refers to “features of social organisation, such as networks, norms and trust that facilitate coordination and cooperation for mutual benefit.”

Addendum F

Dear learner

A letter requesting to be part of the study

I, LJ Cilliers Student nr: 88532748 would like to invite you to be part of the study titled: "How school principals access and use social capital"

The purpose of the study is to explore and understand what successful schools do to be regarded as effective and performing in relation to other schools and to give meaning to and experience the concept of social capital in this school. In this letter we want to tell you about what may happen if you participate in this project. You can then decide if you want to participate or not. If you agree, you will be asked to sign this consent form accepting our invitation to participate in this study.

The process of field work is detailed below:

- The process will take place at your school in a form of a semi-structured interview where you will be requested to spend some time, after school, with me sharing your understanding and experience of why the school can be regarded as successful.
- The interviews will be conducted by myself and it will be done through a semi-structured interview as guideline where you will have the opportunity to tell your story (narrative) of your experiences, feelings and attitudes regarding the reasons that may contribute towards the schools' effectiveness and success.
- If you agree to participate, we intend to meet with you for at least three sessions after school to avoid disrupting teaching and learning (the first two days will be for research activities, which will take 45 to 60 minutes and one day for member checking 30 minutes).
- To ensure the anonymity and confidentiality of the participants, we will keep your name, the name of the school and contribution to the study private, except if it is your wish to be named. If you agree, I would like to audio tape the interviews for research purposes only.

- During the interview session you will be able to share your experiences and feelings and attitudes towards the success of the school and will therefore in no way be exposed to activities that may cause harm or danger.
- There will be no benefits to be received by you for participation in this study. However, we hope that your participation in this study will make you feel that you made a positive contribution that may help other schools to also be effective and successful.

Should you have any questions or concerns pertaining to this study, you can contact Prof Nieuwenhuis on 012 420 5571 or you can contact me on 082 9298486.

Yours sincerely

Researcher: LJ Cilliers (Mr)

Student number: 88532748

Supervisor: Prof J. Nieuwenhuis

Contact details: 012 420 5571

Email: jan.nieuwenhuis@up.ac.za

Addendum G

Informed consent

(a) Upon reading this study information, I agree to participate in the study.

Name: _____ (Please print)

Signature_____ Date_____

(b) I give permission that you take audio recordings of me for research purposes only.

Name: _____ (Please print)

Signature_____ Date_____

(c) I grant permission that I can be named / I refuse permission to be named.

Name: _____ (Please print)

Signature_____ Date_____

Addendum H

Agreement to participate

I..... agree to participate in a study conducted by Louis Johannes Cilliers student nr: 88532748 on “How school principals access and use social capital”

I am aware that the research will be done at my school and my participation is voluntary. I am also aware that I am free to withdraw my participation at any time should I wish to do so and my decision will not be held against me.

I understand that my contact classes will not be disturbed and I grant the researcher permission to use some of my after school hours' time.

I understand that my identity and all that I will say in these research activities and tape-recorded interviews will remain anonymous and confidential.

I also understand that I may be expected to provide written or oral comments on the draft report on the interviews.

I grant permission that the research activities may be tape-recorded for research purposes and understand that these will be stored safely.

I have received contact details for the researcher and the supervisor should I need to contact them about matters related to this research.

Signed: _____ Date: _____

Addendum I

Dear Sir/Madam

Invitation to participate in a study

You are invited to participate in my study titled: "How school principals access and use social capital"

The purpose of the study is to explore possible reasons as to why your school is regarded as being an effective and successful school and how other institutions can emanate and introduce this culture of effectiveness to also be regarded as effective.

It is common knowledge that schools in South Africa differ greatly in terms of their academic, cultural and sport performance. Another feature is the incidence of dysfunctional and often under performance of some schools. Yet at the same time, there are schools that are performing exceptionally well and are regarded as highly successful schools. This school has often been regarded as one of the successful schools. Research into schools and in particular into the management thereof, often focus on aspects such as managerial style, resourcing levels of school and teacher effectiveness. An area that has often been neglected in the research is to understand the relationship between the school and its environment and interaction between the school and social context. This area is termed the social capital at the disposal of the school. The purpose of my research is to look into the successful school and its relationship with the social environment to understand how the school access and use the social capital at its disposal.

Your school is often cited as a successful school, not merely in terms of academic performance, but also in terms of culture and sport, and I am approaching you to get your permission to do my research at your school. In the research I will be conducting interviews with the principal, five level 1 educators with more than three years teaching experience, five businesses who are supporting the school, five Grade 11 learners excelling in terms of sport, academic and cultural achievements, SGB members, parents and members of the general public. The selection of participants is such that it will enable me to obtain a 360° perspective on the school. Each interview will last approximately one hour at a time and will take place where it is convenient to those

involved and will not be conducted during school hours, and therefore will not interfere with the school programme. The focus of the interviews will be on the experiences and expectations of the participants regarding the school.

The research will adhere to the high ethical standards set by the University of Pretoria and the identity of the school and participants will be protected. For this reason, confidentiality of all participants as well as anonymity will be assured throughout the research process. All participants in the research will have to sign consent forms in order to take part in the research process and will be informed about the purpose of the research. Participation is voluntary and candidates may withdraw from the research process even after it has commenced. Before the report emanating from the research is handed in for evaluation, you will receive a copy to verify that the interests of participants and the school have been protected and that the commitment to anonymity and confidentiality has been honoured.

Should you be willing to participate in the research and conditions set out above, you are requested to complete the attached consent form. Should you have any questions or concerns pertaining to this study, you can contact Prof Jan Nieuwenhuis on: 012 420 5571.

Yours sincerely

Signature...  Date...22-03-2016

Supervisor: Prof Jan. Nieuwenhuis

Contact details: 012 420 2842

Email: jan.nieuwenhuis@up.ac.za

Researcher: L.J.Cilliers (Mr), Student number: 88532748

Email: louis@limpopo.za.net

Contact details: 082 9298486

Signature  Date...22-03-2016

Addendum J



LDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE LIMPOPO DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
	Surname and Initials:	Cilliers L.J
	First Name/s:	Louis Johannes
	Title (Prof / Dr / Mr / Mrs / Ms):	Mr
	Student Number (if relevant):	U88532748
	SA ID Number:	6906095249084
	Work permit no. (if not SA citizen)	N/A

1.2	Private Contact Details	
	Home Address	Postal Address (if different)
	143 Anderson street	P O Box 101
	Louis Trichardt	Louis Trichardt

Limpopo	Limpopo
Postal Code: 0920	Postal Code: 0920
Tel: 0829298486	Cell: 0829298486
Fax: 015 516 5408	E-mail: louis@limpopo.za.net

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	<i>Purpose of the Research (Place cross where appropriate)</i>	
	<i>Undergraduate Study - Self</i>	
	<i>Postgraduate Study - Self</i>	X
	<i>Private Company/Agency – Commissioned by Provincial Government or Department</i>	
	<i>Private Research by Independent Researcher</i>	
	<i>Non-Governmental Organisation</i>	
	<i>National Department of Education</i>	
	<i>Commissions and Committees</i>	
	<i>Independent Research Agencies</i>	
	<i>Statutory Research Agencies</i>	
	<i>Higher Education Institutions only</i>	
2.2	<i>Full title of Thesis / Dissertation / Research Project</i>	
	"How school principals access and use social capital"	
2.3	Value of the Research to Education (Attach Research Proposal)	

All schools should be regarded as effective and successful, but unfortunately that is not the case. If reasons can be given why a school is effective in terms of achievements on the sport field, academically and culturally, many schools could develop and aspire to become effective schools. This will probably culminate in better overall results and a better understanding of what should be done to create and use social capital to optimize school effectiveness. Please find attached a research proposal.

2.4	Date
Envisaged date of completion of research in LDE Institutions	October 2016
Envisaged date of submission of Research Report and Research Summary to LDE:	November 2016
2.5	Student and Postgraduate Enrolment Particulars
Name of institution where enrolled:	University of Pretoria
Degree / Qualification:	MEd. Education Management and Policy Studies
Faculty and Discipline / Area of Study:	Education Management
Name of Supervisor / Promoter:	Prof. J Nieuwenhuis

2.6	Employer
Name of Organisation:	Hoërskool Louis Trichardt
Position in Organisation:	Principal
Head of Organisation:	LJ Cilliers (Principal)
Street Address:	Anderson street
	Louis Trichardt
Postal Code:	0920
Telephone Number (Code + Ext):	015 5164965
Fax Number:	015 5165408
E-mail:	hslthoof@mweb.co.za

2.7	PERSAL Number (LDE employees only)
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0	3	0	4	8	8	3	7
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3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES		NO	x
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3.2 Interview/s (If Yes, provide copies of each schedule)

YES	x	NO	
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3.3 Use of official documents

YES		NO	x
<i>If Yes, please specify the document/s:</i>			
Interview Schedule			
Onderhoudskedule			

3.4 Workshop/s / Group Discussions (If Yes, Supply details)

YES		NO	x

3.5 Standardised Tests (e.g. Psychometric Tests)

YES		NO	x
<i>If Yes, please specify the test/s to be used and provide a copy/ies</i>			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 *Type and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)*

INSTITUTIONS	Write NUMBER here
Primary Schools	
Secondary Schools	1
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	
Districts and / or Head Office	

4.2 **Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)**

Name/s of Institution/s
Hoërskool

4.3 **District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)**

District/s			
Waterberg	x		
Capricorn			
Mopani			
Vhembe			

If Head Office/s (Please indicate Directorate/s)
N/A

4.4 Number of learners to be involved per school (Please indicate the number by gender)

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

Grade	7	8	9	10	11	12

Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number									3	2		

4.5 Number of educators/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	Educators	HODs	Deputy Principals	Principal	Lecturers	Office Based Officials
Number	5			1		

4.6 Are the participants to be involved in groups or individually?

Groups		<i>Individually</i>	x
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4.7 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)

Participant/s	Activity	Time
Educators, learners, principal	Semi structured interview, narrative	One hour / participant

4.8 Time of day that you propose to conduct your research.

<u>Before</u> school hours		During school hours (for <u>limited</u> observation only)		<u>After</u> School Hours	x
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4.9 School term/s during which the research would be undertaken

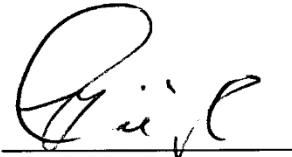

First Term		Second Term	x	Third Term	
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CONDITIONS FOR CONDUCTING RESEARCH IN LDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.*
2. *The Researcher will make every effort to obtain the goodwill and co-operation of the LDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;*
3. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
4. *Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
5. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the LDE. Such research will have been commissioned and be paid for by the Limpopo Department of Education.*
6. *It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.*
7. *The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.*
8. *The names of the LDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.*
9. *On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the LDE Summary template).*
10. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both LDE officials and the schools concerned;*
11. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

DECLARATION BY THE RESEARCHER	
1.	I declare that all statements made by myself in this application are true and accurate.
2.	I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.

Signature:	
Date: 	2016-03-22
DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
I declare that: L J Cilliers	
1. is enrolled at the institution / employed by the organisation to which the undersigned is attached.	
2. The questionnaires / structured interviews / tests meet the criteria of: <ul style="list-style-type: none"> • Educational Accountability; • Proper Research Design; • Sensitivity towards Participants; • Correct Content and Terminology; • Acceptable Grammar; • Absence of Non-essential / Superfluous items; • Ethical clearance 	
3. I will ensure that after success completion of the degree / project an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the LDE template) will be sent by the researcher to the LDE.	
Surname:	Nieuwenhuis
First Name/s:	Jan
Institution / Organisation:	University of Pretoria
Faculty / Department (where relevant):	Education: Humanities
Telephone:	(012) 420 2842
E-mail:	jan.nieuwenhuis@up.ac.za
Signature:	

Date:	2016/03/22

Addendum K

The Chairperson of the School Governing Body

Dear Sir

Request for permission to conduct research at your school

I am a Master's student at the University of Pretoria in the Faculty of Education and engaged in a research study titled "How school principals access and use social capital"

It is common knowledge that schools in South Africa differ greatly in terms of their academic, cultural and sport performance. Another feature is the incidence of dysfunctional and often under performance of some schools. Yet at the same time, there are schools that are performing exceptionally well and are regarded as highly successful schools. This school has often been regarded as one of the successful schools. Research into schools and in particular into the management thereof, often focus on aspects such as managerial style, resourcing levels of school and teacher effectiveness. An area that has often been neglected in the research is to understand the relationship between the school and its environment and interaction between the school and social context. This area is termed the social capital at the disposal of the school. The purpose of my research is to look into the successful school and its relationship with the social environment to understand how the school access and use the social capital at its disposal.

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with the school programme. The focus of the interviews will be on the experiences and expectations of the participants regarding the school.

The research will adhere to the high ethical standards set by the University of Pretoria and the identity of the school and participants will be protected. For this reason, confidentiality of all participants as well as anonymity will be assured throughout the research process. All participants in the research will have to sign consent forms in order to take part in the research process and will be informed about the purpose of the research. Participation is voluntary and candidates may withdraw from the research process even after it has commenced. Before the report emanating from the research is handed in for evaluation, you will receive a copy to verify that the interests of participants and the school have been protected and that the commitment to anonymity and confidentiality has been honoured.

It would be greatly appreciated if you grant me permission to conduct my research at your school.

Should you have any questions or concerns pertaining to this study, you can contact Prof Jan Nieuwenhuis on: 012 420 5571

Yours sincerely

Signature...  ...Date...22-03-2016

Supervisor: Prof Jan. Nieuwenhuis

Contact details: 012 420 2842

Email: jan.nieuwenhuis@up.ac.za

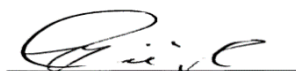
Researcher: L.J.Cilliers (Mr), Student number: 88532748

Email: louis@limpopo.za.net

Contact details: 082 9298486

Signature

Date 22-03-2016



Semi-structured Interview schedule

“How school principals access and use social capital”

Semi-gestruktureerde onderhouds skedule

Geagte heer/dame

Dankie vir die geleentheid om met u te kan praat en u perspektief te kry rakende die effektiwiteit van u skool. Soos ek in die brief verduidelik het, is ek betrokke met 'n navorsingsprojek waar ek die invloed van sosiale kapitaal en die bydrae daarvan in terme van die verbetering van skool effektiwiteit bestudeer. U is in 'n goeie posisie om u idees rakende die onderwerp met my te deel, en ek wil graag sien hoe u die spesifieke kultuur van u skool sou beskryf en te hoor of dit 'n bydrae lewer tot u skool se effektiwiteit.

Soos ek in my brief aangedui het sal alle informasie as streng konfidensieel beskou word en geen name van persone of u skool se naam sal op enige tydstip bekend gemaak word in die finale verslag nie. U is welkom om te enige tyd te onttrek van die navorsing en dit sal op geen manier teen u gehou word nie. Die onderhoud gaan in Afrikaans plaasvind maar as u uself beter in Engels kan uitdruk is u welkom om dit so te doen. Ons gaan gebruik maak van 'n semi-gestruktureerde onderhoud waar ek vrae aan u gaan stel as riglyn, maar dit is belangrik vir navorsings doeleindes dat u vrymoedigheid neem en my vertel van u ondervinding, gevoelens, gesindheid en wat u beleef in terme van die skool en die skool kultuur. Enige informasie wat u wil deel rakende u skool is baie waardevol vir die navorsings projek. Is daar enige vrae wat u wil vra om onduidelikhede rakende die proses wat ons gaan volg uit die weg te ruim?

Sal u omgee as ek die onderhoud op neem sodat ek dit later kan transkribeer om u presiese idees en woorde te kan vaslê?

1. Ons gaan fokus op die verlede, hede en toekoms.

Verlede

- 1.1 Is daar spesiale dinge wat die skool anders gedoen het om spesiaal te wees in die verlede? Het die hoof iets buiten gewoon gedoen om verandering te weeg te bring?
- 1.2 Behalwe vir die onderwysers en leerders, wie het nog 'n rol gespeel in die skool sodat die skool presteer het in die verlede?
Wat het hul gedoen en hoe het hul dit gedoen?
- 1.3 Hoe het die skool te werk gegaan om hierdie rolspelers betrokke te maak?

Hede

2. 2.1 Ons het gepraat van die verlede – nou die hede – wat dink jy maak hierdie skool suksesvol? Is daar dinge (momente) wat die skool anders doen ten aansien van die tydperk wat u by die skool betrokke is?
- 2.2 Buite skool verband? Wat word by die skool anders gedoen en hoe word dit gedoen?
- 2.3 Hoe is hul betrokke gemaak? Wat doen die skool om die rolspelers betrokke te kry?

Toekoms

3. 3.1 As ons kyk na die toekoms – hoe word sosiale kapitaal benut? Wat is jou visie vir die skool?
- 3.2 Wat is nodig om daardie visie te verwesentlik?
- 3.3 Wat beplan jy om daardie visie te verwerklik?