

**THE ROLE OF PRINCIPALS IN THE MANAGEMENT OF TEXTBOOKS IN NO-FEE RURAL PRIMARY SCHOOLS**

**by**

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**Mini-dissertation submitted in fulfilment of the requirements for the degree**

**MAGISTER EDUCATIONIS (Educational Leadership)**

**in the**

**FACULTY OF EDUCATION**

**at the**

**UNIVERSITY OF PRETORIA**

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## Declaration of originality

I, Sydney V. Gazide (Student number: 26608066) hereby declare that this M.Ed. mini dissertation titled, “The role of principals in the management of textbooks in no-fee rural primary schools”, for the degree Magister Educationis (Education Leadership) at the University of Pretoria is my original work. It has not previously been submitted to another institution of higher learning. All the resources cited or quoted in this study are indicated and acknowledged with a comprehensive list of references.

Signed at the University of Pretoria on this 18<sup>th</sup> day of December 2023.

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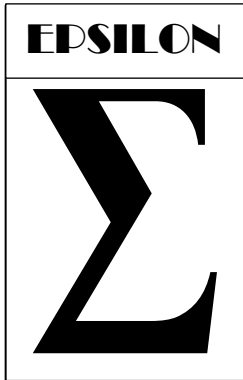
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The study adhered to the ethical standards listed above. These ethical considerations are further discussed in detail in section 3.5.6 of Chapter 3.

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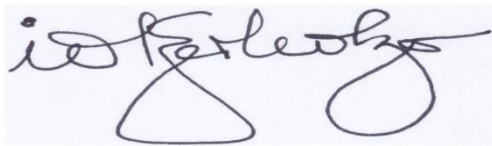
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TO WHOM IT MAY CONCERN

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Yours faithfully



Isobet Oberholzer

24 May 2023

## **Dedication**

I dedicate this study to my wife Duty Beauty Gazide and my children. Thank you very much for the understanding and support during my study. You gave me love and motivation. It is because of you that I managed to complete this study, therefore this is a family achievement.

**MAY GOD BLESS YOU!!!**

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## ABSTRACT

This mini-dissertation is on the role of principals in the management of textbooks in no-fee rural primary schools in the Bohlabela district of the Mpumalanga province. There are inadequate studies conducted in the area of textbook management in South Africa. This study focuses on exploring principals' role in managing textbooks, the challenges they encounter as well as the strategies they deploy to overcome such challenges. This study used the scientific management theory advocated by Fredrick Wislow Taylor (1911) as the lens through which it was guided. This study adopted a qualitative approach anchored in an interpretivist's paradigm and a case study research design. Data for the study was generated through the use of a literature review, interviews, observations and document analysis. Five no-fee rural primary school principals were purposely selected to participate in the study. It was found that principals are managing textbooks in schools although their management is hampered by poor textbooks storage facilities, damaging and theft of textbooks, reluctance of some teachers to engage effectively in the management of textbooks and poor monitoring of textbooks. Recommendations are made to the provincial Department of Education to enforce the use of textbooks monitoring systems in schools and provide proper storage facilities for textbooks in schools. It also recommends for principals to involve parents in the management of textbooks and to capacitate teachers in the area of textbooks management.

**Key words:** No-fee schools, parental involvement, teacher empowerment, school leadership rural primary schools, textbook management.



## LIST OF ABBREVIATIONS

ATP	Annual Teaching Plan
CAPS	Curriculum and Assessment Policy Statement
CEO	Chief Executive Officer
CFO	Chief Financial Officer
DBE	Department of Basic Education
DBSA	Development Bank of Southern Africa
DG	Director-General
DDG	Deputy Director-General
EMIS	Education Management Information Systems
FET	Further Education and Training
GET	General Education and Training
HOD	Head of Department
LTSM	Learning and Teaching Support Material
NNSSF	National Norms and Standards for School Funding
RBT	Resource-based Theory
RTT	Resource Targeting Table
SASA	South African Schools Act
SES	Socio-economic Status
SGB	School Governing Body
SMT	School Management Team

## Table of contents

Declaration of originality.....	i
Ethics clearance certificate.....	ii
Ethics statement.....	iii
Certificate of editing.....	iv
Dedication .....	v
Acknowledgements .....	vi
Abstract.....	vii
List of abbreviations .....	viii
Table of contents.....	ix
Appendices .....	xiii
List of tables .....	xiii
<b>CHAPTER 1: INTRODUCTION AND BACKGROUND .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Research problem .....	4
1.3 Rationale of the study.....	5
1.4 Research purpose and aims .....	6
1.5 Research questions .....	6
1.6 School principal management of textbooks.....	7
1.6.1 Introduction .....	7
1.6.2 Rural no-fee primary schools .....	7
1.6.3 Textbooks and their importance in teaching and learning.....	8
1.6.4 Textbooks allocation process.....	9
1.6.5 Management of textbooks in schools.....	9
1.6.6 Challenges and prospects of textbooks management in schools.....	10
1.6.7 Strategies schools use to overcome challenges of textbooks management	10
1.7 Research methodology and methods.....	11
1.7.1 Research paradigm.....	12
1.7.2 Research approach.....	12
1.7.3 Research design .....	13
1.7.4 Sampling .....	13
1.7.5 Study site and population.....	13
1.7.6 Data collection strategies .....	14

1.7.6.1 Semi-structured interviews .....	14
1.7.6.2 Observations .....	14
1.7.6.3 Document analysis .....	15
1.8 Data analysis.....	15
1.9 Trustworthiness .....	15
1.10 Ethical considerations .....	16
1.11 Significance and contribution of the study .....	16
1.12 Limitations of the study.....	17
1.13 Clarification of concepts .....	17
1.13.1 Education district.....	17
1.13.2 Inequality .....	17
1.13.3 Management.....	18
1.13.4 No-fee paying schools .....	18
1.13.5 Physical assets .....	18
1.13.6 Resources.....	18
1.13.7 School governing body .....	19
1.14 Breakdown of chapters.....	19
1.15 Conclusion .....	20
<b>CHAPTER 2: LITERATURE REVIEW .....</b>	<b>22</b>
2.1 Introduction .....	22
2.2 No-fee paying public schools .....	23
2.3 What are textbooks? .....	24
2.4 How textbooks get to schools.....	25
2.5 The principal's managerial role.....	26
2.5.1 Principal's role in managing textbooks.....	27
2.5.2 Challenges of textbooks management.....	28
2.5.2.1 Strategies for mitigating textbooks management challenges .....	29
2.6 Theoretical framework.....	30
2.6.1 Planning .....	31
2.6.2 Organising.....	32
2.6.3 Directing .....	32
2.6.4 Controlling.....	32
2.7 Conclusion .....	32

<b>CHAPTER 3: RESEARCH METHODOLOGY .....</b>	<b>33</b>
3.1 Introduction .....	33
3.2 Research methodology and methods.....	34
3.3 Research paradigm .....	34
3.4 Research approach.....	35
3.5 Research design .....	36
3.6 Research site and sampling.....	37
3.7 Data collection strategies .....	38
3.7.1 Face-to-face semi-structured interviews .....	39
3.7.1.1 Procedure for conducting face-to-face semi-structured interviews.....	39
3.7.2 Observations .....	40
3.7.2.1 Procedure for conducting observations.....	40
3.7.3 Document analysis.....	40
3.7.3.1 Procedure for conducting document analysis .....	41
3.8 Data analysis.....	42
3.8.1 Procedure for data analysis .....	42
3.8.1.1 Familiarisation.....	42
3.8.1.2 Coding .....	42
3.8.1.3 Generating themes .....	43
3.8.1.4 Reviewing themes.....	43
3.8.1.5 Defining and naming themes .....	43
3.8.1.6 Writing up.....	43
3.9 Trustworthiness and transferability.....	44
3.9.1 Triangulation .....	44
3.9.2 Member checking.....	44
3.9.3 Audit trail.....	45
3.10 Ethical considerations .....	45
3.11 Data storage.....	46
3.12 Conclusion .....	47
<b>CHAPTER 4: DATA ANALYSIS AND INTERPRETATION.....</b>	<b>48</b>
4.1 Introduction .....	48
4.2 Profiles of Schools A-E.....	48
4.3 Biographical information of the participants .....	49
4.4 Data presentation.....	49

4.5 Data analysis.....	51
4.5.1 Face-to-face semi-structured interviews with principals.....	52
4.5.1.1 Theme 1: Principal’s role in managing textbooks.....	52
4.5.1.1.1 Sub-theme 1: Budget allocation to procure textbooks.....	52
4.5.1.1.2 Sub-theme 2: Selection of textbooks .....	53
4.5.1.1.3 Sub-theme 3: Planning for the acquisition of textbooks .....	55
4.5.2 Theme 2: Challenges of textbooks management .....	56
4.5.2.1 Sub-theme 1: Challenges of managing textbooks.....	56
4.5.2.2 Sub-theme 2: Shortages of textbooks .....	57
4.5.2.3 Sub-theme 3: Monitoring of textbooks .....	58
4.5.3 Theme 3: Strategies for mitigating textbook management challenges .....	59
4.5.3.1 Sub-theme 1: Mitigating strategies for textbooks allocation .....	59
4.5.3.2 Sub-theme 2: Mitigating strategies for textbooks shortages .....	60
4.5.3.3 Sub-theme 3: Mitigating strategies for textbooks monitoring.....	61
4.6 Summary.....	62
4.7 Data analysis from observations .....	63
4.7.1 Data analysis of observations for School A.....	63
4.7.2 Data analysis of observations for School B.....	64
4.7.3 Data analysis of observations for School C .....	64
4.7.4 Data analysis of observations for School D .....	65
4.7.5 Data analysis of observations for School E.....	65
4.8 Analysis of data from documents .....	65
4.8.1 Textbook management policies .....	66
4.8.2 Inventory registers .....	66
4.8.3 Textbook order catalogues .....	66
4.8.4 Textbook delivery invoices.....	67
4.9 Summary.....	67
4.10 Concluding remarks .....	67
4.11 Conclusion .....	68
<b>CHAPTER 5: OVERVIEW, SUMMARY OF THE FINDINGS, RECOMMENDATIONS</b>	
<b>AND CONCLUSION .....</b>	<b>69</b>
5.1 Introduction .....	69
5.2 Overview .....	71
5.3 Summary of the findings.....	71

5.3.1 Findings in respect of secondary question 1: How do principals in no-fee rural primary schools in Mpumalanga province understand their role in the management of textbooks in their schools? .....	71
5.3.2 Findings in respect of secondary question 2: What challenges do no-fee rural primary school principals experience in the management of textbooks in their schools? .....	72
5.3.3 Findings in respect of secondary question 3: What strategies do principals in no-fee rural primary schools use to address challenges they experience as they manage textbooks in their schools? .....	73
5.4 Recommendations .....	74
5.5 Avenues for further research .....	75
5.6 Concluding remarks .....	75
5.7 Conclusion .....	75
<b>References</b> .....	77

## **Appendices**

Appendix A: Permission to conduct research from the Mpumalanga DOE .....	91
Appendix B: Requesting permission form the SGBs to conduct research .....	92
Appendix C: Requesting permission from the participants to conduct research .....	94
Appendix D: Letter of informed consent for participants .....	96
Appendix E: Interview schedule for participants .....	97
Appendix F: Observation guide for management of textbooks in schools .....	98

## **List of tables**

Table 4.3.1: Biographical information of the principals .....	49
Table 4.4.1: Research questions, themes, and sub-themes .....	50
Table 4.4.2: Themes and sub-themes of the research findings from observations ..	51
Table 4.4.3: Documents requested for analysis .....	51

## CHAPTER 1

### INTRODUCTION AND BACKGROUND

#### 1.1 Introduction

In this chapter, I introduce the study and provide the background regarding the role of principals in no-fee rural primary school in the management of textbooks in the Bohlabela district, Mpumalanga province. I provide an overview of what legislation dictates regarding the responsibility of providing textbooks, and the procedure for procuring textbooks. I also outline the importance of textbooks and the management thereof. Also included are the problem statement, the purpose of the study, the rationale, the main research question and secondary research questions, the aims and objectives of the study, methodology, ethical considerations, contributions as well as the limitations of the study, after which the chapter is concluded.

This study focuses on the role of principals in the management of textbooks in no-fee rural primary schools in the Bohlabela district in Mpumalanga. No-fee schools are funded by the state, *inter alia* to purchase textbooks. Money used to fund public rural schools comes from public revenue and schools are funded on an equitable basis (Sebidi, 2019). In terms of Section 34(1) of the South African Schools Act of 1996, equal funding guarantees and protects the right of learners to education and redresses past imbalances (RSA, 1996b). It is therefore the State's responsibility to fund and purchase learning and teaching support materials (LTSM), including textbooks for the learners. In terms of Section 20(1) of the South African Schools Act (RSA, 1996b), the responsibilities of the school governing body (SGB) of a public school is to administer and control the school's property, buildings, grounds it occupies, and the school's resources including textbooks (RSA, 1996b).

Although the management of physical assets of the school including textbooks is the responsibility of the SGB (Section 20(1g) of the South African Schools Act 84 of 1996), the principal by virtue of his/her position as *ex officio* member of the SGB has the mandate from the Department of Education to manage textbooks on behalf of the SGB. According to Section 16(3) of the South African Schools Act 84 of 1996, the professional management of a public school is vested in the principal (RSA, 1996b).

The professional management of a school refers to as the process of planning, organizing, directing and controlling the activities of an institution utilising human and material resources so as to effectively and efficiently accomplish the function of teaching and learning (Maja, 2016). Therefore, the day to day running or execution of key functions at the school, including the purchasing and selecting quality textbooks and determining their quantity, maintenance, retrieval, monitoring and utilisation, are the responsibility of the principal. Although the provincial Department of Education is responsible for the procurement of textbooks on behalf of schools, the principal has a critical role to play in the purchasing process at school level (Mbuqe, 2020).

All public schools are funded using the Resource Targeting Table (RTT) provided in the National Norms and Standards for School Funding of 1998 in terms of which schools are targeted on the basis of their need (DBE, 2011; NNSSF, 1998). In South Africa, schools are categorised according to their socio-economic status/poverty levels of the communities where they are located. These levels are called quintiles. The schools in the most economically disadvantaged (poorest) geographical areas are categorised under quintile 1-3 and those in the most economically advantaged (wealthiest) geographical areas as quintile 4-5 (Van Dyk & White, 2019). Schools in quintiles 1 to 3 are no-fee paying schools and receive more funding per learner from the government than schools in quintiles 4 to 5 (Sayed, Motala, Carel & Ahmed, 2020). In order to redress the results of the past racially discriminatory imbalances, schools in quintiles 1 to 3 are allocated more funds for the acquisition of textbooks than those in quintiles 4 to 5 (Mestry, 2020; Sebidi, 2019).

In Mpumalanga, the process of LTSM procurement, distribution and maintenance including textbooks is the core function of the provincial Department of Education (Mpumalanga LTSM Policy, 2011). The process of textbook procurement involves analysing the need, locating and selecting appropriate service providers, bargaining for prices, buying and following up on delivery (Munzhedzi, 2016).

At the provincial level activities in the procurement process of textbooks involve the following stages:



- According to the Mpumalanga LTSM Policy (2011), the director-general (DG) for curriculum engages in an analysis of curriculum needs, makes an estimation and requisitions for a budget.
- The director for finances, the chief financial officer (CFO), provides the budget. Thereafter, the directors for further education and training (FET) and general education and training (GET) and the deputy director-general (DDG) for curriculum prepare a circular for the requisitioning of textbooks.
- The director for supply chain and the chief financial officer (CFO) sends a circular and requisition forms per school to the district offices.
- District directors, directors for supply chain and deputy directors-general for systems and planning send a circular and requisitions to schools and also collect requisitions and submit them to the main warehouse.
- The directors for FET and GET and director-general for curriculum screen and verify the requisitions before they are captured in a data base.
- Thereafter, the director for supply chain and the CFO collate data from requisitions, process orders for procurement, distribute and monitor supply, and process the invoices for payment. The director for finance settles claims and reports on the expenditure.

At the school level, procurement of textbooks commences with the district office issuing textbooks paper budget allocations and issuing out requisition forms and catalogues to schools (Mbuqe, 2020). According to The Mpumalanga Department of Education's Policy for Procurement, Supply, Maintenance, and Retrieval of Learning and Teaching Support Material (LTSM) (2011) in schools, the paper budget displays the amount of money allocated to each school for the purchase of textbooks and it is informed by the school's quintile and on the basis of their need.

The funds allocated by the department for textbooks are not given to schools but remain with the department. The textbooks catalogues dispensed by the Department of Education to schools contain all approved textbooks from different publishers for all the grades and learning areas from which schools are expected to select the textbooks that they want to purchase (Mbuqe, 2020). Henceforth schools have to choose their preferred textbooks which are equal to the value of the allocated paper budget. The

requisition forms and catalogues are then sent to the provincial Department of Education to finalise the procurement process. The suppliers chosen by the different schools then deliver textbooks to schools once the department has processed payment for the procurements.

The availability of textbooks for every learner and subject offered is an essential prerequisite to quality teaching and learning (Mpumalanga LTSM Policy, 2011) and this is corroborated by Abdulkareem and Fasasi (2012) who contend that availability of sufficient and quality can improve learning outcomes. Valerie and Tia (2011) argue that quality textbooks contribute positively to the academic performance of learners. Therefore, it is incumbent on principals to manage textbooks at their disposal effectively and efficiently for learners to achieve good results. Sirmon and Hitt (2003) posit that resources alone are unlikely to bring about the desired outcomes. In other words, adequate textbooks alone cannot bring about the desired outcomes. Nevertheless, it is the role of the principal to manage textbooks effectively and optimally to benefit the learners. This then brings to the fore the role played by the principal in managing textbooks that lead to success in some schools and failure in others. Hence, I find it important to explore the role of no-fee rural primary school principals in the management of textbooks.

## **1.2 Research problem**

With this study, I intended to explore the role of principals in the management of textbooks in no-fee rural primary schools in the Bohlabela district of Mpumalanga. Inadequate and poor management of textbooks compromise the quality of teaching and learning in schools. Rural schools often experience a shortage of resources, including textbooks. According to Mestry and Ndhlovu (2014) the South African education system is still confronted with major challenges in respect of resource allocation despite government's attempt to address them through the National Norms and Standards for School Funding (NNSF). The NNSF is a funding model for school-based poverty levels which are called quintiles. According to The National Norms and Standards for School Funding (NNSF) Government provides approximately six times more funding to no-fee paying schools than fee-paying schools

to ensure a more equitable distribution of funds and resources (Mestry & Ndhlovu, 2014).

In most rural no-fee primary schools, textbooks are not taken care of, and this results in the poor performance of learners. Research has revealed that access to and the availability of textbooks contribute to teaching and learning because learners are able to work independently when they are at home (Sikorova, 2012). How textbooks are managed and utilised during teaching and learning may also affect outcomes. Therefore, one of the roles of the principal is to oversee textbooks and provide strategic direction regarding their management (Dowd, 2018).

### **1.3 Rationale of the study**

At the start of my career as a teacher at a deep, remote rural primary school 27 years ago, I observed that there was a lack of proper textbooks management in my school which hindered teaching and learning. This lack of proper textbooks management was not only limited to my school but affected most no-fee rural schools in Bushbuckridge and often manifested itself in inequity of performance between rural and urban schools. No-fee rural schools also perform differently, some succeed while others fail, and this can be attributed to knowledge and input deficiency of principals in the management of textbooks (Mabula, Khalabai & Simeon, 2023).

Phakati (2015) contends that there is a challenge of budget allocation in rural public schools, and insufficient resources compromise the effectiveness of classroom management and content delivery (Bizimana & Orhodo, 2014). This inequity of resources as opined by Xin and Xue (2015) results in an inequity of results and performance in rural schools as well as some of the urban schools. Since textbooks play a critical role in the achievement of learning outcomes, the way they are managed and utilised has a bearing on the performance of learners.

Personally, I endured frustrations at my school due to inadequate textbooks and the poor care of textbooks which caused textbook management problems. However, the principal as a manager in a school is central to the success or failure of schools to achieve positive outcomes through the use and proper management of textbooks. Sirmon and Hitt (2003) posit that resources alone are unlikely to produce the desired

outcomes, and this implies that resources might be adequate but if they are not properly managed and utilised their impact might not change the situation. In 2015, the organisation Basic Education for All (“BEFA”) had brought a challenge against the Department of Basic Education (“DBE”) and the Limpopo Department of Education (“LDOE”) over their failure to ensure access to textbooks for school pupils in the Limpopo province of South Africa. However, there is inadequate studies that have been conducted regarding the management of textbooks in rural primary schools. Therefore, this study adds to the existing studies conducted in this research area by suggesting strategies that can be used to enhance the management of textbooks in rural primary schools.

#### **1.4 Research purpose and aims**

The Mpumalanga Department of Education is one of the nine provincial education departments in South Africa. Most of the schools in this province are located in deep rural areas. Based on their poverty levels most of these schools have been categorised under quintile 1-3 (Sebidi, 2009). This provincial Department of Education established districts and circuits as working and effective structures for service delivery to schools (Sebidi, 2009). Through the districts and circuits, the provincial Department of Education provides resources including textbooks to these schools following a prescribed textbook requisition process. Therefore, the purpose of this study is to explore how the principals in no-fee rural primary schools in the Bohlabela district of the Mpumalanga province manage textbooks by:

- Exploring the principals’ understanding of their roles in managing textbooks in no-fee rural primary schools.
- Identifying the challenges experienced by principals of no-fee rural primary schools in managing textbooks.
- Examining the strategies principals use to address the challenges of textbooks management in their schools.

#### **1.5 Research questions**

This study poses the following research questions:

### Primary research question

- How do principals in no-fee rural primary schools manage textbooks?

### Secondary research questions

- How do principals in no-fee rural primary schools in Mpumalanga province understand their role in the management of textbooks in their schools?
- What challenges do no-fee rural primary schools principals experience in the management of textbooks in their schools?
- What strategies do principals in no-fee rural primary schools use to address the challenges they experience as they manage textbooks in their schools?

## **1.6 School principal management of textbooks**

### **1.6.1 Introduction**

In this section, the concept of rural no-fee schools, textbooks and their importance in teaching and learning, the textbook allocation process and the management of textbooks in schools are discussed. I also delved into the prospects and challenges experienced in the management of textbooks and the strategies employed by schools in order to mitigate those challenges.

### **1.6.2 Rural no-fee primary schools**

Rural no-fee public primary schools are mainly located in poor villages that are far away from the cities and towns. They are impoverished schools and serve poor communities where either the parents do not work or receive very low salaries at their workplaces (Nortje, 2017; Van Dyk & White, 2019). Based on their poverty status, they have been categorised under quintile 1-3 and are fully funded by the Department of Education (Mestry, 2020). These schools receive larger grant allocation from the Department of Education than affluent schools that have been categorised under quintile 4-5 (Maistry & Africa, 2020). To ensure that children from poor parent communities have the right to education as guaranteed by the Constitution of the Republic of South Africa, the Department of Basic Education (DBE) has introduced a

'no-fee schools' policy (RSA, 1996a). This policy dictated that schools that were categorised under quintile 1-3 regarded as poor of the poorest were not to pay school fees, but to be fully funded by the government (Mestry, 2020).

### **1.6.3 Textbooks and their importance in teaching and learning**

Dockx, Bellens and De Fraine (2020) regard textbooks as a guide for the teachers' daily practice and to provide the main teaching material that students experience. According to Mithans and Grmek (2020) textbooks are the basic teaching material used by teachers and students to achieve the educational objectives and standards of knowledge defined in the curriculum and the catalogue of knowledge. In support of this assertion by Mithans and Grmek (2020), Curtis (2019) refers to a textbook as physically published textbooks, schemes and materials, as well as online programmes such as White Rose, reflective of materials used in classrooms. Textbooks are used by teachers to give learners assessment tasks and are also used as references for teachers and the learners. Textbooks play a key role in enhancing the quality of teaching and learning, especially in the context of low income Sub-Saharan African (SSA) countries such as Ghana and Ethiopia which are characterised by large class-size, poorly motivated and inadequately trained teachers, and short effective school years (Fredriksen, Brar & Trucano, 2015). In China textbooks are regarded as instructional materials that include paper-based teacher guides, student textbooks and workbooks, and related digital resources used to support teaching and learning (Hsiang et al., 2022) However, it is believed that a good textbook effectively improve students' competencies and the higher the quality of a book, the more competent the student may be (Sievert et al., 2019).

In the South African context, textbooks serve as a foundation for learning and are used as a source of information by both teachers and learners during teaching and learning and they can either be printed or electronic (DBE, 2009). Textbooks are increasingly seen as an important part of South African basic education following the implementation of the National Curriculum Statement (DBE, 2009). According to the Minister of Basic Education textbooks are the most effective tools to ensure consistency, coverage, appropriate pacing and good quality instruction (DBE, 2009).

#### **1.6.4 Textbooks allocation process**

In South Africa the allocation and procurement of textbooks is the responsibility of the provincial Departments of Education (Mpumalanga LTSM Policy, 2011). The process of textbooks procurement commences with the provincial Department of Education issuing textbook paper budget allocations and issuing requisition forms and catalogues to schools. The paper budget displays the amount allocated to each school for the purchase of textbooks and it is informed by the school's quintile and on the basis of the number of textbooks they require (Mpumalanga LTSM Policy, 2011).

The funds allocated by the Department of Education for textbooks are not given to schools, but remain with the department (Mpumalanga LTSM Policy, 2011). The textbooks catalogues dispensed by the Department of Education to schools contain all approved textbooks from different publishers for all the grades and learning areas from which schools are expected to select the textbooks that they want to purchase. Henceforth, through the principal's guidance, schools choose their preferred textbooks which equal the value of the allocated paper budget from the Department of Education (Mpumalanga LTSM Policy, 2011).

The requisition forms and catalogues are then sent to the provincial Department of Education through the district office to finalise the procurement process. The suppliers chosen by the different schools then deliver textbooks to the schools once the provincial Department of Education has processed payment for the procurements (Mpumalanga LTSM Policy, 2011).

#### **1.6.5 Management of textbooks in schools**

Countries of the world have prioritised education as an instrument for their societal and economic growth. Through education, countries have developed both their human and material resources and have subsequently improved all aspects of their national lives (Attakumahi, 2020). However, available textbooks require to be managed. Textbooks management is a very broad concept which includes selection, purchasing, distribution, retrieval, utilisation, and storage of textbooks. In Rwanda and South Africa, the responsibility of managing textbooks has been devolved to schools and principals (RSA, 1996b). The way textbooks are managed may impact teaching and learning

since textbooks improve student competencies (Sievert, et al., 2019). The role played by principals in the management of textbooks cannot be over-emphasised since the quality and the quantity of textbooks have a bearing on learning outcomes and without the effective management of textbooks the instructional programme is doomed to fail (Sikorova, 2012).

### **1.6.6 Challenges and prospects of textbooks management in schools**

Poor management of textbooks has presented serious challenges in teaching and learning across the globe (Qwoeye & Yara, 2011). Some of the principals in rural schools lack the knowledge and input to make an informed and appropriate selection of textbooks and this is a challenge because textbooks can effectively improve students' competencies (Sievert et al., 2019). The unavailability of storage facilities, or poor storage of textbooks may cause high rates of loss and damaged textbooks which hinder student performance (Singh & Malla, 2016). Abdulkareem and Fasasi (2012) contend that inadequate textbooks have a potential to impact teaching and learning negatively. Poor delivery of textbooks is one of the challenges in the management of textbooks (Kwinda, 2014). The monitoring system of textbooks has become one of the challenges that principals are experiencing in the management of textbooks because the retrieval system is not effective and systematic (Phakathi, 2015). Phakathi (2015) further mentions that some of the schools in South African have textbooks retrieval policies and textbooks control system and tools, but, they hardly use them. However, this expose textbooks to damages and theft. (Ampratwum, Armah-Attoh & Ashon, 2012).

### **1.6.7 Strategies schools use to overcome challenges in the management of textbooks**

In order to address the problem of the shortage of textbooks, rural schools often resort to making copies to cover for inadequate quantity. According to Ampratwum et al., (2012), parents are involved when textbooks are issued to the learners, and they sign an agreement to take care of those textbooks. It has also been a common practice in schools that textbooks are placed in the custody of subject teachers to control during and after the lessons. Stoelinga and Mangin (2010) also indicate that the monitoring of teaching and learning is one of the key strategies that can be deployed in the



delivery of quality educational outcomes, and this can be achieved through the direct monitoring of textbook utilisation during class visits conducted by the principals or departmental heads.

However, Hoy and Miskel (2008) postulates that the principals' textbook management styles may enhance the management of textbooks in schools. These management styles include among others collaborative leadership whereby stakeholders within a school are involved in the management of textbooks (Bush, 2011). implementing the leadership fundamentals such as defining and communicating goals, textbook management, monitoring and providing feedback on the control of textbooks to the consumers in order to assist in their management.

According to the South African Schools Act, Section 19 (1) it is the responsibility of the principal to train members of the school governing body to enable them to perform their duties, and to continually train them to promote effective performance of their functions, or to enable them to assume new additional functions (RSA, 1996b). Therefore, principals should train and involve members of the school governing bodies to assist in the management of textbooks. Phakathi (2015) outlines that principals of schools should introduce the quarterly monitoring system for textbooks whereby the status of textbooks that have been loaned to learners are known and put into record to circumvent shortages. The suggestion is also that the SGBs should be involved in dealing with the learners' parents in the management of textbooks so that when learners loose textbooks, parents are taken on board to make sure that such textbooks are replaced (Ampratwum et al., 2012).

## **1.7 Research methodology and methods**

“Methodology refers to the bridge that brings our philosophical standpoint (ontology and epistemology) and methods (perspective and tools) together.” (Maree et al., 2019:57). Methods are the tools that the researcher use to collect data, tools that enable the researcher to gather data about the social reality from individuals or a group of participants. “The judgement to choose an approach is always informed by the larger philosophical assumptions the researcher brings to the study and the nature of the research problem being addressed.” (Creswell, 2014:56). The principal aim of the

methodology and methods is to assist the researcher to gather data that would contribute to the generation of a theory on the researched topic (Maree et al., 2019).

### **1.7.1 Research paradigm**

The epistemological claim for this study reflects the interpretive theoretical paradigm. Epistemology is the study of the nature and origins of knowledge, and deals with nature and forms of knowledge, how knowledge is acquired and how it can be transferred to other people (Maree et al., 2019). The term 'paradigm' originated from the Greek word *paradeigma* which means pattern and was first used by Thomas Kuhn in 1962 (Sebidi, 2019). A paradigm is the "entire constellation of beliefs, values and techniques shared by members of a given community" (Kuhn, 1962:162). According to Cohen, Manion & Morrison (2018) a paradigm is a world view, the values, framework and methods according to which the study takes place. The interpretivist paradigm is also known as the constructivist paradigm. The interpretivist paradigm is aimed at understanding and giving a thick description of the phenomenon according to the participants (Creswell, 2014).

In this study, I interacted with rural primary school principals and extracted information on how they manage textbooks in their schools. During the interaction with them, I learned how they interpreted their knowledge when managing textbooks. Potential challenges that I might have encountered were Covid-19 restrictions and that some principals might have provided inadequate information that could lead to wrong interpretation and resulted in wrong conclusions.

### **1.7.2 Research approach**

This is a qualitative study. Qualitative research is the "the study of the nature of phenomena and is especially appropriate for answering questions of why something is (not) observed, assessing complex multi-component interventions, and focussing on intervention improvement" (Busetto, Wick & Gumbinger, 2020). The qualitative approach adopted for this study involved an interpretive, naturalistic approach to the world (Creswell & Poth, 2018). An interpretive approach enabled me to collect data from participants in their natural setting and to understand the world from the participants' perspectives (Cohen, Manion & Morrison, 2011). I selected a qualitative

approach based on the aims of this study which was to understand the no-fee public primary school principal's role in the management of textbooks in the Bohlabela district. Based on the premise that qualitative researchers scrutinise a "case" as emerging in natural social life, I was then able to present an authentic interpretation that was sensitive to the definite social-historical context under investigation (Neuman, 2014).

### **1.7.3 Research design**

A research design is "a plan or strategy that is drawn up for organising the research and making it practicable, so that research questions can be answered based on the evidence and warrants" (Cohen, Manion & Morrison, 2018:173). I adopted a research design case study to understand the role of principals in the management of textbooks in no-fee rural primary schools (Cohen, Manion & Morrison, 2009). I deemed a multiple case study as the most appropriate research design to be used in this study, because it allowed me to understand how rural primary school principals manage textbooks in their schools (Creswell, 2014). A case study research design helped me to understand how no-fee rural primary school principals selected, procured and managed textbooks utilisation to benefit the school and the challenges experienced when managing textbooks.

### **1.7.4 Sampling**

Purposive sampling was adopted for this study because it involves identifying and selecting individuals or groups of individuals and schools that are knowledgeable about the management of textbooks (Creswell & Plano Clark, 2011). The five primary schools were chosen based on the remoteness of their location and their poverty status. One principal from each of the five primary schools participated in this study.

### **1.7.5 Study site and population**

The research sites were five no-fee rural primary schools in the Bohlabela district in Mpumalanga province. In the case of this study, research sites are places where I conducted research. A population for the study was made of a group of principals who had common traits and from which research results were generated (Dau, 2010). For

the purpose of this study, I selected five principals from no-fee rural primary schools in the Bohlabela district in Mpumalanga as my population. Principals were chosen based on their experience as primary school principals for at least five years.

### **1.7.6 Data collection strategies**

I conducted interviews, observed, and scrutinised documents at five rural primary schools in the Bohlabela district (Creswell & Plano Clark, 2011). The interviews I conducted focused on exploring the role of principals in the management of textbooks and I spent 45 minutes with each participant at the five schools. Interviews were conducted after school hours in their offices to avoid disruption of the school program as it was a requirement in the permission letter from the Mpumalanga Department of Education.

#### **1.7.6.1 Semi-structured interviews**

I adopted face-to-face semi-structured interviews to collect data on the role of principals in the management of textbooks in no-fee rural primary schools in the Bohlabela district in Mpumalanga province (Maree et al., 2019). I used an interview schedule which allowed me to be consistent in asking the questions. A digital tape recorder was used to capture the principals' responses during the interviews (Creswell, 2003). Covid-19 protocols were also observed during the interviews. To adhere to the ethical requirements of conducting research, the researcher applied for ethical clearance from the Ethics Committee of the University of Pretoria, Department of Education Management and Policy Studies to conduct research. Permission to conduct research was also requested from the sampled schools involved in the study. Participants were sent letters of consent to signal their willingness to participate in the research, explaining all the research procedures as well as the ethical considerations to be observed during the study.

#### **1.7.6.2 Observations**

I conducted observations for one week in each of the no-fee rural primary schools that participated in the study. I observed the principals' management of textbooks in all the five sampled schools. This was done in order to make sense of the availability of textbooks, how they are distributed to learners, how they are stored, controlled, and

monitored, and the people responsible for the management, and the challenges experienced during the textbook management process.

### **1.7.6.3 Document analysis**

Documents are printed textual data or digital data, and this may include published or unpublished documents, reports, memoranda, administrative documents, journals, letters, email messages and newspaper articles (Maree et al., 2019). I requested printed textual administrative documents for analysis from the principals of no-fee primary schools. Before I commenced with the analysis, I grouped the documents in terms of the categories of information they were containing. I then perused and analysed the documents. The documents that were analysed included textbooks policies, inventory registers, classroom textbook registers, textbooks order catalogues, and textbooks delivery invoices and the school budget.

### **1.8 Data analysis**

Data analysis involves organising, accounting for and explaining the data (Cohen, Manion & Morrison, 2018). It is about making sense of the data in terms of the participants' understanding of the phenomenon by identifying patterns, categories and themes. Therefore, I analysed the data collected from the interviews with the principals, observations and document analysis in order to extract and attach meaning to it. Subsequently, I compiled patterns, themes and categories emanating from the data. I then transformed raw data from the interviews into a standardised format, and this process is known as coding (Braun & Clarke, 2006).

### **1.9 Trustworthiness**

Trustworthiness refers to the credibility or accuracy of data (Creswell, 2014; Creswell, & Poth, 2018). With trustworthiness, I ensured that data was believable, authentic, reliable and valid (Van Royen, 2011:159). Triangulation assisted me in ensuring the trustworthiness and credibility of this study by using multiple sources (Maree et al., 2019). I also did member checking, all participants were given transcripts of their interviews to verify and confirm the accuracy of its content (Candela, 2019).

### **1.10 Ethical considerations**

In order to ensure that this research adheres to the ethical principles of conducting research, I applied for ethical clearance from the University of Pretoria's Faculty of Education's Ethics Committee for permission to proceed with the study. An ethical clearance was then granted before I started the data collection processes. Letters were written to the Head of the Mpumalanga Provincial Department of Education, circuit managers and SGBs to get permission to conduct research at the schools.

Letters were written to principals and informed consent were obtained from them to voluntary partake in the study. The conditions pertaining to participation were explained to participants before the commencement of the study. Participants were protected and treated with respect, and the researcher showed empathy, integrity, honesty, responsibility, and objectivity to all participants. The researcher also explained to participants that participation was voluntary, and they had right to withdraw from the study at any time. Participants were assured that their name and the names of the schools would remain anonymous, the information they would provide would be treated with confidentiality and that their safety would be guaranteed at all times (Badampudi et al., 2022; Maree et al., 2016).

### **1.11 Significance and contribution of the study**

Extensive research in the area of textbook management has been conducted globally (Qwoeye & Yara, 2011; Fredriksen, Brar & Trucano, 2015). However, there is very limited literature available on how principals can manage textbooks successfully to enhance teaching and learning in schools. This study would therefore provide knowledge that would enhance the management of textbooks by making education authorities aware of the gaps that prevail in the existing textbook management policy. The findings of the study would improve principals' practice in the management of textbooks locally and internationally. New knowledge presented by the study would also add to the theory of the existing literature on the management of textbooks in primary schools.

## **1.12 Limitations of the study**

Bohlabela district in the Mpumalanga province has many primary schools that are categorised under quintile 1-3 that qualify to be selected for this study. The study included only five primary schools to participate in the study. However, criteria used by the researcher to select these primary schools compromised the finding, since some of the primary schools were not included in the selection to participate in the study. This sampling procedure condensed generalisation of the findings. However, the employment of multiple data collection methods assisted the generalisation of the research findings. In this study, I also excluded teachers from participating in the study. Teachers are using textbooks on a daily basis in the classrooms to enhance teaching and learning. The inclusion of teachers in the study could have improved the data, therefore leaving out their experiences disadvantaged the findings of the study. However, I strategically included a literature review, observation, and document analysis as commentary data collection strategies. This was done to observe how textbooks are managed in the classrooms and outside the classrooms, how learners handle textbooks, how teachers and parents are engaged in textbooks management and to verify the legitimacy of the claims this study has made.

## **1.13 Clarification of concepts**

In this study the following concepts are frequently used.

### **1.13.1 Education district**

An education district refers to a level of education administration and governance unit given delegated powers by the provincial Department of Education to ensure control, monitoring of clustered circuits and schools, teacher formations, school governing bodies and teachers under its jurisdiction (Sebidi, 2009).

### **1.13.2 Inequality**

Inequality is an unequal allocation of resources may occur due to many factors such location of a place, such as self-interest, performance and effort and group affiliation (An, Yu & Zhu, 2020). This is the actual pattern in which assets or opportunities are distributed among members of a group in a discriminative or unfair manner. According

to the United Nations Development Programme (2019) this might be inequalities in standards of living, such as inequalities in income/wealth, education, health, and nutrition.

### **1.13.3 Management**

Management refers to organising available resources (people, time, materials) so that the goal can be economically achieved in the planned way (Everard, Morris & Wilson, 2004).

### **1.13.4 No-fee paying schools**

These are schools where parents do not pay school fees. In terms of South African Schools Act these schools are referred as Section 21 schools categorised under quintiles 1 to 3 (RSA, 1996b).

### **1.13.5 Physical assets**

Physical assets are items of economic, commercial, or exchange value that has a material existence. In schools, these include land, building, equipment, inventory, and consumables such as stationery and textbooks. They are facilities and the environment that give educational institutions their appropriate shape and atmosphere for teaching and learning (Musa & Baharum, 2012).

### **1.13.6 Resources**

In the case of this study, resources include all items the school owns such as furniture and textbooks and equipment that can be utilised to assist in achieving a particular goal and provide teachers and learners with information (Suleiman et al., 2018).

### **1.13.7 School governing body**

The term school governing body refers to a democratically elected structure charged with the governance responsibilities of a public school. A school governing body acts as the legislated mouthpiece of the parents of the learners, the educators and the learners of the school on all matters other than those relating to the professional, administration and management of the school (Mahlangu, 2008).



## **1.14 Breakdown of chapters**

The study was delineated into five chapters which are outlined below.

### **Chapter 1**

In this chapter, I introduce the study and provide the background regarding the role of the principals in the management of textbooks in no-fee rural primary schools. I provide an overview on what legislation dictates regarding the responsibility of providing textbooks, and the procedure for procuring textbooks. It is in this chapter that I outlined the importance of textbooks and their management. I also outlined the problem statement, the purpose of the study, the rationale, the main research question and secondary research questions, the aims and objectives of the study as well as the theoretical framework after which I conclude the chapter.

### **Chapter 2**

In chapter 2, I present the literature that I have reviewed. In so doing, I uncover what scholars and academics internationally, continentally and locally assert to be the role of the school principal in the management of textbooks. This chapter consists of six sections. In section 1 I unpack what according to literature a no-fee public school is, outlining the characteristics why the school qualifies for the category. In the second section I discuss what the concept of textbooks entails from the international, continental and local perspectives. I further detail the systematic procedure followed until textbooks reach schools in section 3. In the fourth section, I unpack the concept of management as a principal's role. It is in this section where I detail why and how the principal qualifies to be the school manager. In section 5, I present and discuss the role of school principals in managing the textbooks at their schools. I take into consideration the manner in which they manage textbooks, the challenges they experience as well as how they overcame them. I finally present and discuss the framework that underpins the study as well as the role it plays in shaping its focus in section 6. A conclusion is provided at the end of the chapter.

### **Chapter 3**

In chapter 3, I detail the research methodology and the design used in this study to collect data from the participants as well as the data collection strategies used. I also explain how the participants were selected or sampled, reasons for the choice of a particular method(s), letters of informed consent to the participants as well as ethical considerations for research undertaking. A conclusion is provided at the end of the chapter.

### **Chapter 4**

In chapter 4, I present the outcomes and the procedures followed during the analysis and interpretation of data for the study collected through the interviews with participants, observations and document analysis. Reports generated using different data collection tools from the primary school principals regarding the management of textbooks in no-fee rural primary schools particularly in the Bohlabela district of the Mpumalanga province is outlined. A detailed description and analysis of each participant, observed incidences, and document analysis are presented in the search for an in-depth understanding of the research question. A conclusion of the chapter is also provided.

### **Chapter 5**

In chapter 5, I scrutinise, summarise and report the research findings from the research questions on the role of the principal in the management of textbooks in no-fee rural primary schools in Bushbuckridge in the Bohlabela district of the Mpumalanga Department of Education. Grounded on the discoveries exposed by the data gathered, I outline the recommendations for the National Department of Basic Education, the Mpumalanga Department of Education, education districts, circuits, school governing bodies and the school principals on the management of textbooks in primary schools. Also include are the limitations of the study and the solutions to overcome them.

#### **1.15 Conclusion**

This chapter introduced the study and provided the background regarding the role of the principal in the management of textbooks. It provided an overview on what

legislation dictates regarding the responsibility of providing textbooks, and the procedure for procuring textbooks. This chapter also outlined the importance of textbooks and their management. It also discussed the problem statement, the purpose of the study, the rationale, the main research question and secondary research questions as well as the purpose of the study. A summary and conclusion of the chapter is provided.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

The main aim of this study is to explore the role of principals in managing textbooks at rural primary schools. In chapter 1, I introduced the study and provided the background regarding the role of the school principal in the management of textbooks in no-fee public primary schools. I provided an overview on what legislation dictates regarding the responsibility of providing textbooks and the procedure for procuring textbooks. I also outlined the importance of textbooks and their management. I further outlined the problem statement, the rationale, the main research question and secondary research questions as well as the purpose of the study.

In this chapter I present the literature that I have reviewed. In this process I uncovered what scholars and academics internationally, continentally and locally assert to be the role of the school principal in the management of textbooks. This chapter consists of six sections. In section one I unpack what, according to literature, a no-fee public school is, outlining the characteristics why the school qualifies for this category. In the second section I discuss what the concept of textbooks entails from international, continental and local perspectives. I further detail the systematic procedures followed until textbooks reach schools in the third section. In the fourth section I unpack the concept of management as a principal's role. I detail why and how the principal qualifies to be the school manager. I present and discuss the role of school principals in managing the textbooks at their schools in the fifth section. I took into consideration the manner in which they manage textbooks, the challenges they experience as well as how they overcame them. I finally present and discuss the framework that underpinned the study as well as the role it played in shaping its focus in the sixth section.

## 2.2 No-fee paying public schools

No-fee paying public schools are impoverished schools serving poor communities where either the parents do not work or receive very low salaries at their workplaces (Nortje, 2017; van Dyk & White, 2019). These schools are a pro-poor funding model that compelled the state to progressively fund them based on a quintile ranking system. The schools' quintile policy was introduced by the government in 2006 with the intention of achieving equity and redress in education (Mestry, 2020). According to this policy, schools are ranked into five groups or quintiles. Schools categorised under quintiles 1 - 3 receive full grants from the Department of Basic Education and are not allowed to charge school fees. Quintiles 4 - 5 are schools in more affluent areas and they are allowed to charge school fees, because they receive limited grants from the Department of Basic Education (Maistry & Africa, 2022).

Literature reviewed for the study demonstrates authors' knowledge regarding this particular field of study, inclusive of vocabulary, theories, key variables, phenomena, its methods, and history (Sibanda, Hove-Sibanda & Shava, 2018). The aim of the literature review for the study was mainly to establish what has already been written about other topics in relation to the topic under investigation and to inform the researcher about the gap in literature in order to contribute new knowledge.

Textbooks play a key role in enhancing the quality of teaching and learning, especially in the context of schools in low income areas in Sub-Saharan African (SSA) countries, characterised by large class-size, poorly motivated and inadequately trained teachers, and short effective school years, according to Fredriksen, Brar and Trucano (2015). This implies that the principals who are managers in schools should make sure that textbooks provided by the provincial education department should be properly managed and taken care of to avert the problems of shortages. This has been evident in countries such as Kenya and Rwanda where poor management of textbooks compromised the quality of learning outcomes, since textbooks are the primary reading materials at the disposal of schools (Bizimana & Orhodo, 2014; Xin & Xue, 2015; Obinga, Waita & Mbugi, 2017).

South Africa is no exception in this regard. Textbooks in South Africa are also regarded as the foundation for learning and are used as sources of information by both learners and teachers during teaching and learning (DBE, 2009). Textbooks are increasingly seen as an important part of South Africa's basic education following the implementation of the National Curriculum Statement (DBE, 2009). According to the Minister of Basic Education textbooks are the most effective tools to ensure consistency, coverage, appropriate pacing and good quality instruction (DBE, 2009). Therefore, principals have a mandate from the DBE to manage textbooks effectively, because textbooks are considered to be the primary delivery mechanism to provide both learners and teachers with the curriculum requirements (Pont, Moorman & Nusche, 2008; Development Bank of Southern Africa's Annual Report, 2011/2012; Mpumalanga LTSM Policy, 2011).

Three themes about the role of the principals in the management of textbooks in no-fee rural primary schools were identified in the literature review. The first theme addresses the responsibilities of the principals in the management of textbooks. The second theme deliberates on the challenges experienced by principals in respect of textbook management and the third theme discusses the mechanisms of addressing the challenges in the management of textbooks.

### **2.3 What are textbooks?**

Looking at the concept of textbooks from the international perspective, textbooks are regarded as written sources of information designed specifically for the use by students on a particular subject or field of study that is usually developed based on a syllabus and geared towards meeting specific quality and learning outcomes (Scott & Husain, 2021). However, textbooks are also referred to as physical asset items of economic, commercial, or exchange value that has a material existence (Fan et al., 2021). Textbooks are known to be printed or electronic teaching and learning material exposed to the teachers and learners (Knight, 2015). Furthermore, Mithans and Grmek (2020) define textbooks as the "basic teaching material to achieve the educational objectives and standards of knowledge defined in the curriculum and the catalogue of knowledge." According to these rules, school reader books are also classified as

textbooks, as they are a collection of texts selected in accordance with the curriculum goals.

Textbooks play a key role in enhancing the quality of teaching and learning, especially in the context of schools in low income areas in Sub-Saharan African (SSA) countries, characterised by large class-size, poorly motivated and inadequately trained teachers, and short effective school years, according to Fredriksen, Brar and Trucano (2015). This implies that the principals who are managers in schools should make sure that textbooks provided by the department should be properly managed and taken care to avert the problems of shortages. This has been evident in countries such as Kenya and Rwanda where poor management of textbooks compromised the quality of learning outcomes (Bizimana & Orhodo, 2014; Xin & Xue, 2015; Obinga et al., 2017).

In the South African context, textbooks are regarded as the foundation for learning and are used as a source of information by both teachers and learners during teaching and learning and they can either be printed or electronic (DBE, 2009). Textbooks are increasingly seen as an important part of South African basic education following the implementation of the National Curriculum Statement (DBE, 2009). According to the Minister of Basic Education, textbooks are the most effective tools to ensure consistency, coverage, appropriate pacing and good quality instruction (DBE, 2009).

Therefore, principals have a mandate from the department to manage textbooks effectively because textbooks are considered to be the primary delivery mechanism in providing both learners and teachers with the curriculum requirements (Pont, Moorman & Nusche, 2008; Development Bank of Southern Africa, 2011/2012; Mpumalanga LTSM Policy, 2011). In the case of Minister of Basic Education v. Basic Education for All (20793/2014) [2015] ZASCA 198 (2 December) the court particularly highlighted that textbooks forms part of the right to education. However, it is important to note since it places a duty on the state to provide textbooks as part of the duty to fulfil the right to a basic education.

## **2.4 How textbooks get to schools**

The process of textbooks procurement commences with the provincial Department of Education issuing the textbook paper budget allocations and the requisition forms and

catalogues to schools (Mpumalanga LTSM Policy, 2011). The paper budget displays the amount allocated to each school for the purchase of textbooks and it is informed by the school's quintile and on the basis of their need (Mabula, Khalabai & Simeon, 2023). The funds allocated by the Department of Education for textbooks are not given to schools. The textbooks catalogues dispensed by the Department of Education to schools contain all approved textbooks from different publishers for all the grades and learning areas from which schools are expected to select the textbooks that they want to purchase. Schools have to choose their preferred textbooks without exceeding the value of the allocated paper budget. The requisition forms and catalogues are then sent to the provincial Department of Education to finalise the procurement process. The chosen suppliers of the different schools then deliver the textbooks to the schools once the provincial Department of Education has processed payment for the procurements.

## **2.5. The principal's managerial role**

Management refers to organising the resources of a school in order to realise the mission and the vision of the institution (De Mouraa & De Souza-Bispob, 2021) A principal is the most important or senior person in the school environment. A school principal is like a captain on a ship, who controls and determines where the ship should go and dock (Dowd, 2018). The principal's managerial role includes planning, organising, mobilising and supervising (Putri, Kristiawan & Rohana, 2020). The principal determines goals and how such goals will be achieved and in which direction the school he leads will move. (Muspawi, 2021). According to Section 16(3) of the South African Schools Act 84 of 1996, the professional management of a public school is vested in the principal.

The professional management of a school includes, among others, implementing the school policies, and fostering good working relationships among the teachers and parents. However, according to Khusni and Mahmudah (2020) and Labobar, Salamor and Gaité (2022) the principal also has the duties of supervising the utilisation of school resources and motivating teachers to execute their roles. School governance is the duty of the school governing body, and this includes the administration of school assets, resources and school grounds. However, some of these duties including the



management of textbooks are delegated to the principals, because the principal is always present to run the daily management activities of a school. Delegation of function is seen as an organisational process that permits the transfer of authority from one manager to another manager or from superior officer to a subordinate officer in order to achieve organisational objectives (Aja-Okorie & Oko, 2021).

### **2.5.1 The principal's role in managing textbooks**

Effective school principals establish clearly defined goals for academic achievement, and they concentrate all the available resources in attaining them (Jushua, 2012). In terms of Section 20(1) of the South African Schools Act (RSA 1996b), the school governing body (SGB) of a public school must administer and control the school's property, buildings and the grounds it occupies. Although the management of school property is the responsibility of the SGB, the principal, by virtue of his position as an *ex officio* member of the SGB, manages textbooks on behalf of the SGB. According to Dowd (2018) the role of the principal is to provide strategic direction in the management of textbooks, to oversee their choice and procurement in order to enhance teaching and learning in the classrooms.

The principal's textbook management skills determine whether the school becomes a dynamic learning organisation or an unsuccessful institution (Maringa, 2016). The management of textbooks is therefore a central duty in schools in order to achieve quality learning outcomes (Qwoeye & Yara, 2011). Textbooks play an integral part in every teaching and learning process and they are the most essential tools used to transmit knowledge, skills and values in learners.

The success or failure of the school system depends on the principal's efficacy that manifests in his ability to plan, organise, coordinate, direct and control the activities of the school to achieve the goals and objectives of the school (Ndunge, 2016). However, Sirmon and Hitt (2003) claim that textbooks alone are unlikely to produce the desired outcomes. Therefore, it is incumbent upon the principal to manage textbooks in such a way that it will bring about good academic performance (Changilwa & Akala, 2017; Dowd, 2018; Sikorova, 2012; Ngubeni, 2009). It is the responsibility of the principal to ensure that textbooks are well-maintained and stored in a safe place, because good

storage facilities and the careful maintenance of textbooks contribute to student performance and enhance teachers' performance (Singh & Malla, 2016; Stoelinga & Mangin, 2010). The purpose of monitoring is to enforce compliance and also to offer support to teachers (Mestry & Bodalina, 2015).

### **2.5.2 The challenges of textbooks management**

The poor management of textbooks has brought about serious challenges in teaching and learning across the globe (Qwoeye & Yara, 2011). The unavailability of storage facilities or the poor storage of textbooks may cause high rates of loss and damaged textbooks which hinder student performances (Singh & Malla, 2016). Abdulkareem and Fasasi (2012) contend that textbooks of inadequate quality and quantity have the potential to impact teaching and learning negatively. Lack of sufficient time for the delivery of textbooks is one of the challenges in the management of textbooks (Kwinda, 2014). The monitoring system of textbooks has become one of the challenges that principals are experiencing in the management of textbooks, because the retrieval system is not effective and systematic (Phakathi, 2015). Although some of the schools have textbooks retrieval policies and a textbook control system, not all of them are successful in using them to manage textbooks effectively and this may result in lost and damaged textbooks (Ampratwum & Armah-Attoh, 2012).

When drafting the school's budget, SGB's should prioritise the procurement of resources especially textbooks since they are the most potent determinant of academic achievement (Qwoeye & Yara, 2011). However, many school governing bodies lack the financial skills to source extra funds to maintain or replace the damaged textbooks and to supplement those that have been supplied by the department (Mohono, 2010; Mestry & Bodalina, 2015). Therefore, this makes the Department of Education the sole provider of textbooks in schools which fails to address the enormous problem of textbook shortages in schools (Kwinda, 2014). Ampratwum and Armah-Attoh (2012) indicate that poor management of textbooks emanates from a lack of clear roles and responsibilities assigned to the stakeholders involved. However, Phakathi (2015) mentions the shortage of textbooks which compels learners to share textbooks as a huge challenge.

### **2.5.2.1 Strategies for mitigating textbooks management challenges**

Bizimana and Orhodo (2014) opine that insufficient teaching and learning resources such as textbooks compromise the quality of learning outcomes in Rwandan schools. The availability of textbooks for every learner for every subject offered is an essential prerequisite for quality teaching and learning (Mpumalanga LTSM Policy, 2011). Attakumahi (2020) suggests that there is a strong positive correlation between access to textbooks and learner performance. Therefore, without any doubt, access to textbooks plays a critical role in determining the quality of teaching and learning and student achievements. There is unequal access to textbooks between learners of low socio-economic status (SES) and those from affluent schools and this might result in inequity of performance (Fredriksen, Brar & Trucano 2015).

However, according to Hoy and Miskel (2008) principals' textbooks management styles may enhance the management of textbooks in schools. These management styles include implementing the leadership fundamentals such as defining and communicating the goals of textbook management, monitoring and providing feedback on the control of textbooks to the consumers in order to assist in effective management.

According to the South African Schools Act, Section 19(1)a & b, it is the responsibility of the principal to train members of the school governing body to enable them to perform their duties and to continually train them to promote effective performance of their functions or to enable them to assume new additional functions. Therefore, principals should train and involve members of the school governing bodies to assist in the management of textbooks. Phakathi (2015) proposes that school principals should introduce the quarterly monitoring system for textbooks whereby the status of textbooks that have been loaned to learners are recorded to circumvent shortages. The suggestion is also that the SGBs should be involved to deal with learners' parents in the management of textbooks so that when learners lose textbooks, parents are charged with the responsibility of replacing it (Ampratwum & Armah-Attoh, 2012).

According to Stoelinga and Mangin (2010) the monitoring of teaching and learning is one of the key strategies that can be deployed in the delivery of quality educational

outcomes, and this can be achieved through direct monitoring of textbook utilisation during class visits conducted by the principals or departmental heads and by using different monitoring tools such as classroom textbook control registers.

## **2.6 Theoretical framework**

A theory is a coherent explanation for an event and is used to locate the origin of the study (Maree et al., 2016). Different researchers attach different meaning to the term theory. Tavallaei and Abu Talib (2010) regard theory as a structure in the process of knowledge that cannot exist unless there is a clear explanation of the properties and propositions which clarify their relations, finally forming a deductive system which explains why certain things occur. Theory is defined as an organised body of concepts and principles intended to explain a phenomenon (Leedy & Ormrod, 2005). This concurs with Sebidi's (2019) explanation that theorising explains 'how' and 'why' something operates as it does. Therefore, theory is perceived as an exceptional way for observing reality. Based on the above explanations, a theoretical framework may be seen as a "blueprint" for the entire research inquiry (Adom, Hussein & Agyem, 2018). On the other hand, it can be considered as the empirical or quasi-empirical theories of social or psychological processes which exist at a variety of different levels and apply to the understanding of phenomena, allowing the researcher a valuable opportunity to see what could seem familiar through a new and distinct perspective (Tavallaei & Abu Talib, 2010).

The main purpose of the theoretical framework for this study was to guide and support the study, and to provide the structure used to define the researcher's theoretical, epistemological, methodological, and analytical approach of the study (Grant & Osanloo, 2014). In this study, I used the theoretical framework as a foundation from which knowledge was constructed symbolically and factually. I also used it as a structure to support the rationale, the problem statement, the purpose, the significance, and the research questions. Therefore, the theoretical framework provided a grounding base for the literature review, and most importantly, the methods and analysis (Lysaght, 2011).

The study on the role of principals in the management of textbooks in no-fee rural primary schools in the Bohlabela district in Mpumalanga province adopted the scientific management theory. This theory was developed by Fredrick Wislow Taylor (1911). For the success of any activity within an organisation, effective management is critical (Mabula, Khalabai & Simeon, 2023). However, how a manager is able to inspire the team would either lead to the success or to the failure of activities within an organisation (Binti Ahmad, Bin Mohamed, & Manaf, 2017). This implies that management is the life blood of an organisation (Suleiman et al., 2018). For these reasons, the scientific theory of management provided a lens to explore the role of principals in managing textbooks, because the acquisition, allocation, utilisation, and caring for the textbooks is a management process in schools within the LTSM guidelines given to schools by the provincial Department of Education. According to the literature review, the role of principals in the management of school activities which include among others, provision and management of resources for the school also include textbooks. Suleiman et al. (2018) define that resources are humans and materials, such as books and equipment that can be utilised to assist in achieving a particular goal and provide teachers and learners with information. This theory advocates for and emphasises excellent output yielded from effective management (Taylor, 1911). Frederick Taylor's theory stipulates that managers in an organisation have the duty to ensure that the work is performed according to the systems that were developed. This theory has enhanced the managers' conduct of managing activities in many organisations including schools (Taylor, 1911).

For effective management, Taylor (1911) has identified the management principles to optimise what a manager should do to manage activities within an organisation. These include, among others, planning, organising, directing and controlling (Suleiman et al., 2018).

### **2.6.1 Planning**

Planning is the first obligation that a manager needs to do. It is also considered as the most important function of management. In managing textbooks, principals as school managers should set goals and specify the approach that is going to be employed in

achieving the stated goals, decide what to do in advance, who must do what and at what time (Taylor, 1911).

### **2.6.2 Organising**

Organising incorporates the arranging of a well-coordinated system of authority relations as well as roles and responsibilities for managing textbooks. Principals need to determine tasks to be performed, how they have to be divided among the staff members and how reporting should be made. It also involves an appropriate location of physical facilities and materials so as to avoid disorder (Taylor, 1911).

### **2.6.3 Directing**

Directing involves making continuous decisions, exemplifying them in clear and specific commands. In the management of textbooks principals need to communicate with the staff members to motivate them to execute their responsibilities effectively. They must be in the centre of resolving squabbles that occur in the management of textbooks by giving direction in respect of what should be done in an adverse management situation (Taylor, 1911).

### **2.6.4 Controlling**

Controlling incorporates monitoring as well as comparing the intended prospect with real results. For the effective management of textbooks, principals need to monitor the management process (Phakathi, 2015). Positive actions should be taken with the assistance of actual results when peculiarities are considered significant, with a view of keeping things on track (Taylor, 1911).

## **2.7 Conclusion**

In chapter 2, I presented the literature review. I revealed what scholars and academics asserted on the role of the principal in the management of textbooks. I discussed regional, international and local claims for the role of the principal in the management of textbooks. In this chapter, I also concentrated on the hypothetical backgrounds, the lenses which this study adopted to guide, unfolded and locate philosophies regarding the role of principal in the management of textbooks.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

I presented the literature review in chapter 2. I revealed what scholars and academics asserted on the role of the principal in the management of textbooks. It discussed regional and international and local claims regarding the role of the principal in the management of textbooks. I also concentrated on the hypothetical backgrounds and the lenses adopted in respect of this study to guide, unfolded and locate philosophies regarding the role of principals in the management of textbooks.

In chapter 3, I provide details in respect of the research methodology and the design used to collect data from the participants as well as the data collection strategies that were used. I also explain how the participants were selected or sampled, reasons for the choice of a particular method(s), letters of informed consent to the participants as well as ethical considerations in undertaking research.

#### 3.2 Research methodology and methods

According to Cohen, Manion & Morrison (2000) methodology refers to the range of approaches used in research for gathering and analysing data in order to answer research questions. Hesse-Biber and Leavy (2011) and Naidoo (2007) contend that methodology is the tool that a researcher can use to collect data about social reality from individuals, groups, artefacts, and texts in any medium. Cohen et al. (2000) posit that methodology aims and helps to promote an understanding of not only the phenomenon but the actual process itself. Methodology is how we gain knowledge (Denzin & Lincoln, 1994). Creswell (2003) asserts that people are naturally subjective due to experience, therefore based on their experiences they analyse and interpret things in their own way.

The methodology I used to gather data is influenced by their paradigm and philosophical assumptions. In terms of this study I gathered data on how principals manage textbooks in their schools and then was given an opportunity to create his own subjective conclusion or meaning (Babbie, 2005). Hesse-Biber and Leavy (2011)

describe methodology as the bridge that brings our philosophical standpoint and methods together. Research methodology includes the procedures by which researchers go about their work of collecting data, analysing, describing, and explaining a phenomenon (Sandelowski, 2000).

### **3.3 Research paradigm**

The epistemological claim for this study reflects the interpretive theoretical paradigm because its framework analyses human activities and institutions such as schools as a social construct, because individuals or groups interact with their social worlds and construct their own reality (Sebidi, 2019). A paradigm is a cluster of beliefs or how people view the world (Sefotho, 2015; Van Rooyen, 2012).

A research paradigm is also regarded as an opinion or perspective about research held by a community of researchers premised on a set of shared values, concepts, practices, and assumptions (Johnson & Christensen, 2012). Every research study is based on some philosophical assumption about the nature of the world and how knowledge about the world can be obtained (Cohen, Manion & Morrison, 2018). Therefore, the topics that I chose for this study, the tools that I use to collect data, the questions I asked, how I analysed data and how I arrived at the conclusion was always influenced by my world view.

Research studies are always guided by a paradigm. A paradigm has three basic elements, the first one is ontology, which is concerned with the nature of social reality. Ontology questions reality and the nature of human beings in the world (Denzin & Lincoln, 2011). Researchers who embrace ontology assume that there are multiple realities and deny the existence of an external reality. In this study I collected from principals about how they manage textbooks in their schools present the multiple realities of the phenomenon being studied.

The second element of a paradigm is epistemology, which questions how we know our world and what is the relationship between the inquirer and the known (Denzin & Lincoln, 1994). Epistemology is concerned with the nature and forms of knowledge, how knowledge can be acquired and how it can be communicated to other people (Cohen et al., 2007; Van Rooyen, 2012). Epistemology encourages researchers to



adhere to and maintain ethical moral standards when conducting research. In this study the researcher believes that knowledge of how principals manage textbooks could be generated by analysing and interpreting the principals' experiences and their own understanding of reality (Creswell, 2012). The third element is methodological or axiological element whereby the researcher believed he has to choose the best methodology to go about finding out that whatever he believes can be known and not just any methodology could be appropriate for this study (Aliyu, Singhry, Adamu & Abubakar, 2015).

### **3.4 Research approach**

This study adopted a qualitative research approach. According to Nieuwenhuis (2007) a qualitative research approach acknowledges an interactive relationship between the researcher and participants, the participants' environment, and their construction of experiences. According to Creswell (2012) a qualitative research approach is one in which the researcher makes knowledge claims based primarily on constructivist perspectives based on the multiple meaning of individual experiences.

Denzin and Lincoln (1994) opine that qualitative research is characterised by an interpretive approach. Elliot and Timulak (2007) argue that qualitative research uses open, exploratory research questions, it places great emphasis on understanding phenomena in their own right and uses special strategies for enhancing the credibility of the research design and data analysis. A qualitative research approach is a systematic and subjective approach that was used to describe principals' leadership styles and strategies in the management of textbooks. By using the qualitative research approach, I sought to understand the participants' views and explore the depth and challenges inherent to how no-fee rural schools manage textbooks utilisation. This type of research approach is naturalistic and allowed me to collect data from participants in their own natural settings (Maree et al., 2016).

The extraction of meaning from data is at the heart of qualitative research (Hesse-Biber & Leavy, 2011). This means that people attribute their social meaning to their experiences, circumstances, and situations, as well as the meanings people embed into texts and other objects. In terms of this study I collected data, analysed data, and

then drew conclusions about the participants' experiences regarding the management of textbooks. A qualitative research study tends to be primarily inductive, depending largely on emerging patterns (Maree et al., 2016). It seeks to gain a better understanding of the phenomenon and then makes a rich description (Schuman, 2010). I sought to gain a greater understanding of the local context of each of the participants (Packard, 2011). Through a qualitative approach, I furthermore wanted to gain an in-depth and richer understanding of the principals' experiences in the management of textbooks in their schools (Van Rooyen, 2012).

### **3.5 Research design**

According to Creswell et al. (2018) a research design is a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of participants, the data gathering methods to be used, and the data analysis to be done. Neuman (2014) perceives research design as the plan and structure of the investigation which is used to gather evidence in order to answer a research question. The choice of research design was influenced by my ontological and epistemological perspective, research skills and research practices, and influenced the way in which I collected data (Maree, et al., 2016).

For this study, I adopted a multiple case study design to describe in-depth the participants' experiences in the management of textbooks in no-fee rural primary schools. The goal for selecting the specific units in this study was to have those who would yield the most relevant and plentiful data given the researcher's topic of study (Yin, 2011:88). According to Yin (2011) a case study refers to an empirical enquiry about a contemporary phenomenon (e.g., a case) set within its real-world context, especially when the boundaries between phenomenon and context are not clearly defined.

Cohen et al (2009) define a case study as an intensive description and analysis of an individual or groups. I deemed a case study as the most appropriate design because it enabled him to capture the principal's views and to give a detailed description of what is happening when textbooks are managed in no-fee rural primary schools (Adamson & Yin, 2008).

The researcher used a case study design to understand the participants' common and different experiences of how they manage textbooks in their schools (Schuman, 2010). A case study research design is interactive and presents exploratory data from the perspective of different participants; thus, it allowed me to understand and describe all the processes involved in the management of textbooks (Van Rooyen, 2012). Yin (1984:21) continues to indicate that case studies provide little basis for scientific generalisation since they use a small number of subjects, some conducted with only one subject. Therefore, the benefit of using a case study was that it gave me an understanding through the exploration of the principals' experiences and life world in the management of textbooks, as well as ensuring that their voices are heard (Babbie & Mouton, 2001).

### **3.6 Research site and sampling**

Primary schools in the Bohlabela district of the Mpumalanga Department of Education are historically disadvantaged and located in densely populated and impoverished areas. These areas are the poorest of the poor due to a high unemployment rate in the communities. These schools use English and Xitsonga as the main official languages and almost all the learners come from the surrounding communities and the majority of the learners walk to school.

The average enrolment in these schools range from 400 to 900 learners. Most of the learners are Xitsonga speakers; hence the schools do not have challenges in respect of multi-cultural learners. The majority of the learners come from poor socio-economic backgrounds and rely on the school nutrition program. The poverty level of the schools reflects the communities in which they are located. Historically rural schools are poorly equipped with resources and schools in this district are no exception.

Dau (2010) defines a population as a group of elements or cases, individuals, objects, or events, that conform to specific criteria and to which we intend to generalise the research outcomes. Sampling refers to a group from the population under study and which is the subject of the research, because it is often neither possible nor practical to study the entire population (Melville & Goddard, 1996). Sampling is the selection of research participants and involves decision-making about which people, settings, events, and behaviors' to observe (Creswell, 2014).

I adopted purposive sampling for the study by hand-picking subjects to be included in the sample on the basis of the judgement of their typicality (Cohen et al., 2007). Purposive sampling was regarded appropriate for this study because I wanted to use a wide range of methods to locate all the possible cases in a highly remote and difficult to reach population (Neuman, 2014).

Purposive sampling “involved identifying and selecting individuals or groups of individuals that are knowledgeable about or have experience with a phenomenon of interest” (Creswell & Plano Clark, 2011). I decided on the criteria to use in the selection of the participants who could supply rich data (Panday, 2007; De Vos, 1998). I was then able to purposively select participants who are involved in procuring and managing textbooks in schools.

For this study, five primary schools were selected based on their consistent outstanding academic achievement for three years in succession. They were also chosen on the basis of their poverty status because these primary schools are labelled as the poorest of the poor in the region. The five principals from the selected five primary schools were chosen to participate in this study based on their experience at rural primary schools for a period of three years and longer, as well as their management skills and expertise in the management of resources including textbooks. The success or failure of schools to achieve excellent outcomes depends on the principals’ leadership skills and management of school resources (Bottoms et al., 2003). Therefore, the success of these five principals may be attributed to their leadership skills in school management and the management of textbooks, hence their selection.

### **3.7 Data collection strategies**

Qualitative exploration approaches use an orderly collection, organisation and interpretation of textual material derived from talk and observation (Malterud, 2001). I adopted interviews, observations, and document analysis as its data collection strategies for this study (Maree et al., 2019).

### **3.7.1 Face-to-face semi-structured interviews**

According to Creswell (2014) interviews are powerful tools that help people to make sense of their understanding of a particular topic. King, Horrocks and Brooks (2018) define interviews as a way of gathering information through a conversation between two or more people where questions are asked by the interviewer in order to elicit information or facts from the interviewee. However, interviews should be well-planned and unambiguous in order to achieve their purpose (Oltmann, 2016). Interviews were chosen to collect data based on the premise that an interview is not simply about data collection but is about life: it is part of life; its human embeddedness is inescapable. An interview seeks to generate rich insights into narratives, experiences, attitudes, and feelings by allowing participants to express themselves in their own words or narrate stories based on their own thoughts and life experiences (Sebidi, 2019).

Face-to-face semi-structured interviews were conducted with principals in their offices at different primary schools. A face-to-face semi-structured interview is a flexible interview that enabled me to probe for more information and clarity, and also enhances the level of responses (Cohen et al., 2018). A semi-structured interview became a tool I used to extract meaning and understanding of the phenomena under investigation (Denzin & Lincoln, 2011).

#### **3.7.1.1 Procedure for conducting face-to-face interviews**

Before the face-to-face semi-structured interviews were conducted, I made sure that all participants observed the protocols of the Covid-19 Disaster Management Act, 2002 (Act No. 57 of 2002) by ascertaining that all the participants wear masks, observe social distancing and hands sanitising throughout the data collection process. I prepared interview questions schedule for principals in advance. The main focus of these interviews was to investigate the role of the principals in the management of textbooks in no-fee rural primary schools.

All the principals were asked the same questions following the interview protocol to avoid bias (Creswell, 2014). Participants were allocated 35-45 minutes each to respond to the interviews questions I asked. The interviews were conducted in their offices to ensure the privacy and safety of participants. During the interviews'

participants were given latitude to express their thoughts and also to ask clarity seeking questions (MacMillan & Schumacher, 1989). I also made use of follow-up questions to ensure his understanding of the information that was presented by the participants. During the entire proceedings of the interviews, the researcher used audiotape to record the responses of the participants. Information was also noted in my research journal as notes for future references and validation of responses captured through the audiotape. See the interview questions schedules for the principals in the appendices section on page 97.

### **3.7.2 Observations**

Observation is more than just looking and noting people, events, behaviours, settings, artefacts systematically, but it is also an opportunity for the researcher to gather live data from naturally occurring situations whereby I was able to look directly at what is taking place rather than relying on second-hand accounts (Cohen, et al., 2011).

#### **3.7.2.1 Procedure for conducting observations**

Observations were conducted at each of the five selected primary schools in the Bohlabela district of the Mpumalanga Department of Education. Before the observations commenced, I made sure that all participants observed the Covid-19 Disaster Management Act protocols (Act No. 57 of 2002) by ascertaining that all the participants wore masks, observed social distancing and hands sanitising throughout the data collection process. The aim of observation was to make sense of how textbooks are managed as well as the challenges with regard to the availability of textbooks in schools.

During the observation process, I observed the management of textbooks, strategies for the management of textbooks, challenges of managing textbooks and the monitoring of textbooks. See the example of the observation schedule in the appendices section of the study on page 98.

### **3.7.3 Document analysis**

Documents are printed or written materials or records of the past and present (Sebidi, 2019). According to Cohen et al. (2011) documents do not speak for themselves but

require careful analysis and interpretation. However, McMillan and Schumacher (2001) describe document analysis as examining documented activities on knowledge, experiences, values and activities of the phenomenon and participants in the study. Documents may be official minutes, regulations and laws, newsletters, books, journals and policy documents (Ary et al., 2010:442). Document analysis for the study was aimed at investigation the role of the principals in the management of textbooks in no-fee rural primary schools as compared to what the researcher revealed through face-to-face semi-structured interviews and the observations.

Documents that were intended to be scrutinised to answer the main research question were requested from the participants prior to the interviews. The request for the documents for analysis was done verbally and by writing letters to the principals of the selected schools and the documents required were listed. Reasons for the requested documents were provided to the participants and the security and confidentiality of such documents were secured.

### **3.7.3.1 Procedure for conducting document analysis**

For this study documents that were analysed included textbooks inventories, textbook policies, school budgets, textbooks procurement policies, and textbooks distribution and retrieval registers. Document analysis was conducted throughout the data collection process. Before the analysis of documents commenced, they were arranged and grouped in terms of their levels. Documents groupings constituted of documents from the Department of Education that stipulate the requirements of textbooks management such as textbooks order catalogues, textbook invoices, and school-based documents that included textbooks management policies; textbooks inventory registers, lesson plans and preparation, and learner's classwork books.

Documents from the Department of Education such as textbooks catalogues and delivery invoices were scrutinised to verify the procedure for the procurement of textbooks as well as the budget that is allocated to each primary school. The invoices were also look into in order to authenticate that the department purchases and delivers textbooks to schools as well as the time frame of delivery. School-based documents such as textbook management policies and inventory registers from the five primary

schools were scrutinised in order to understand how schools' control, monitor, and manage textbooks, i.e., how textbooks are recorded and how they are distributed and retrieved from the learners. Data gathered by the researcher through document analysis was crucial and critical in corroborating and verifying interviews data (Yin, 2011).

### **3.8 Data analysis**

Qualitative data analysis for the study was an on-going and iterative (non-linear) process, implying that data collection, processing, analysis, and reporting are intertwined, and not merely a number of successive steps (Maree et al., 2016). I adopted a thematic data analysis approach to analyse raw data (Babbie & Mouton, 2001). A thematic analysis is the process of identifying patterns or themes within the qualitative research (Braun & Clarke, 2006). I therefore analysed the data thematically using the following steps:

#### **3.8.1 Procedure for data analysis**

##### **3.8.1.1 Familiarisation**

Familiarisation is the process of getting to know your entire body of data better (Braun & Clarke, 2006). The researcher gathered all the data collected from the interviews, observations and document analysis and read and re-read the verbatim transcribed information in order to be familiar with the data. The researcher then analysed the data collected from the participants and wrote down early impressions in order to make sense of and extract meaning from it (Cohen, et al, 2009).

##### **3.8.1.2 Coding**

Braun and Clarke (2006) describe coding as the process of carefully reading through your transcribed data and dividing it into meaningful analytical units. Babbie (2005) defines coding as the process in which raw data is transformed into a standardised form. The researcher organised data in a meaningful systematic way and reduced it into smaller chunks. The researcher then proceeded to code each segment of data that was relevant to the research question.



Data analysis made sense of data in terms of the definitions of the participants by identifying patterns, themes, categories, and commonalities. The researcher identified themes and categorised them broadly. The themes were then grouped into smaller units/subthemes that spoke to the research questions. In the case of this study the data was analysed to understand how principals of no-fee rural public primary schools manage textbooks. The identified themes were then coded, and then interpreted.

### **3.8.1.2 Generating themes**

A theme is a pattern that captures something significant or interesting about the data or research question (Braun & Clarke, 2006). Data analysis is making sense of data in terms of the definitions of the participants by identifying patterns, themes, categories, and commonalities. I analysed data to extract meaning from both verbal and written data and subsequently compiled a list of interrelated patterns and themes emerging from the data (Sowell, 2001). I categorised the themes broadly. The themes described patterns in the data that addressed the researcher's research question. In the case of this study I analysed data to understand how principals of no-fee rural public primary schools manage textbooks. The identified themes were then coded, and then the structure and content of the themes were interpreted.

### **3.7.8.1 Reviewing themes**

At this stage I reviewed, modified, and developed preliminary themes that had been identified. This was done by supporting each theme with the relevant data.

### **3.7.8.2 Defining and naming themes**

This is the final stage in the refinement of themes. I identified the essence of each theme and described what each was saying.

### **3.7.8.3 Writing up**

Gathering, analysing, and interpreting data were on-going processes following specific patterns where meaningful information was extracted (Maree, et al., 2016). During the data analysis and data interpretation stage I focused on the participants' responses from the interviews, data gathered through observations and document analysis. I

therefore used the relevant data to generate new knowledge to answer the research questions.

### **3.9 Trustworthiness and transferability**

Qualitative researchers use the term trustworthiness to describe the credibility or accuracy of the study or data (Creswell, 2014). Trustworthiness is also defined by Creswell (2014) as transparency, openness, and reproducibility to increase the acceptability of evidence. Creswell (2014) further indicates that there is trustworthiness when the study is credible, applicable, dependable and confirmable. To ensure trustworthiness of the study, the assumption of the study must be internally and externally consistent and be supported by data which is not contrary to the current knowledge (Hardy & Bryman, 2004). Transferability has to do with the transference of the findings of the study from a specific situation or a case to another (De Vos et al., 2011). In order to produce high quality data analysis that is trustworthy, the researcher adopted the trustworthiness strategies such as triangulation, member checking and an audit trail (Creswell, 2014).

#### **3.9.1 Triangulation**

The effectiveness of triangulation for this study emanates from the fact that the counter-balancing strength compensates for the weakness in each single data collection method by observing the object from different angles (Neuman, 2014). In the case of this study data collected through interviews, observations and document analysis regarding the selection, budgeting, procurement, utilisation and controlling of textbooks in no-fee rural schools was considered to complement each other in order to endorse that the information is trustworthy with the aim of answering the research question. Data collected from the different participants were compared in order to identify the similarities and to highlight clear points.

#### **3.9.2 Member checking**

Credibility is the process of establishing whether the results of the study are true from the participants' perspective (Korstjens & Moser, 2017). Member checking was one of the strategies I used to enhance the credibility of the study. This was done by giving

the transcripts and drafts of the findings to the participants to verify accuracy (Birt et al., 2016). To ensure confirmability of the findings I engaged with the participants to verify the accuracy of the data. Information that was included for member checks entailed taped and recorded information collected during the interviews, transcripts, field notes, results from observations and document analysis.

To ensure the authenticity of the data, I shared the results with the participants after interpretation and analysis in order to establish the flaws that might have occurred during the data collection process and allowed them to make additions or changes where there were gaps in order for the research report to be accurate.

### **3.9.3 Audit trail**

An audit trail involves the critical analysis of all decisions and actions taken during the whole process of the study (Sebidi, 2019). As part of the audit trail, I ensured that all the data including audio tapes, transcribed field notes, results of the document analysis, theoretical notes and process notes were made available and handed over to my supervisor (Carcary, 2014). The availability of audit trail documents ensured that the external auditor was able to be presented with the information to verify the codes and categories that were determined during the data analysis exercise and to determine whether the findings were in accordance with the data of the study. A detailed record of the entire process was kept, which included all the participants; analysis and verification of data; the findings and the conclusion. The accuracy, interpretation and resonance were confirmed by the participants in order to mitigate against bias.

### **3.10 Ethical considerations**

Research ethics govern the standards of conduct for scientific researchers. The researcher is ethically accountable for protecting the dignity, rights and welfare of research participants (Maree, et al., 2016). Ethics ensure the quality and integrity of the research. Ethics are also critical in addressing the question of what is proper or improper, good or bad, right or wrong. It is the sole responsibility of the researcher to ensure that ethical standards are adhered to throughout the research process. To ensure maximum adherence to the issues of ethics, the research proposal was first

assessed by the Department of Education Management, Law and Policy Studies of the University of Pretoria. I was then given permission to apply to the faculty of Education's Ethics committee for permission to proceed with the study.

I then applied for ethical clearance from the University of Pretoria and waited for approval from the Ethics committee. The ethical clearance was subsequently granted, and I started with the data collection processes. I wrote letters to the Head of Department and the district director to seek permission to conduct research at the rural primary schools in the Bohlabela district of Mpumalanga. I was granted permission in writing. Letters were also written to the principals seeking permission to conduct research and their participation in the study. The letters also outlined the conditions of the research and their rights in the participation. They were informed that their participation was voluntary, and that they have the right to withdraw at any time during the data collection process. I displayed objectivity, honesty, integrity, duty of care and protection towards all the participants. In order to understand the purpose of the study and to give consent for their participation in the research, all the participants signed the consent forms provided as an acknowledgement and acceptance to participate in the study.

I assured participants of their anonymity, safety and privacy throughout the research process. Participants' identities were protected, and their responses kept confidential at all times. This was achieved by giving participants codenames instead of their real names. The transcripts of all the audiotapes and notes obtained during interviews were destroyed soon after analysing the data. Information that might reveal the identity of participants were excluded. I assured the participants that the study would not pose any risk of physical injury or harm to them.

### **3.11 Data storage**

All the data collected including digital and hard copies pertaining to the study were stored and kept by the University of Pretoria in accordance with the regulations of the university. My supervisor ensured that all the original documents were kept in a safe place in his office at the Department of Education Management, Law and Policy of the University of Pretoria.

### **3.12 Conclusion**

In this chapter I elaborated on the research methodology and methods used in this study to collect data from the participants. I have also explained how the participants were selected or sampled, reasons for the choice of a particular method(s), letters of informed consent to the participants as well as the ethical considerations for undertaking research.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This study is about the role of principals in the management of textbooks in no-fee rural primary schools. In chapter 3, I provide detailed research methodology and design used in this study to collect data from the participants as well as the data collection strategies that were used to collect data. I explained how the participants were selected or sampled, reasons for the choice of a particular method(s), letters of informed consent to the participants as well as ethical considerations for research undertaking. A conclusion of the enquiry was also provided at the end of the chapter.

In Chapter 4, I present the outcomes and the procedures followed during the analysis and interpretation of the data collected through the interviews with the participants, observations and document analysis. Reports generated using different data collection tools from the primary school principals regarding the management of textbooks in no-fee rural primary schools particularly in the Bohlabela district in Mpumalanga are outlined. The detailed description and analysis of each participant, observed incidences, and document analysis are presented in the search for an in-depth understanding of the research question.

#### 4.2. Profiles of schools A-E

School A is located in an agricultural village in the Mhala magisterial region of Bohlabela. It has 23 teachers and an enrolment of 852. The school has poor infrastructure with no library, no laboratory, and no administration block. Teachers use a classroom as a makeshift staffroom. School B is located in a township and has 753 learners and 22 teachers. It has enough classrooms to cater for all the learners but no library or laboratory. It is a fairly average school with adequate infrastructure. School C is a small and dilapidated rural school next to a game reserve in the Cottondale circuit. It has 11 teachers and an enrolment of 353. School D is located in Acornhoek and has recently been revamped. It has 543 learners with a staff complement of 17. There are enough classrooms and furniture for all the learners. School E is situated in

a village on the outskirts of the Manyeleti game reserve. It is an old school with poor infrastructure. It has an enrolment of 867 learners with 23 teachers. The majority of the learners are children of Mozambican immigrants and come from poor families. There is no science laboratory or library.

### 4.3. Biographical information of the participants

With table 4.1, I present the biographical information of the principals from the primary schools (abbreviated as PA - PE) who were involved in the interviews for this study.

**Table 4.1: Biographical information of the principals**

Participants	Gender	Grades offered	Teaching experience	Number of years as a principal	Grades taught
PA	Female	R - 7	30 years	10 years	4-7
PB	Female	R - 7	28 years	20 years	1-3
PC	Female	R - 7	29 years	01 years	1-3
PD	Male	R - 7	32 years	04 years	4-7
PE	Male	R - 7	30 years	02 years	4-7

Three female and two male principals from the selected primary schools were engaged in the interviews for the study. All primary schools where these principals were drawn from offered grade R-7. The participants' careers as primary school teachers ranged between 28 to 30 years. Their experience as primary school principals ranged between 1 to 20 years. Though these participants were principals, they also had teaching responsibilities. Three principals taught grades 4 to 7 whereas two were responsible for teaching grades 1 to 3.

### 4.4 Data presentation

Five participants were interviewed based on the premise that a small sample size is preferred when conducting qualitative research because purposive sampling provides more in-depth information (Miles & Huberman, 1994). The interviews with the

principals were held after school hours. This was the directive issued by the Bohlabela district director regarding conducting research in the district. An interview schedule was used for all the questions asked to maintain uniformity. All the questions were asked in English. During the interviews an audio recorder was used to capture the conversation that transpired, and this was done with the permission of the participants. With table 4.2, I present the themes and sub-themes of the categories of data that was generated from the interviews with the principals related to the research questions.

**Table 4.2: Research questions, themes, and sub-themes**

Research questions	Themes and sub-themes
1. How do principals in no-fee rural primary schools in Mpumalanga province understand their role in the management of textbooks in their schools?	<b>Theme 1: Principal's role in managing textbooks</b> Sub-theme 1: Budget allocation for textbooks. Sub-theme 2: Selection of textbooks. Sub-theme 3: Planning the acquisition of textbooks.
2. What challenges do no-fee rural primary schools principals experience in the management of textbooks?	<b>Theme 2: Challenges of textbook management</b> Sub-theme 1: Challenges of textbook allocation. Sub-theme 2: Challenges of textbook shortages. Sub-theme 3: Challenges of textbook monitoring.
3. What strategies do principals in no-fee rural primary schools use to address challenges they experience as they manage textbooks?	<b>Theme 3: Strategies for mitigating textbook management challenges</b> Sub-theme 1: Mitigating strategies for textbooks allocation. Sub-theme 2: Mitigating strategies for textbooks shortages. Sub-theme 3: Mitigating strategies for textbooks monitoring.

I present the findings from the observations that I made at the five primary schools in the Bohlabela district of Mpumalanga in table 4.3.



**Table 4.3: Themes and sub-themes of research findings from observation**

Themes	Sub-themes
1. Strategies for enhancing management of textbooks.	Enhancing textbook management.
2. Management of textbooks.	Principal's in the management of textbooks.
3. Challenges of textbooks management	Ways of mitigating textbooks challenges.

With table 4.4. below, I present the textbooks management instruments and documents which were requested by the researcher from the participants. Requisition of these documents was done at the school in writing. The documents requested from schools were aimed at revealing the management, control and monitoring of textbooks in the selected five primary schools and to complement data collected through the interviews.

**Table 4.4: Documents requested for analysis**

Documents requested	Aim of analysis of the documents
Textbook policies.	To establish how textbooks should be managed.
Inventory registers.	To determine how textbooks are controlled in schools.
Textbooks order catalogues.	To determine how textbooks are ordered in schools.
Textbooks delivery slips.	To establish whether textbooks are provided to schools.
Classroom textbooks registers.	To determine how textbooks are controlled in the classrooms.

#### 4.5 Data analysis

According to Yin (2011) data analysis is a process of compiling, disassembling, reassembling, interpreting, and concluding data. During data analysis a logical study

of the data was unravelled from the whole into parts for the purpose of a clear understanding and to move deeper into understanding it, to make an interpretation of the larger meaning (Flick, 2014). I adopted a thematic content analysis approach to analyse raw data collected from participants through interviews, observations, and document analysis (Babbie & Mouton, 2001).

The aim of qualitative data analysis is to give meaning to the data. This meaning is given according to the participants' understanding and definitions, identifying emerging patterns and themes (Cohen et al, 2009). Face-to-face interviews for this section of the study were conducted with five principals from the five selected primary schools in the Bohlabela district of Mpumalanga. These principals were purposively selected to participate in the interviews for the study based on the premise that they have been primary school teachers for three or more years as well as their management skills and expertise in the management of school resources including the management of textbooks. The objective of the selection of these primary school principals was to gather data regarding their role in the management of textbooks to answer the following sub-questions: (Denzin & Lincoln, 2011).

- How do principals in no-fee rural primary schools in Mpumalanga province understand their role in the management of textbooks?
- What challenges do no-fee rural primary schools principals experience in the management of textbooks?
- What strategies do principals in no-fee rural primary schools use to address challenges they experience as they manage textbooks?

#### **4.5.1 Face-to-face semi-structured interviews with the principals**

##### **4.5.1.1 Theme 1: Principal's role in managing textbooks**

I asked participants the following question: "How do you budget, select, and plan for the acquisition of textbooks in your school?" The purpose of asking this question was to establish the process of and the responsibility for managing the acquisition of textbooks. The responses were captured under the following sub-themes.

#### 4.5.1.1.1 Sub-theme 1: Budget allocation to procure textbooks

The principals indicated that the budget allocation for the procurement of textbooks is the responsibility of the Department of Education. This is how they responded:

*We are a school categorised under Section 21. It is the responsibility of the Department of Education to provide schools with textbooks. The Department provides schools with the paper budget for purchasing textbooks. PA.*

*A paper budget is allocated to us by the Department of Education, then we strictly follow it to procure textbooks we require for teaching and learning. PB.*

*The Department of Education allocates a budget to schools to be used to purchase textbooks, we don't do the budgeting ourselves. PC.*

*It is the Department's prerogative to provide textbooks, and this is done through the issuing of a paper budget to schools. PD.*

*The Department of Education is responsible for the planning of textbooks acquisition. They draw up a budget and send it to schools for implementation. PE.*

Principals alluded that the provincial Department of Education allocates a paper budget for the acquisition of textbooks to schools and it is the principals' task to select relevant textbooks they need based on the funds allocated and from the catalogue provided by the Department of Education. This statement concurs with Ajani, (2020), who mentions that among many roles played by the principal in a school, management of textbooks is also outlined. However, it is also the objectives of the Department of Education that learners should be provided with textbooks because they are a foundation for learning and are used as a source of information by both learners and teachers during teaching and learning (DBE, 2009). This confirms that it is the responsibility of the provincial Department of Education to allocate the budget for the procurement of textbooks.

#### 4.5.1.1.2 Sub-theme 2: Selection of textbooks

Attakumahi (2020) reports that there is a significant relationship between the selected textbooks and academic performance. This concurs with the submission of Moss (1996) who contends that evaluation and screening for textbooks are essential elements of the resource management task. However, the principals' lack of these critical skills may result in the purchase of sub-standard textbooks which may in turn impede good academic performance outcomes (Sigurgeirsson, 1992).

The principals were asked: "How do you select the textbooks to be purchased?" The aim of asking this question was to establish the role of principals in the selection of textbooks to be procured for the school and this is how they responded:

*I coordinate the process which is a consultative effort from all teachers led by the LTSM committee. PA.*

*Subject teachers led by the LTSM committee go through the sample textbooks from the different publishers to screen and select relevant textbooks to be purchased. PB.*

*I only provide the criteria for the selection of textbooks and supervise the teachers' engagement in the process of selection and the LTSM committee does the rest. PC.*

*Choosing the relevant textbooks is the responsibility of subject teachers led by the principal and the LTSM committee. PD.*

*The selection of quality textbooks is the responsibility of the HODs and the subject teachers. The LTSM committee and the principal are to advise and oversee the process. PE.*

It emerged from the narratives that although principals are accountable for selecting textbooks, they oversee and guide the process and provide the criteria for selection. This is confirmed by the theoretical framework for this study that for the success of any activity in an organisation, effective management is critical (Mabula, Khalabai & Simeon, 2023; Tylor, 1911) This concurs with Dowd's claim that the core duty of

principals is to oversee the choice, procurement and management of textbooks that should lead to academic success (Dowd, 2018). Collegiality is pivotal for this exercise; therefore, principals delegate the responsibility of textbook selection to all staff members led by the LTSM committee to make sure that relevant and quality textbooks are chosen for the schools. This is consistent with Altbach (1983) and Sikorova (2012) that it is important for schools to select quality textbooks because textbooks are central to schooling at all levels and they constitute important tools for academic achievement. However, Tylor (1911) mentions that in this process it becomes the role of the principal to communicate with the staff members, to motivate them to execute their delegated role effectively.

#### **4.5.1.1.3 Sub-theme 3: Planning for the acquisition of textbooks**

It emerged from the submissions made by the participants that the planning and acquisition of textbooks is done by the national Department of Basic Education through the involvement of the provincial Department of Education. Tylor (1911) regards planning as the most important and first obligation that managers need to do.

*The acquisition of textbooks is normally done by the Department of Basic Education through the Mpumalanga Department of Education who then allocates funds to each school to purchase textbooks. Schools receive paper budgets from the Department indicating the funds allocated for the purchasing of textbooks. PA.*

*The budget is allocated by the provincial Department of Education, not the school. PB.*

*We receive a paper budget from the Department with the allocated amount to purchase textbooks. PC.*

*The DBE makes a budget for textbooks acquisition and sends it to schools for requisition. PD.*

*The government allocates a budget to schools and schools must purchase textbooks through the provincial Department of Education. PE.*

The principals' narratives revealed that the initial stage of textbooks planning and acquisition is done by the provincial Department of Education by sending the paper budgets to schools displaying the amount of funds allocated to each school for the acquisition of textbooks. The data further revealed that the school's role is limited to planning on how the allocated amount will be distributed between the different grades and subjects. This concurs with Tylor (1911) assertion that principals as school managers should set goals, decide what to do in advance, who must do it and at what time when managing textbooks. However, the buck stops with the Department of Education when it comes to determining the amount of funds to be allocated per school. However, in the study conducted by Mabula, Khalabai & Simeon (2023) it has been revealed that there is inadequate funding that the department is allocating for textbooks in South African schools.

#### **4.5.2 Theme 2: Challenges of textbooks management**

The effective management of textbooks is influenced by the leadership styles and strategies of principals (Leithwood et al., 2004). However, it is the responsibility of principals to ensure that the textbooks are well maintained and stored in a safe place since good storage and the maintenance of textbooks contribute to the lifespan of textbooks (Singh & Malla, 2016). The participating principals' were asked the question: "What challenges do you experience when managing textbooks?" This question was asked to establish whether the principals have encountered problems in respect of the management of textbooks.

##### **4.5.2.1 Sub-theme 1: Challenges of managing textbooks**

It emerged from the submissions made by the principals of the five schools that their major problems were the storage of textbooks, learners who damage textbooks by tearing the pages, graffiti on the textbooks and theft of textbooks and these lead to shortages of textbooks in schools.

*The major challenges we are faced with are that learners damage and steal the textbooks that were issued to them, and it is difficult for us to replace them because of our stringent budget. PA.*

*When learners are allocated textbooks they tear the pages, draw graffiti, and even write vulgar words in them. When this happens, the number of textbooks is reduced. PB.*

*We don't have a safe place to store textbooks, hence allocated textbooks are being damaged by the learners and this impacts learners negatively during teaching and learning. PC.*

*Textbooks allocated to subject teachers get stolen and torn because of the poor storage space we have. Learners also do not return them when they have been borrowed for use overnight. PD.*

*There is an alarming shortage of textbooks due to damages. This I cannot deny. PE.*

Responses provided by principals signaled a struggle in the management of allocated textbooks because learners lack a sense of ownership, responsibility, and accountability. This concurs with Belle (2016) submission that responsibility and accountability in managing textbooks in many schools is questionable. One other huge challenge acknowledged by the principals was that they do not have proper places in their schools to store textbooks and as such the monitoring of textbooks by teachers becomes a problem that leads to textbooks being exposed to damages and theft. This finding aligns with submission made by Ampratwum, Armah-Attah and Ashton (2012) who indicate that a daunting challenge of textbook management in many schools is the poor storage of textbooks. This implies that when the storage of textbooks is poor or unavailable there may be high rates of lost and damaged textbooks. Although textbook storage facilities are problematic, this signals that principals are not innovative to ensure that textbooks are well taken care of in schools.

#### **4.5.2.2 Sub-theme 2: Shortage of textbooks**

PA indicated that shortages of textbooks impact teaching and learning negatively in schools. In agreement with PA, PC indicated as follows:

*Teachers are unable to maintain their teaching pace due to late delivery and the limited budget allocated for textbooks by the department. This*

*forces us to make copies for the learners without textbooks and this hits our budget very hard. PC.*

However, PB, PD and PE had this to say:

*It is unfair for learners to share a textbook because shortages compromise the quality of learning. The department is not allocating sufficient funds for textbooks; hence learners cannot work independently at their own pace at school and home because they don't have textbooks. PB.*

*Textbooks shortages are sometimes caused by late delivery and then learners steal existing textbooks from one another and from storage to benefit their learning when they are at their homes. PD.*

*Shortages of textbooks compel teachers to carry the existing textbooks to class on a daily basis to distribute them to the learners and this delay teaching and learning. PE.*

These submissions reveal that an insufficient number of textbooks due to a limited budget allocated for textbooks and late deliveries hamper teaching and learning in the classrooms and also depletes the finances of the schools due to textbook improvisation that has to be made. This finding concurs with Kwindu (2014) who reports that in South Africa most schools are experiencing textbook management challenges due to the lack of the timely delivery of textbooks. The sharing of textbooks has also been indicated by principals as a challenge and not enough textbooks may steer learners to engage in illegal acts of theft just to have textbooks to use at home. It also emerged that due to shortages, textbooks are not allocated to the learners, but the subject teachers have to distribute them to the learners during every lesson. However, this exercise was deemed to be time consuming since it delays teaching.

#### **4.5.2.3 Sub-theme 3: Monitoring of textbooks**

Responses provided by the principals confirmed that textbooks are being monitored in their schools as required by the provincial Department of Education.



*We have been provided with a template for textbook monitoring. However, some of the teachers and the HOD's do not use them to assist the process. PA.*

*Yes, registers have been allocated to teachers to monitor the textbooks, but when they are requested to report on the status of the textbooks, they take us from pillar to post. PD.*

*Our textbook monitoring system is working wonders for us. Teachers and HODs work together to make sure that textbooks are well-monitored. At the end of each quarter through the use of monitoring instruments, we are able to audit our textbooks. PE.*

The principals from School B and School C had similar responses as PE.

According to Tylor (1911), managers in an organisation have the duty to ensure that management in an organisation should be performed according to the systems that were developed. However, submissions made by the participants revealed the poor commitment of teachers and HODs to assist with the management of textbooks. This implies that the poor monitoring of the textbooks could translate into serious shortages. However, Hoy and Miskel (2001) suggest that principals' management styles may assist to enhance the management of textbooks in schools. These management styles include implementing the leadership fundamentals such as defining and communicating the goals of textbooks management, monitoring and providing feedback on the control of textbooks to the consumers in order to assist in their management.

#### **4.5.3 Theme 3: Strategies for mitigating textbook management challenges**

The principals were asked the following question: "How do you address the textbook management challenges?" This question was asked to establish the strategies used to avert textbooks management challenges.

#### **4.5.3.1 Sub-theme 1: Mitigating strategies for textbooks allocation**

Principals concurred that in their schools' textbooks are not allocated to the learners but instead they are allocated to teachers to take them to the classrooms on a daily basis when they want to use them during their lessons.

*Textbooks should not be allocated to learners but to the subject teachers to carry them in and out of the classroom during the lessons. PA.*

*Textbooks are allocated numbers and then issued to learners at the beginning of the lesson and retrieved at the end of the lesson. PB.*

*Each learner is issued with a textbook bearing an identification number and school stamp and they are expected to bring back the same book at the end of the lesson. PC.*

*Textbooks are school property, and they remain at school and are only distributed during lessons and taken back after. We make copies for homework purposes. PD.*

*Textbooks are issued to learners during lessons and taken back at the end of the lesson. PE.*

It emerged from submissions made by principals that textbooks are allocated to learners during lessons and returned at the end of the lesson mitigating the challenge of lost books. These submissions are consistent with the suggestion made by Mabula, Khalabai and Simeon (2023) that the lifespan of the resources is determined by the way they are controlled and handled. If the books distributed to learners are not well taken care of by the custodians, their lifespan will be at risk and the available quantity of textbooks will be compromised.

#### **4.5.3.2 Sub-theme 2: Mitigating strategies for textbooks shortages**

When asked about the strategies that they use to prevent the shortage of textbooks, the principals responded as follows:

*We make copies for learners without textbooks to make sure that they are not disadvantaged in the learning, and this is constraining schools financially. PA.*

*Parents or guardians of learners who damage textbooks are ordered to replace them and parents are also involved in fundraising to augment textbooks that have been lost. PB.”*

*We make copies of the activities of the lesson and give them to learners who do not have textbooks. PC.*

*The parents of learners who damage or lose textbooks are requested to pay money equivalent to the price of textbooks or to replace the book. PD.*

*We encourage learners to cover textbooks with plastic in order to minimise damage. PE.*

Textbooks are regarded as the” potentially implemented curriculum” between the” intended” and” implemented” curriculum (Rezat & Strässer, 2015). Responses made by principals revealed that different strategies are used to solve the textbook challenges of textbooks shortage they have. Among others, one strategy they use is to involve parents to replace a textbook when his/her child has lost or damaged it. It was also mentioned by PC that they should improvise by making copies for the learners who do not have textbooks to circumvent compromising their learning opportunities. However, the SGB is also advised to fundraise in order to replace the lost or damaged textbooks.

#### **4.5.3.3 Sub-theme 3: Mitigating strategies for textbooks monitoring**

The principals concurred with the assertion made by Phakati (2015) of engaging SGBs and teachers in textbook management training. It emerged from the submissions made by the principals that teachers should submit quarterly textbook reports to the principals to make sense of the damages and shortages of textbooks the school is faced with. Principals should workshop teachers on how to monitor textbooks, enforce

the use of monitoring tools provided by the Department of Education and the circuit office should demand a quarterly report regarding the status of textbooks.

*Textbook monitoring needs to be enforced in schools and circuit staff should visit schools on a quarterly basis to demand reports on textbooks monitoring. PA.*

*We teach learners how to take good care of textbooks and rules on how to care for books are displayed in all the classes. Learners are not allowed to carry textbooks home, instead teachers carry them to class. PB.*

*Learners are encouraged to cover textbooks with plastic to minimise damage and they only use textbooks in class not at home because we have limited numbers. PC.*

*All subject teachers are required to submit detailed monthly textbook reports to the LTSM committee. PD.*

*Regular workshops, controls and meetings organised by the SMT with teachers may assist to make checks and balances regarding our school textbooks. PE.*

It emerged from principals' responses that different strategies are used to monitor textbooks in schools. One strategy they use is to cover textbooks and teach learners how to take care of books through class rules. In some schools' monthly textbook reports are compiled to check for damages and losses. These submissions concur with the assertion made by Mabula, Khalabai and Simeon (2023) that textbooks need to be covered with plastic and be repaired when they are damaged in order to prolong their lifespan.

#### **4.6. Summary**

Data that emerged from the interviews with principals confirmed that textbooks are ordered and supplied and delivered by the Department of Education. The budget allocation which is in the form of a paper budget is provided to all the schools. The

principals' primary responsibility in the management of textbooks is to guide the processes of textbook selection and purchasing which is spearheaded by LTSM committees. Other responsibilities include the selection of textbooks in accordance with the prescripts of the Department of Education, allocation, monitoring and utilisation of textbooks and the establishment of measures that will ensure the longevity of the textbooks supplied. Narratives made by participants revealed that there are challenges relating to textbook management in schools which include poor storage of textbooks, the damaging of textbooks, the late delivery of textbooks, poor monitoring and control of textbooks and poor leadership in the management of textbooks in some schools. However, principals have put into place measures to alleviate the problems such as involving parents when the learner has lost the textbook, not allowing learners to carry textbooks home, making copies for the learners, fundraising events to buy new textbooks, enforcing the monitoring of textbooks by instructing the teachers to use textbook monitoring tools, cover textbooks with plastic to increase their lifespan, giving textbooks reports on lost and damaged textbooks on a monthly basis and organising regular workshops on textbooks management.

#### **4.7 Data analysis from observations**

The aim of the observations was to collect data that complemented data collected through face-to-face interviews with the principals. Through observations the researcher wanted to make sense of how textbooks were managed, controlled and monitored and how textbooks challenges were addressed.

##### **4.7.1 Data analysis of observations for School A:**

The management of textbooks at School A is the responsibility of the principal assisted by a committee called the LTSM committee. The textbooks are stamped and given numbers on receipt at the school and distributed to subject teachers led by the LTSM committee. Textbooks are stored in the staffroom next to each teachers' table and textbook registers are used to control them. Textbooks are not distributed to the learners but are carried by the teachers to classes on a daily basis and distributed by the teachers during the lessons. Teachers use the textbook registers to check the textbooks after they have been used in the classrooms. Some of the textbooks were

old and without cover pages and content pages. There were also photocopied textbooks which implied that the schools have a strategy of ensuring that all the learners have textbooks. This implies that although they were breaking the Copy Right Act 98 of 1978 (RSA, 1978 which prohibit individuals to reproduce any work without owners' consent. There were records of evidence of textbook monitoring by the LTSM committee and the SMT.

#### **4.7.2 Data analysis of observations for School B:**

The management of textbooks for School B was the responsibility of the principal who delegated certain textbook management powers to the LTSM committee to assist him with the entire management of textbooks. Textbooks were stamped and given numbers on receipt before they were allocated to subject teachers. They were stored by teachers in the staffroom in designated corners. Teachers always carry the textbooks when they go to their classes. They avoided distributing them to learners on a permanent basis because they damage them, draw graffiti in them and tear the pages. Teachers used textbook registers to control the textbooks. Although the school has a lack of storage facilities, textbooks were neatly packed and arranged according to the subject areas. Textbooks that had been photocopied were also captured in the textbook register. This denoted that although the school was experiencing textbook management challenges, they had monitoring systems in place to mitigate such challenges.

#### **4.7.3 Data analysis of observations for School C:**

The management of textbooks for school C was the responsibility of the principal who is assisted by teachers and the LTSM committee. Textbooks were stamped and given tracking numbers on receipt before they were allocated to subject teachers. Textbooks were stored in the staffroom on the teachers' tables. Teachers carry them when they go to classes to avoid further textbook shortages. Some of the textbooks did not have cover pages. However, subject teachers had a list in which all the textbooks were captured, and they had reports regarding damaged and lost textbooks and the reports to that effect were submitted to the SMT. This implied that although this school has

textbook challenges, control and monitoring of existing textbooks makes it easy to address them.

#### **4.7.4 Data analysis of observations for School D:**

The management of textbooks for School D was the responsibility of the principal. There was a committee called the LTSM committee which assisted the principal with the entire management of textbooks. As in schools A, B and C, textbooks were stamped and labeled on receipt before they were allocated to subject teachers. Due to textbook shortages, learners were not given textbooks to use at home but they were kept at school by the teachers who distribute them during lessons. This school had poor textbook storage facilities and it is difficult to curtail textbook theft. The school had textbook controlling systems, but they were not being used by the teachers. There were damaged textbooks lying all over the teachers' tables in the staffroom that could not be accounted for and this denoted poor textbook monitoring by the LTSM committee and the SMT. However, this implied that although the school is having challenges regarding textbook management, the teachers' reluctance to engage in the management of textbooks exacerbates the situation.

#### **4.7.5 Data analysis of observations for School E:**

The management of textbooks for School E was the responsibility of the principal. There was a committee called the LTSM committee which assisted the principal with the entire management of textbooks. There were shortages of textbooks in the school, hence learners were not given textbooks to use at home, but they were kept at schools by the teachers who distribute them during the lessons. This school has very poor textbooks storage facilities. There was evidence of textbooks without pages and also new textbooks that were purchased by the SGB to avert further shortages. The monitoring of textbooks was conducted jointly by the teachers, LTSM committee and the SMT but storage was a problem.

#### **4.8 Analysis of data from the documents**

McMillan and Schumacher (2001) describe document analysis as examining documented activities on the knowledge, experiences, values and activities of the

phenomenon and participants in a study. Document analysis for this study was aimed at exploring the role of the principal in the management of textbooks in no-fee public rural primary schools. I perused a number of documents pertaining to textbooks in all the sampled five primary schools in the Bohlabela district of Mpumalanga. Document analysis for this study consisted of the analysis of numerous relevant public documents which were in the form of a text (Bertram & Christiansen, 2014).

#### **4.8.1 Textbook management policies**

All the schools that were involved in this study had textbook policies and these policies clearly indicated how textbooks must be managed. Among others there was a clear indication of clauses from policy documents that “textbooks shall not be issued to learners to be used at home but shall be used and be distributed to all the learners during the lessons by subject teachers” and that the management of textbooks shall be the responsibility of the principal through the involvement of the teachers and the SMT led by the LTSM committee. However, the textbook policy for Schools A, B, D and E was revised and signed which implied that it was adopted to be used for textbook utilisation and distribution from 2021 to 2025. The textbook policy in respect of School C was not signed. This meant that its textbook policy was erroneously used for the distribution and utilisation of textbooks.

#### **4.8.2 Inventory registers**

All the five primary schools had inventory registers. The registers for Schools B, C and E reflected the book numbers and the total number of all the textbooks that were received in 2021 and were reconciled with the textbooks that were received in 2020. Inventory registers for Schools A and D only reflected the textbooks that were received in 2020 but books were also received in 2021.

#### **4.8.3 Textbook order catalogues**

Textbook order catalogues were available at all the five primary schools and the logo on the cover page reflected that they were distributed by the Mpumalanga Department of Education to these primary schools. The first pages reflected the name and the EMIS number of the schools and the circuits to which these schools belong. Guidelines



on how principals should go about ordering the textbooks and the budget were explicitly indicated. The names of textbooks to be ordered, the order number, the cost of each textbook and the publisher were also displayed. In the textbook order catalogues, there were indications made by all the primary schools in a free hand as to which textbooks they order and the amount of each textbook selected was also indicated. At the bottom of each page where orders for particular textbooks were made there was a reconciled amount of all the textbooks intended to be purchased. All the catalogues bore school stamps.

#### **4.8.4 Textbook delivery invoices**

The five primary schools kept all their textbook delivery invoices safely in relevant files and all the slips indicated the names of the suppliers, the date and time of delivery, the signatures of the person who delivered them as well as the signature of the recipients from schools.

#### **4.9 Summary**

The document analysis conducted revealed that schools have textbook management policies in place. However, one of the schools did not have a valid policy because it has not been signed by the relevant stakeholders. All the schools had inventory registers except for two schools whose registers did not capture the relevant updated information. Textbook order catalogues were available in all the schools bearing the information that signaled that textbooks were ordered by the schools. Textbooks delivery notes were kept on record at all the schools, and this implied that the Department of Education were delivering textbooks to schools as per requisition made.

#### **4.10 Concluding remarks**

Data was gathered through interviews, observations, and document analysis. Some of the data collected through interviews and observations were consistent with the data collected through document analysis. Three data sets revealed similarities in terms of how principals were managing textbooks in their schools, the management tools they were using, the structures of management they had as well as the textbook management challenges they were experiencing. Despite the success realised by

principals in managing textbooks, in certain schools' data analysed from documents was inconsistent with the data collected through interviews. Interviews revealed that some of the participants were using policies to manage textbooks. However, the policies they were using were illegitimate since they did not comply with the policy requirements set by the Department of Education. Some of the participants claimed that they were having inventory registers only to find that the registers did not have the correct information regarding textbooks they have in their schools.

#### **4.11 Conclusion**

In this chapter I presented the outcomes and the procedures followed during the analysis and interpretation of data for the study collected through interviews with principals, observations and document analysis. Reports generated using different data collection tools from the primary school principals regarding the management of textbooks in no-fee rural primary schools particularly in the Bohlabela district of Mpumalanga was outlined. The detailed description and analysis of each participant, observed incidences and document analysis were presented in the search for an in-depth understanding to answer the research questions. It emerged from the data gathered that the management of textbooks in all schools is the responsibility of principals with the assistance of the LTSM committee and departmental heads. It was also revealed that there are a number of challenges pertaining to textbook management such as damages, shortages and losses. Therefore, I conclude that rural schools face similar challenges in respect of textbook management which need serious intervention, because they have the potential to impact teaching and learning negatively if not addressed.

## CHAPTER 5

### OVERVIEW, SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 Introduction

In chapter 5, I scrutinise, summarise and report the research findings from the research questions on the role of principals in the management of textbooks in no-fee rural primary schools in the Bohlabela district in Mpumalanga province. Grounded on the evidence exposed by the data gathered, in this chapter I outline the recommendations for the national Department of Basic Education, the Mpumalanga Department of Education, education districts, circuits, school governing bodies and the school principals on the management of textbooks in no-fee paying primary schools. Reports generated using different data collection tools from the primary school principals regarding the management of textbooks in no-fee rural primary schools is outlined. A detailed description and analysis of each participant, observed incidences and document analysis are presented in the search for an in-depth understanding of the research question.

#### 5.2 Overview

The preceding chapters of the study outlined diverse aspects of the role of principals in the management of textbooks in no-fee rural primary schools in the Mpumalanga Department of Education.

In chapter 1, I introduced the study and provided the background regarding the role of principals in the management of textbooks (Jushua, 2012; Maringa, 2016; Ngubeni, 2009). An overview on what legislation dictates regarding the responsibility of providing textbooks, and the procedure for procuring textbooks were also unpacked (South African Schools Act, 1996). In this chapter I also outlined the importance of textbooks and their management. The problem statement, the purpose of the study, the rationale, the main research question and secondary research questions as well as the aims and objectives of the study were also addressed.

I presented the literature review in chapter 2. Through the literature review I revealed what scholars and academics asserted on the role of the principal in the management of textbooks. I discussed international, regional and South African claims regarding the role of the principal in the management of textbooks (Fredriksen, Brar & Trucano, 2015; Bizimana & Orhodo, 2014; Xin & Xue, 2015; Obinga et al., 2017). In this chapter, I also concentrated on the hypothetical backgrounds (Lysaght, 2011). These were the lenses the study adopted to guide, unfold and locate philosophies regarding the role of principals in the management of textbooks, the impact of textbooks in teaching and learning and the leadership and management role of principal in managing textbooks (Das & Teng, 2000; Barney, 1991).

In chapter 3, I elaborated on the research methodology and methods used in the study to collect data from the participants as well as the data collection strategies that were used. The study was guided by an interpretivist paradigm which focused on the role of the principals in the management of textbooks in no-fee rural primary schools in Mpumalanga province (Sefotho, 2015; Van Rooyen, 2011). I adopted a qualitative approach based on the premise that it uses open, exploratory research questions, it places great emphasis on understanding phenomena in their own right and uses special strategies for enhancing the credibility of the research design and data analysis (Elliot & Timulak, 2007).

A case study design was utilised to describe in-depth the participants' experiences in the management of textbooks in no-fee rural primary schools (Yin, 2011; Yin, 2019). Purposive sampling was used to identify and to select individuals or groups of individuals that are knowledgeable about or have experience with a phenomenon of interest (Creswell & Plano Clark, 2011). Data was collected through the use of face-to-face interviews with the principals, observations, and document analysis. The sample size was five individuals. Data was analysed using thematic data analysis (Braun & Clarke, 2006).

In chapter 4, I presented the outcomes and the procedures followed during the analysis and interpretation of the data collected through the interviews with the participants, observations, and document analysis. Reports generated using different data collection tools from the primary school principals regarding the management of

textbooks in no-fee rural primary schools particularly in the Bohlabela district of the Mpumalanga province was outlined. A detailed description and analysis of each participant, observed incidences and document analysis were presented in the search for an in-depth understanding of the research question.

### **5.3 Summary of the findings**

This segment of the chapter presents an all-encompassing summary of the findings of the study based on the views of principals regarding their role in the managing of textbooks in no-fee rural primary schools. An analysis of the participants' responses, data collected through observations, and document analysis were used to answer the main research questions of this study.

#### **5.3.1 Findings in respect of secondary research question 1: How do principals in no-fee rural primary schools in Mpumalanga province understand their role in the management of textbooks?**

The first discussion of the findings is based on the no-fee school rural primary school principals' understanding of their role in the management of textbooks in Mpumalanga province as indicated in chapter 1, section 1.5. The objective was to explore the principals' understanding of their role in managing textbooks in no-fee rural primary schools.

The data to answer this question relied on the literature review and the face-to-face semi-structured interviews. The results that were produced authenticated the findings in the literature reviewed that the acquisition of school textbooks is funded by the Department of Education. The role that is played by the principals in this case is to be involved in the selection of textbooks together with the LTSM committee. The findings from the literature review were consistent with the findings from observation and document analysis. The management of textbooks was done in collaboration with the LTSM committee and the teachers. To ensure that principals understood the management of textbooks, they had textbooks registers, inventory books to control textbooks issued to learners and the new textbooks received from the department. Inconsistent with this practice it was found that one school had all these textbook control systems in place, but the teachers were not using them.

**Finding 1:** *Principals understood that the management of textbooks at school level is their responsibility. They also understood that the management of textbooks should be a collaborative exercise in which teachers and parents must also be involved to ensure effective management.*

### **5.3.2 Findings in respect of secondary research question 2: What challenges do no-fee rural primary schools principals experience in the management of textbooks?**

This question is captured in chapter 1, section 1.5. The objective of this question was to identify the challenges experienced by principals of no-fee rural primary schools in the management of textbooks.

The literature review established textbook management as a prerequisite for the effective execution of school activities because textbooks are considered to be the primary delivery mechanism in providing both learners and teachers with the curriculum requirements. The effective management of textbooks is the life and blood of a school because textbooks are considered to be the primary delivery mechanism to provide both learners and teachers with the curriculum requirements and also enhance learners' performance. The findings revealed that schools are struggling with textbooks shortages due to limited budget allocations to schools and this compel learners to steal copies of the limited number of textbooks available. Observations also revealed poor storage facilities at the schools and that exposed textbooks to damages and theft. Document analysis revealed shortages of textbooks and poor utilisation of textbook control systems by the teachers which impaired the monitoring of textbooks.

**Finding 2:** *The management of textbooks in schools is impaired by limited textbook budgets, poor textbook storage facilities, damaging of textbooks, theft of textbooks, and poor monitoring and control systems for textbooks.*

### **5.3.3 Findings in respect of secondary research question 3: What strategies do principals in no-fee rural primary schools use to address challenges they experience as they manage textbooks?**

This question is captured in chapter 1, section 1.5. The objective of this question was to examine the strategies principals use to address the challenges of textbook management in their schools.

Findings from the literature reviewed pointed out that textbook management in schools is a huge challenge. Therefore, principals should put in place and enforce the use of textbooks control tools to minimise the problems. The findings of this study identified the shortage of textbooks as one factor that affects the performance of teachers and learners in schools. This was revealed by observation were teachers had to photocopy textbooks for the learners transgressing the copy right risk. It is well-known, based on the findings of this study, that principals are faced with a mammoth task of ensuring that schools must have adequate textbooks to use for teaching and learning. Based on the observations conducted, learners were not given textbooks to use at home. Based on the textbooks policies, parents have to buy a book when his/her child has damaged or lost a textbook. There was evidence of new books that were bought by learners' parents because their children have either damaged or lost a textbook. There was also evidence of photocopied textbooks on the teachers' tables and in corners of their staffrooms. This was proof that schools are improvising to ensure that every learner has a textbook. Schools are engaged in fundraising events to replace the lost and damaged books. Most of the textbooks were covered with plastic and this meant that schools wish to increase the lifespan of textbooks. Some of the principals enforced the monitoring of textbooks by involving teachers to submit textbook reports every month to record the number of books on hand, lost textbooks as well as those that are damaged. This was evident in the classroom textbook registers where the number of lost and damaged textbooks were recorded.

**Finding 3:** *Schools have put in place textbook control mechanisms and monitoring systems such as textbook policies and textbook retrieval registers to direct the utilisation of textbooks to ensure that they have textbooks to assist in teaching and learning to enhance learner performance.*

## 5.4 Recommendations

Section 29 of the Constitution of the Republic of South Africa (RSA, 1996a), demands from the state to make it possible that each learner's right to education is realised. Therefore, this obliges the Department of Education as education wing of the state to provide textbooks to all the learners so that their right to education is realised.

- The findings have revealed that textbooks control tools should be put in place in order facilitate the management of textbooks in schools. Therefore, I recommend to the Mpumalanga Department of Education to enforce the use of this textbooks control tools by demanding quarterly textbooks reports from the principals.
- The finding from literature reviewed, interviews, observations and document have revealed shortage textbooks storage facilities. I recommend to the Mpumalanga Department of Education to provide schools with proper textbook storage facilities such as libraries and textbooks storerooms to avert textbook damage and theft. When proper textbook storage facilities are provided in schools, there will be proper monitoring and control of textbooks.
- The findings from literature reviewed, observations and document analysis revealed that in some schools' textbooks control tools are available but not used to control and manage textbooks. I recommend to the principals enforce the use of textbook management systems provided by the Department to circumvent wasteful expenditure on textbooks. This should be done by demanding textbook status reports from individual teachers on a quarterly basis.
- Literature reviewed has revealed poor training for principals and teachers regarding the management of textbooks. Therefore, I recommend to the Department of Education to priorities textbook management workshops for teachers, HODs and principals to capacitate them. This would provide them with management knowledge that would assist them to solve challenges regarding textbook management.
- Literature reviewed, observations and interviews conducted revealed that parents are not accountable for the textbooks allocated to their children. I



recommend the to the principals to involve parents in managing textbooks in order to ensure the safety of textbooks. The Department should also educate principals and teachers about of possible risk of photocopying someone's work without his consent.

### **5.5 Avenues for further research**

Firstly, based on the challenges principals in primary schools are experiencing regarding the management of textbooks, a comprehensive study on how the Department of Education can improve the management of textbooks in primary schools would be useful. Secondly, since the districts and circuits were not targeted by this study, further investigation into the experiences of circuits or districts in the management of textbooks is recommended.

### **5.6 Concluding remarks**

Conducting this research project has been a learning curve. Conducting a research while being a part-time student and a teacher in a management position was a difficult encounter. I had to synergise my work responsibilities and study demands to satisfy both without one compromising the other. From time to time, I had meetings with my supervisor and travelling from Bushbuckridge was financially constraining. However, our supervision sessions were valuable and informative. I also had to attend the research support programme organised by the Department of Education Management and Policy Studies at the University of Pretoria on a regular basis, another costly exercise. The knowledge that I gained from attending the programme, helped my approach in respect of interviews, sharpened my research questions and developed a focus for my study. When I was doing field work, I learned that, as a researcher, one has to be true, ethical and patient with the participants in order to draw from them data which is credible.

### **5.7 Conclusion**

With this study I have revealed that principals are executing their textbook management responsibilities in their schools. The assumption that I held was that principals are executing their responsibilities for managing textbooks in schools without impediment. However, the findings of this study have revealed that there are

still textbook management challenges that need to be addressed in many primary schools in the Bohlabela district of Mpumalanga province.

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**APPENDIX A: Permission to conduct research from the Mpumalanga Department of**



Ikhama Building, Government Boulevard, Riverside Park, Mpumalanga Province  
Private Bag X11341, Mbombela, 1200  
Tel: 013 766 5552/5115, Toll Free Line: 0800 203 116

Litiko le Temfundivo, Umnyango we Fundo

Departement van Onderwys

Ndzawulo ya Dyondzo

Enquireis: DM Mtembu  
Contact: 013 – 766 5148

Gazide V Sydney

Email: sydenygazide@yahoo.com

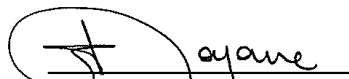
**RE: ROLE OF THE PRINCIPAL IN THE MANAGEMENT OF TEXTBOOKS IN NO-FEE  
RURAL PRIMARY SCHOOLS**

Your application to conduct research study was received and is therefore acknowledged. The title of your research project reads: “**role of the principal in the management of textbooks in no-fee rural primary schools**”. I trust that the aims and the objectives of the study will benefit the whole department especially the beneficiaries. Your request is approved subject to you observing the provisions of the departmental research policy which is available in the department website. You are requested to adhere to your university’s research ethics as spelt out in your research ethics.

In terms of the research policy, data or any research activity can be conducted after school hours as per appointment with affected participants and COVID -19 regulations to be observed. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the departments’ annual research dialogue.

For more information kindly liaise with the department’s research unit @ 013 766 5124/5148 Or [n.madihlaba@mpuedu.gov.za](mailto:n.madihlaba@mpuedu.gov.za)

The department wishes you well in this important project and pledges to give you the necessary support you may need.

  
MRS LH MOYANE  
[A] HEAD: EDUCATION

29 / 04 / 2021  
DATE



**APPENDIX B: Requesting permission from the SGBs to conduct research**



Faculty of Education  
Fakulteit Opvoedkunde  
Lefapha la Thuto

15-05-2021

The SGB Chairperson

.....

Dear Sir / Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH STUDY**

I hereby wish to apply for a permission to conduct research study in your school. I am enrolled in the faculty of education at the University of Pretoria and in partial fulfilment for Master's degree dissertation. I am currently undertaking research on **"The role of principals in the management of textbooks in no-fee rural primary schools."** I therefore would like to request permission to conduct interviews in your school. If granted permission, I would like to interview the principal. The study results will be pooled for the dissertation project and individual results of this study will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by your school and no participant will be compensated for participation.

This research project will also involve semi-structured-interviews to be scheduled after school hours as per the availability of the participant and will take place at a venue convenient to the participant. Each interview will be audio recorded with the permission of participants and should take approximately 35-40 minutes. I would also conduct observation and request relevant documents to analyse pertaining to management of textbooks. Your school participation in this study is voluntary and confidential and you have the right to withdraw at any point during the data collection process without any consequences or explanations. You can be assured that your decision regarding this matter will be respected as the SGB Chairperson. Your approval to conduct this study in your school will be greatly appreciated. You may contact me at my email address: [sydneygazide@yahoo.com.au](mailto:sydneygazide@yahoo.com.au) and my cell number: 0720308168.

Yours sincerely

Researcher's signature: .....

Date: .....

If you agree with this request, may you please sign this letter as a declaration of your consent, i.e. that you allow me to interview the principal and one teacher. You understand that they may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any organizations /parties that may be involved in the research process.

SGB Chairperson's signature: .....

Date: .....

Yours Sincerely

**Sydney Victor Gazide**

Principal Investigator

MEd candidate

University of Pretoria

E-mail address: [sydneygazide@yahoo.com.au](mailto:sydneygazide@yahoo.com.au)

**Supervisor: Dr Diatleng Sebidi (SD)**

Email address: [sebidi.sd@up.ac.za](mailto:sebidi.sd@up.ac.za)

**APPENDIX C: Requesting permission form the participants to conduct research**



15-05-2021

The principal

.....

.....

Dear Sir / Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH STUDY**

My name is Sydney Victor Gazide, I am a master’s student in the Faculty of Education at the University of Pretoria. I am conducting research on “**The role of principals in the management of textbooks in no-fee rural primary schools**” in partial fulfilment of the master’s degree in the Department of Education Management and Policy Studies. I therefore would like to extend an invitation to you to participate in this research.

If you decide to participate in this research, an interview would be arranged at a time and place of your convenience and would last for 35-40 minutes. I will also collect personal data from you such as your gender, grades you teach, teaching experience and educational background. The information will be kept private and confidential. Pseudonyms will be used to ensure confidentiality of your identification and the information you will provide. I will not pass any of your details to any organisation or company. This research is only for academic purposes and is not connected with the government. There will be no right or wrong answers during the encounter, the only important things are your opinions regarding the matter under investigation. After the interview, I may contact you to clarify certain points regarding this study. Participation in this research is completely voluntary and you may choose to withdraw from the research at any time or not answer questions that you do not feel comfortable to answer. No costs will be incurred by your school and no participant will be compensated for participation.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. If you have any further questions about this research, you are free to contact me or my supervisor at the numbers provided below.

Participant signature: .....

Date: .....

Researcher's signature: .....

Date: .....

Yours Sincerely

**Sydney Victor Gazide**

Principal Investigator

M. Ed. candidate

University of Pretoria

Cell: 0720308168

Email address: [sydneygazide@yahoo.com](mailto:sydneygazide@yahoo.com).

**Supervisor: Dr Diatleng Sebidi (SD)**

Email address: [sebidi.sd@up.ac.za](mailto:sebidi.sd@up.ac.za)

**APPENDIX D: Letter of informed consent for participants**



**Faculty of Education**

Fakulteit Opvoedkunde  
Lefapha la Thuto

15-05 2021

**RETURN FORM FOR PARTICIPANTS CONSENT**

I, \_\_\_\_\_ (participant name), confirm that the student researcher asking for my consent to participate in this research has told me about the nature, procedure, potential benefits and anticipations of my participation in this research.

- I have had sufficient opportunity to ask questions and I am prepared to participate in this study.
- I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.
- I understand that no remuneration will be made for my participation
- I am aware that the findings of this study may be processed into a research report, journal publications or conference proceedings, but that my participation will be kept confidential unless otherwise specified.
- I agree to the recording of **face-to-face semi-structured interview**.
- I have received a signed copy of the informed consent agreement.

Participant Name & surname (Please print): .....

Participant signature: .....

Date: .....

Researcher's Name & Surname (please print): .....

If you have any further questions about this research, you are free to contact me or my supervisor at the numbers provided below.

**Sydney Victor Gazide**

Principal investigator (M.Ed. candidate)

Cell: 0720308168

Email address: [sydneygazide@yahoo.com](mailto:sydneygazide@yahoo.com).

**Supervisor: Dr Diatleng Sebidi (SD)**

Email address: [sebidi.sd@up.ac.za](mailto:sebidi.sd@up.ac.za)

**APPENDIX E: Interview schedule for participants**



**Faculty of Education**  
Fakulteit Opvoedkunde  
Lefapha la Thuto

Schedule of questions asked during the interviews

Name of a School: .....		Participant Code: .....	
Interview date: .....		Time: .....	
Questions		Response	
1. How do you manage textbooks in your school?			
2. Where do you get budget to purchase textbooks in your schools?			
3. How do you ensure that quality and relevant textbooks are selected in your schools?			
4. What are your success stories in the allocation of textbooks?			
5. What precisely leads you to the success in the allocation of textbooks			
6. What challenges do you experience in the management of textbooks?			
7. How do you solve the problems that you school encounter in the management of textbooks?			
8. How do you monitor the textbooks allocated to your school?			
9. What challenges do you experience when you control and monitor textbooks?			
10. How can you solve the problems you encounter when you control and monitor textbooks?			

**APPENDIX F: Observation guide for management of textbooks in**



**Faculty of Education**

Fakulteit Opvoedkunde  
Lefapha la Thuto

**Observation guide**

Incidences of observation	Reasons for observations
Management of textbooks	To establish how textbooks are being managed
Textbooks in a school	To determine the availability of textbooks in a school
Learners with and without textbooks	To determine learners with and without textbooks and how the principal deal with the situation
Textbooks storage facilities	To evaluate storage facilities in a school
Distribution and control of textbooks	To establish how textbooks are distributed and retrieved from the learners
Conditions of textbooks	To evaluate the conditions of textbooks in a school.
Textbooks monitoring systems	To establish whether the textbooks are being monitored and the monitoring systems in place