A COMPARATIVE STUDY: INVESTIGATING THE IMPACT OF A NON-GOVERNMENT PHILANTHROPIC PRIMARY SCHOOL VERSUS QUINTILE ONE GOVERNMENT PRIMARY SCHOOLS IN THE PROVISION OF EQUITABLE AND QUALITY EDUCATION IN MARGINALIZED COMMUNITIES IN KWA ZULU-NATAL, SOUTH AFRICA

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Abstract

A COMPARATIVE STUDY: INVESTIGATING THE IMPACT OF A NON-GOVERNMENT PHILANTHROPIC PRIMARY SCHOOL VERSUS QUINTILE ONE GOVERNMENT PRIMARY SCHOOLS IN THE PROVISION OF EQUITABLE AND QUALITY EDUCATION IN MARGINALIZED COMMUNITIES IN KWA ZULU-NATAL, SOUTH AFRICA

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This study was motivated by the claims that rural, low income, and disadvantaged communities in South Africa could be facing challenges accessing equitable and quality education which threatens the country’s commitment to meet its Sustainable Development Goal (SDG)-4 by 2030. The purpose of this study was to compare the impact of non-government philanthropic primary school against quintile one government primary schools in the provision of equitable and quality education in marginalised communities in the KwaZulu-Natal province in South Africa.

The sample size comprised of 27 respondents drawn from non-government philanthropic primary school, and seven randomly selected quintile one government primary schools in the same geographical area. A convergent mixed methods "triangulation" research approach was adopted utilising both qualitative, and quantitative data from the sampled population. Both random, and purposive sampling techniques were employed to select the study respondents. The data were collected using survey questionnaires, interview guide, and an observation check-list. The quantitative data were analysed using descriptive statistics on PSPP and the qualitative data were transcribed and analysed using the first and second cycles of coding and thematic analysis on Taguette.

The findings demonstrated that the non-government philanthropic primary school has a positive impact on providing equitable and quality education to the population it serves. The findings demonstrate that other salient aspects included teacher retention included modes of teacher training, teacher turnover, infrastructure, students’ behaviour, and strategies for students’ well-being, community engagement, and using education as a tool of social justice.

Therefore, it was concluded that the NGO School had a positive impact on providing better school choice through the provision of equitable and quality education in the community. It was recommended that the South African government should allocate adequate funds to the quintile one primary schools to ensure access to equitable and quality education to the disadvantaged communities. There should be equity in allocating funds to schools serving both rural and urban communities to equalise educational conditions in terms of infrastructure, scholastic materials, school environment, and staffing levels.

Declaration

I declare that this thesis has been composed solely by myself, and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where states otherwise by reference or acknowledgment, the work presented is entirely my own.

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I confirm that I retain the intellectual property, and copyrights of the thesis submitted. I also allow Unicaf University to produce, and disseminate the contributions of the thesis in all media forms known or to come as per the Creative Commons BY Licence (CC BY).

Dedication

First, I dedicate this study to my parents. My father Mar. Ngwane Joel Mokhosi who is a retired primary school teacher, who served passionately in a rural community. My late mother Nomthandazo Alicia Mokhosi (May her soul continue to rest with the Lord), who also dedicated her life as an administrative clerk at a senior secondary boarding school serving in the same rural community as my father. I have nothing but gratitude for the sacrifices they made raising my siblings and I. Your sacrifices have not been in vain. Secondly, this work is dedicated to those who could not pursue their education due to socioeconomic constraints. Finally, Mokhosi, Kalolo, and Tyasi family, this is for you as I represent every family member, and educator in this bloodline!

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List of Abbreviations / Acronyms

Abbreviations	Definition
ANNSSF	Amended National Norms and Standards for School Funding
EETF	Educational Equity Theoretical Framework
EET	Educational Equity Theory
ICT	Information and Communication Technology
KZN	KwaZulu-Natal
MDGs	Millennium Development Goals
NGO	Non-Government Organization
SDGs	Sustainable Development Goals
SDG 4	Sustainable Development Goal four
SGB	School Governing Body
SMT	School Management Team
UREC	UNICAF Research Ethics Committee

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CHAPTER 1: INTRODUCTION

Background of the Study

Accessing quality, and relevant primary education remains a challenge in many parts of the world South Africa inclusive. The existence of the apartheid policy in the country since late 1940s to 1990s had created social inequality that remains to affect access to quality, and relevant education in the 21st century. This necessitated efforts to equalize access to opportunities including education. More resources by both government and non-government actors were needed to put the country's education to reasonable footing.

To ensure equitable funding in the post-apartheid South Africa, the Amended National Norms and Standards for School Funding (ANNSSF) was introduced. Due to the ANNSSF, schools in South Africa are ranked in five quintiles. Quintile one being the poorest schools and quintile five represents the wealthy schools (White & Van Dyk, 2019). Quintile one schools mostly serve remote rural, low-income, underserved, and marginalized communities of South Africa. Quintile one schools are also no-fee schools. Despite the South African government's investments, and commitments in the public-school system, there is still a massive gap in providing high-quality primary school education in the remote rural, low-income, underserved, and marginalized communities of South Africa (Thakrar, 2018).

There are many challenges faced by the remote rural, low-income, underserved, and marginalized communities of South Africa when it comes to the primary school education system. One of the negative contributing factors is that high-quality teachers are usually not attracted to teaching in these areas. For example, qualified teachers do not seek employment in the marginalized rural government primary schools due to poor working conditions such as high student-teacher ratio, and working environment (Du Plessis & Mestry, 2019).

Consequently, teaching, and learning become an issue in overcrowded classrooms thus making it difficult for the teachers to cater to individual students' learning needs. Teachers who work in schools located in disadvantaged communities in South Africa are forced to teach multiple grades, and subjects, especially at the primary school level, which increases their workload (Salamondra, 2020). Therefore, poor working conditions result in high teacher turnover in these schools. Provincial governments usually resort to hiring under-qualified teachers who find it challenging to find employment in high-ranking quintile schools. This means young children who attend at the disadvantaged primary schools are not being provided with the most stable education in their foundation years. This results in a domino effect of negative results in their later education years, and lives as they develop (Roodt, 2018).

As they claim, White and Van Dyk (2019) indicate infrastructure is another challenge for quintile one schools in the disadvantaged areas of South Africa. Due to the South African provincial government budget issues, the quintile one schools' buildings, school grounds, and general school facilities are usually unattractive. Additionally, due to poor roads in the disadvantaged communities, in most cases, young children must walk long distances to get to the nearest school as their communities do not have schools even though the population in these communities is big enough to warrant schools (Chakanika et al., 2012). This could be reason enough for these communities to be provided with schools of their own. Sometimes, the young children must cross flooded rivers, and drown on their way to school in some unfortunate cases. Parents from the disadvantaged areas cannot afford transportation to take their children to school, and the government does not provide transportation (Du Plessis & Mestry, 2019).

Based on the shortcomings mentioned above of quintile one government primary schools in the disadvantaged areas of South Africa, parents are left with little or no options to schools offering high-quality education in their communities. Furthermore, these shortcomings faced by the government quintile one primary schools in the disadvantaged areas of South Africa, and other developing countries have a direct impact on the achievement of the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) (Sharma et al., 2020). Literature showed that, in other developing countries, such as India, non-government organisation (NGO) primary schools have been bridging the gap in providing high-quality education in disadvantaged areas (Rose, 2007). Examples of the non-government schools covered by literature are philanthropic schools, community-initiated schools, and faith-based schools. Evidence showed that community-initiated non-government primary schools are being established to meet disadvantaged areas' educational needs. It appears philanthropic provision of education has a long tradition in some countries. Like in South Asia (Rose, 2007), philanthropic associations funded both by individual donations as well as family trusts have been devoted to the provision of primary education.

It remains unclear whether the presence of non-government philanthropic primary schools in disadvantaged areas of South Africa could alleviate the multitude of dilemmas faced by disadvantaged areas when it comes to the provision of high-quality primary school education.

Statement of the Problem

Accessible, inclusive, equitable, relevant, and high quality education for all are the ideal outcomes of an educational system implementing Vision 2030 Sustainable Development

Education Goal four (SDG 4). Consequently, the South African Schools Act (SASA), 1996 (Act 84 of 1996) was enacted to provide a legal and policy framework to ensure all learners have equal access to the opportunity. Investment in educational facilities, teacher training, and school enrolment have increased overtime. However, according to Du Plessis and Mestry (2019), South Africa faces challenges with delivering accessible, equitable and quality public education for all. A substantial urban-rural education divide remains. Quintile one public schools in comparison to their affluent counterparts in urban areas struggle to deliver quality education due to challenges such as physical resources, necessary infrastructure for sanitation, water, roads, transport, electricity, and Information and Communication Technology (ICT). Several NGO and community-based-initiatives schools have been established in these areas to support government efforts of increasing accessibility to quality education for all.

However, Amnesty International (2020) indicates that an enormous number of schools serving disadvantaged communities suffer challenges like 19 percent of these schools have illegal pit latrines for sanitation, and 37 of the schools do not have sanitation facilities. Moreover, 86 percent of the schools have no laboratories; 77 percent have no internet access; 42 percent have no sports facilities; while 293 schools do not have electricity. Furthermore, 56 percent of the school principals reported a shortage of physical infrastructure; and 70 percent of the school principals reported a shortage of library materials (Amnesty International, 2020). Urban rural gap remains big in performance of science subjects. A few relevant studies have been done about the contribution of NGO schools. Oluwaseun (2019) suggested that non-government education institutions can positively bridge the urban-rural education divide. Blum (2009) and Rose's (Rose, 2007) work examined the impact of small-scale NGO schools in unserved, and underserved rural communities in developing countries. However, some of these studies are dated, methodologically inadequate, and not in the context of interest.

The goal of this study was to investigate the impact of NGO philanthropic primary schools in bridging the education gap in rural, low-income, underserved, and marginalized communities in South Africa. This would be imperative in guiding policy debates about improving accessibility, quality, relevance, and inclusivity of primary education in the country.

Purpose of the Study, Research Aims, and Objectives

The purpose of this study was to compare the impact of non-government philanthropic primary school against quintile one government primary schools in the provision of equitable and quality education in marginalised communities in the KwaZulu-Natal province in South Africa. The essence was to examine whether it has a positive or negative impact in providing equitable, and quality education in comparison to the quintile one government primary schools serving the same area. It aimed to measure the impact of the non-government philanthropic primary school (variable one) against the quintile one government primary schools (variable two).

Scholarly evidence has shown that the government schools in disadvantaged areas of South Africa face a plethora of challenges that impede the delivery of equitable and quality education for all, leading to a substantial urban-rural education divide within the country (Du Plessis & Letshwene, 2020). Therefore, this study aimed to:

1. Investigate the education conditions provided by the non-government philanthropic primary school in serving marginalized communities of the Kwa-Zulu Natal province, South Africa.

2. Identify the education gaps the non-government philanthropic primary school is fulfilling compared to the quintile one government primary schools in the marginalized areas of Kwa Zulu-Natal, South Africa.

The following research objectives facilitated the achievement of the previously mentioned research aims:

1. To analyse the nature and impact of the education conditions provided by the non-government philanthropic primary school in comparison with the quintile one government primary schools and how it attempts to provide equitable and high-quality primary school education in the marginalized communities of the Kwa-Zulu Natal province, South Africa.
2. To identify educational conditions impacting the provision of equitable, and high-quality primary school education in the quintile one government primary schools in comparison to the education conditions provided by the non-government philanthropic primary school in the marginalized communities of the Kwa-Zulu Natal province, South Africa.
3. To suggest recommendations to help guide or empower individuals, community leaders, governments, or other organizations in the South African context looking to establish non-government philanthropic primary schools in disadvantaged areas.
4. To suggest potential intersect oral partnership policies between the Department of Basic Education, and the local non-government philanthropic primary schools in South Africa to accelerate the provision of equitable and high-quality primary school education solutions that fit the United Nation's Vision 2030 Sustainable Development Goal four (SDG- 4).

Nature and Significance of the Study

To adequately answer the research questions and address the research problem statement of this study, a Mixed Methods research approach was used. This approach was selected as it made allowances for the usage of both the quantitative and qualitative research approaches. According to Almeida et al. (2017), each of these research approaches has strengths, and limitations. Thus, it is recommended to use both in a complementary manner to gain an in-depth understanding of the study phenomenon, and to obtain credible research results. Data were collected using the Convergent Mixed Methods Design whereby the researcher collected both quantitative and qualitative data in a single-phase. Doyle et al. (2009) corroborated that the convergent mixed method design is favourable as it makes allowances to give equal weighting to both the quantitative and qualitative research approaches.

In addition, it permits triangulation of data sources, methods, and tools to ensure that the weaknesses of one are compensated by the strengths of the other. This enhances the credibility, validity, and reliability of the findings. ‘Purposive’ and 'snowballing' sampling were used for qualitative data collection. Also 'simple random' sampling was used for quantitative data collection. The quantitative data were collected from both the education providers (school management members, and grades 1-6 teachers) of both the non-government philanthropic primary school and quintile one government primary schools using multiple choice questions in a survey. The qualitative data were collected from the same participants by conducting telephonic interviews as face-to-face interviews were not possible due to constraints caused by Covid-19. Additionally, to augment the interviews, field observations were carried out whereby the researcher engaged in the field as a non-participant.

Since data collection is a critical part of a research study, it is imperative to make sound decisions when considering how, and from whom the data will be gathered (Etikan, 2016). The sampling techniques under the non-probability sampling method support this. For this study, the non-probability sampling techniques that were applied were 'purposive sampling. In addition, random sampling was applied to give an equal opportunity to participants to participate in the study. Data were analysed using the convergent design procedure. First, the quantitative data were analysed to obtain statistical results. Secondly, the qualitative data were coded to identify themes. Finally, the data from both the quantitative, and qualitative results were integrated using the side-by-side comparison format.

Literature by scholars such as Day Ashley and Wales (2015) showed a lack of published empirical or academic research covering the impact of non-government philanthropic schools in disadvantaged communities in the South African context. However, there is literature on the impact of faith-based non-government schools in disadvantaged communities. According to Wales (2015), available data on the impact of non-government philanthropic schools in the developing countries is usually generated by donor, and charity organizations through impact evaluations for their internal purposes.

Furthermore, Day Ashley and Wales (2015) suggest that in order for programme design to be effective in the future, the evidence based on the non-state education sector must be broadened, deepened, and clarified. This would include: firstly, giving priority to expanding the coverage of research contexts. Secondly, focusing less on individual providers, and more on how different provider types operate together as a system including their impact upon, and interactions with, each other, and the state. Thirdly, broadening the research methodologies used to analyse the different providers to include not only rigorous quantitative analysis, but also greater use of longitudinal, ethnographic, political economy, and comparative analysis across contexts. Lastly, improving the conceptual rigour of research, and the clarity of definitions used by the researchers.

Furthermore, this study was an extending future research recommendations made in published empirical research studies conducted in developing countries such as India, Bangladesh, Pakistan, by Rose (2007) and Blum (2009). Both Blum's and Rose's works examined the impact made by small-scale NGO schools in unserved, and underserved rural communities in developing countries. These schools bridge the educational provision gap in areas where the government has fallen short of providing quality education in economically marginalized communities. This study filled a gap in the literature by adding knowledge about non-government philanthropic primary schools' impact in disadvantaged South African communities. It expanded this research area to the African context, as recommended in previous studies. Rose (2007) noted that there was extremely limited evidence of philanthropic provision of primary education in sub-Saharan African countries. This gave the researcher an impression that such provision could be less visible, and appreciated, yet it could be an important support to government in meeting its development goals on education. This study would proceed to explore the phenomenon to provide greater validity about the impact of NGO schools in underserved rural areas of South Africa.

Conducting the study highlighted the positive impact of having favourable learning, and teaching environment which in turn could lead to a positive domino effect. When working conditions are favourable for the teachers in disadvantaged communities; this could improve teachers’ pedagogical practices, and performance (Sahito & Vaisanen, 2019). Improved pedagogical practices can positively impact learning outcomes (OECD, 2019). Moreover, the study advocated for the importance of having smaller non-government philanthropic primary schools in disadvantaged communities whereby the government finds it challenging to fund quintile one government primary schools. This information could benefit both policy-makers, and decision-makers such as the officials from the Department of Basic Education in South Africa, local, national, international philanthropic organizations, rural community leaders, international development humanitarian organizations such as the United Nations (specifically UNESCO), and those who are concerned with rural education, and development.

The aforementioned audience could benefit as the study highlighted the disparities between the qualities of education provided by the non-government philanthropic primary school in comparison to that in the quintile one government primary schools in the disadvantaged areas of South Africa. It made suggestions on priority areas that require attention in order for the South African government to achieve SDG 4 by 2030 in disadvantaged communities. It advocated for the importance of providing equitable, and high-quality education for all, despite of geographical background or socio-economic status in South Africa, and other developing economies. Oghenekowo and Torunarigha (2018) posited that it is essential for governments in developing economies to invest in education as sustainability cannot be achieved without education as education in itself is development. However, to appreciate where and how to invest resources in education, evidence based studies such as this one are necessary to guide decisions makers.

Scope of the study

The scope of this comparative study revolved around investigating the impact of a non-governmental philanthropic primary school vis-à-vis the quintile one government primary schools on the provision of equitable and quality education in marginalized communities within KwaZulu-Natal province, South Africa. The study analysed and compared the effectiveness of these two educational systems in addressing educational disparities and fostering quality learning conditions. The study was conducted in selected marginalized communities within the KwaZulu-Natal province, South Africa. The non-government philanthropic primary school and seven quintile one government primary schools served as the study sites.

The study intends to contribute to the ongoing discourse on the provision of equitable and quality education in marginalized communities. By comparing the impact of the non-government philanthropic primary school with the quintile one government primary schools, the research seeks to shed light on best practices and areas for improvement within these educational systems in KwaZulu-Natal, South Africa.

Research Questions and Research Hypotheses

The study attempted to answer the following research questions:

Research Questions

The research questions were:

Q1. What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Q2. What is the difference between the education conditions of the non-government philanthropic primary school and the government quintile one primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Operational Definition of Variables

Construct/Variable 1: Rural Education. This construct is defined by literature as any form of education that is offered by an educational institution based in geographically isolated areas that are usually hard to reach; located far from cities or towns; usually with sparse populations; the populations' income is usually low and mainly generated from agricultural activities (Leibowitz, 2017). This construct was not measured during data analysis. The researcher provides an operational definition that clarifies what is meant by ‘rural education' in this study as a contextual matter for the body of knowledge.

Construct/Variable 2: Low-Income Communities. According to Statistics South Africa (2015) distribution of household income data from 2001 to 2011, a low-income household is one that earns between R1, 00 to R19, 200 South African Rands per year. This construct was not measured during data analysis. The researcher provides an operational definition for contextual clarity of what ‘low-income communities’ are for the body of knowledge.

Construct/Variable 3: Marginalized Communities. In this study, the term ‘marginalized communities’ refers to underserved populations characterised by low-income individuals who were historically racially discriminated against thus placed in the former ‘Bantustans’ of South Africa with limited access to opportunities, consequently increasing social inequity and inequality (Afrobarometer, 2004). This construct was not measured during data analysis. The researcher provides an operational definition that clarifies the context of the study in a setting that is described as ‘marginalized communities’ for the body of knowledge.

Construct/Variable 4: Underserved Communities. This construct in this study refers to populations that face extra challenges receiving services from the government due to geographic location and, to some extent, racial classification, and a lack of education due to the apartheid regime in South Africa (DeStefano et al., 2007). This construct was not measured during data analysis. The researcher provides an operational definition that clarifies what is meant by ‘underserved communities’ in the context of the study for the body of knowledge.

Construct/Variable 5: Equitable Education. This construct means that all children regardless of their socioeconomic differences have access to the same quality of education. In the context of the study, all children from rural, low-income, underserved, and marginalized communities should have access to an education of the same quality as those in urban and prominent areas whereby the distribution of educational resources and opportunities is impartial (Ismail, 2015). This construct was holistically measured during data analysis based on the responses received via the survey questionnaires completed by the participants.

Construct/Variable 6: Quintile One Government Primary Schools. Quintile one schools means schools based in rural, low-income, and marginalized areas that are hard to access. They serve the poorest of the South African population. In the South African education system, schools are funded based on a quintile system whereby schools under the quintile one category are allocated the highest funding per learner (White & Van Dyk, 2019). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable and assigned a numerical label or code of ‘one’ (0=Non-government philanthropic primary school (NGO); 1=Quintile one government primary school; 2=other).

Construct/Variable 7: Non-government Philanthropic Primary Schools. This refers to any primary school that is fully or partially operated and funded by a philanthropic organization (Wales et al., 2015). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and assigned a numerical label or code of ‘zero’ (0=Non-government philanthropic primary school (NGO); 1=Quintile one government primary school; 2=other).

Construct/Variable 8: High-Quality Education Conditions. This refers to an educational environment that ensures a strong foundation necessary to uphold the curriculum, assessment, and instructional processes of top quality teaching and learning. The provision of equitable and high-quality education requires investment in full time and well-qualified faculty who receive adequate ongoing professional development opportunities; ICT facilities; access to decent sanitation facilities; clean running water; playgrounds to promote learning through play; internet access; electricity; secure school grounds; initiatives that promote holistic student and teacher well-being; well-equipped libraries operated by trained librarians; nutritious feeding scheme; access to the school through up to par roads and transportation (Eze, 2009). This construct was holistically measured during data analysis through the responses received under the following categories: (a) Understanding the participants’ demographics, (b) Understanding the School Environment, (c) Understanding Teacher Quality, (d) Understanding the Students, and (e) Understanding School Management/Leadership in the survey questionnaires completed by the participants.

Construct/Variable 9: School Management. In this study, this variable refers to any person or group of persons authorized to manage the school to achieve the national, and international policies at the school level (Mathipa et al., 2014). This includes school principals, deputy principals, department heads, senior teachers nominated to represent other teachers within the school management team, and the school governing body. They are collectively known as the School Management Team (SMT) in the South African education system. This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It will be measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0=executive manager; 1=board of directors; 2=principal; 3=vice principal; 4=school governing body member; 5=none of the above; 6=other).

Construct/Variable 10: Teacher. This variable in this study refers to any person employed to deliver lessons on a specific subject or subjects to students in grades 1-6 (Rajagopalan, 2019). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0=Grade 1 teacher; 1=Grade 2 teacher; 2=Grade 3 teacher; 3=Grade 4 teacher; 4=Grade 5 teacher; 5=Grade 6 teacher; 6=none of the above; 7=other).

Construct/Variable 11: Number of Years at the School (Longevity). In this study, this variable refers to how long the school management member and grades 1-6 teacher have been working at the current school at the time of the study (Devney, 2017). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It will be measured as a continuous variable, and the different categories under it range from (1=year to 30=years).

Construct/Variable 12: The Number of Years the School has been Operating for (School's Age). In this study, this variable refers to how long the school has been running for. This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a continuous variable, and the different categories under it range from (1=year to 100=years).

Construct/Variable 13: Participants' Age. In this study, this variable refers to how old the school management members and grades 1-6 are at the time of investigation (Kalla, 2006). This is part of the participants' demographic profile. The study targeted participants who were working with the educational institutions under study. A range of 25 to 80 years was considered ideal. This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a continuous variable, and the different categories under it range from (25=years to 80=years).

Construct/Variable 14: Gender. This variable in this study refers to the participants' biological classification as being a woman or a man (Eckert & McConnell-Ginet, 2013). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it were assigned numerical labels or codes of (0=Male; 1=Female).

Construct/Variable 15: Ethnicity. This variable in this study refers to the participants' racial classification (Connelly et al., 2016). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it were assigned numerical labels or codes of (0= Black or other African descent; 1=White; 2= Coloured South African or mixed; 3=Asian; 4=Arab; 5=Pacific Islander; 6=Caribbean; 7=other).

Construct/Variable 16: Education Level (Qualifications). This variable in this study refers to the participants’ qualifications (Peñaloza, 2012). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as an ordinal variable as there is a specific ranking of the qualifications or to the levels of education and the different categories under it. It was assigned numerical labels or codes of (0= Doctorate degree; 1= Master’s degree; 2= Undergraduate degree / Bachelor’s degree; 3= College diploma; 4= Vocational Education / TVET; 5= High School Certificate (Matriculation); 6= Junior Secondary School; 7= Primary School; 8=Other).

Construct/Variable 17: Employment Status at the School. This variable in this study refers to the participants’ employment standing at the school (Re-Energize, n.d.). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as an ordinal variable as there is a specific ranking of the type of employment, and the different categories under it were assigned numerical labels or codes of (0= Full-time; 1= Part-time; 2= Contract; 3= Substitute; 4= Voluntary; 5= Other).

Construct/Variable 18: Source of Funding. This variable in this study refers to the origin of the money that runs the school (McLaren, 2017). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it were assigned numerical labels or codes of (0=the provincial government; 1=an NGO; 2=the national government; 3=other).

Construct/Variable 19: The Impact of Funding on Education. This refers to the effect on the daily operation of the schools the funds have and how the funds affect the quality of education the schools offer (McLaren, 2017). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0=negatively; 1=positively; 2=neutrally; 3= other).

Construct/Variable 20: Education Quality Impact on Community. This refers to how the quality of education offered by the schools in their localities influences the resident populations (Caroll & Scherer, 2008). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0= negatively; 1= positively; 2=neutrally; 3= other).

Construct/Variable 21: School Infrastructure. This relates to the basic physical and organisational structures and facilities needed to run schools by both management and grades 1-6 teachers to provide a conducive, equitable, and high-quality teaching and learning environment (Barett et al., 2019). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0= classrooms; 1=sanitation; 2= library; 3=electricity; 4=Information Communication Technology (ICT); 5= other).

Construct/Variable 22: School Safety. This relates to the security of property and persons at the schools. It focused on what the school management and grades 1-6 teachers consider to be present at the schools to be safe or not based on the security measures available or unavailable to the schools (Mubita, 2021). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0=safe; 1=unsafe; 2=okay; 3=other).

Construct/Variable 23: Professional Capacity. This variable in this study refers to the level at which the grades 1-6 teachers can perform their professional responsibilities (Mupa & Chinooneka, 2019). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It will be measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0=excellent; 1=acceptable; 2= limited; 3=limited; 4=other).

Construct/Variable 24: Teacher Retention. This variable refers to whether teachers stay or leave the school over time (Kurtz & St. Maurice, 2018). When conducting research on the provision of equitable and quality education in marginalized communities, it is imperative to consider teacher retention. Teacher retention, as explored in studies like "Teacher Turnover and Student Achievement" by Ronfeldt et al. (2015) in Educational Policy, has a direct impact on the continuity and stability of education in marginalized communities. This variable was measured during data analysis in terms of the factors that influence teacher retention based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable and the different categories under it was assigned numerical labels or codes of (0=school management providing continuous support; 1=giving financial rewards; 2=giving rewards such as certificates and trophies; 3=community providing continuous support; 4=none of the above; 5=other).

Construct/Variable 25: Teacher Turnover. This relates to the rate at which teachers are leaving and being replaced at schools (Adnot, 2017). It is important to consider the rate of teacher turnover when evaluating the provision of equitable and quality education as high teacher turnover disrupts the learning process, leading to inconsistent instructional quality and diminished trust between teachers and students. Furthermore, teacher turnover often affects marginalized communities disproportionately, exacerbating disparities in educational outcomes (Ronfeldt et al., 2013). This variable was measured during data analysis in terms of factors that influence teacher turnover in the studied schools based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it were assigned numerical labels or codes of (0= student behaviour issues; 1=lack of parental support; 2=lack of support from school management; 3=overcrowded classrooms; 4=lack of teaching resources; 5=lack of learning resources; 6=heavy workload; 7=traveling distance; 8=poor physical infrastructure; 9=none of the above; 10=Other).

Construct/Variable 26: Students' Behaviour. This refers to how learners conduct themselves especially, towards others including both students and teachers (Kirkpatrick, 2019). Student behaviour is another crucial variable to consider, as illustrated in a study by Gregory and Weinstein (2004). Student behaviour issues, such as disruptive conduct or disciplinary actions, can disrupt the learning environment and hinder the academic progress of marginalized students. Understanding the complex interplay between student behaviour and educational outcomes is essential for developing effective interventions and support systems to create a more equitable learning environment. This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0= negatively; 1=positively; 2=neutrally; 3=other).

Construct/Variable 27: Students' Literacy Performance (English). This relates to the students' scores in English language to determine their literacy levels or proficiency in the English language as an international medium of communication and a measure of the quality of education offered by primary schools (UNESCO, 2018). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as an ordinal variable, and the different categories under it was assigned numerical labels or codes of (0= excellent; 1= good; 2=poor; 3=other).

Construct/Variable 28: Students' Numeracy Performance (Mathematics). This refers to the students' attainment in the subject indicated by scores in Mathematics to determine their numeracy levels using Mathematics as an international measuring stick for the quality of education offered by primary schools (UNESCO, 2018). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as an ordinal variable, and the different categories under it was assigned numerical labels or codes of (0= excellent; 1= good; 2=poor; 3=other).

Construct/Variable 29: Community Engagement. This variable refers to how the schools promote partnerships between the school and the public regardless of whether the community members have children attending the schools or not (Monk, 2017). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0=negatively; 1=positively; 2=neutrally; 3=other).

Construct/Variable 30: Social Justice through Education. This variable refers to how the schools promote social justice (equal economic, political and social rights and opportunities) through education. In other words, how the schools heal the social ills that negatively impact the schools' quality of education (Popov et al., 2015). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable and the different categories under it was assigned numerical labels or codes of (0=making school fees affordable; 1=bridging home and school proximity issues by providing transportation to students who need it; 2=making an equitable school environment; 3=equipping students to be able to advocate for themselves; 4=producing learners who will become active and successful adults in their communities; 5=none of the above; 6=other).

Construct/Variable 31: Student Well-Being. This refers to students’ welfare while at school. It measures how the schools ensure that the students are holistically healthy as part of providing high-quality education (Woolf & Digby, 2021). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0=providing guidance and counselling; 1=stimulating a positive teaching and learning environment; 2=keeping open communication lines; 3=none of the above; 4=other).

Construct/Variable 32: The Impact of Educational Policies. This refers to the principles and policy decisions that influence education. It examined how the South African primary school educational policies (curriculum, assessment, teacher training, recruitment, funding, etc.) affect the delivery of high-quality education (Kyriakides et al., 2018). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0= negatively; 1=positively; 2=neutrally; 3=other).

Construct/Variable 33: Classroom Management Strategies. These are methods and processes through which an educator controls classroom environment to lessen students' misbehaviour and promote teach (Korpershoek et al., 2014). Thus, creating a positive school environment ready to provide quality education. This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0=document rules; 1= allow students to express their ideas in a safe environment; 2=give praise; 3= hold parties; 4= encouraging the growth-mind-set; 5= keep lessons engaging and encourage equal student participation; 6= none of the above; 7=other).

Construct/Variable 34: Pedagogical Strategies. This refers to the teaching and learning methods the teachers use to ensure that learning takes place efficiently and effectively in their classrooms, especially as they are dealing with young learners (OECD, 2016). This variable was measured during data analysis based on the responses received via the survey questionnaires completed by the participants. It was measured as a nominal variable, and the different categories under it was assigned numerical labels or codes of (0= facilitating student-cantered classroom; 1=using formative assessment tools to track student progression; 2=delivering the curriculum to meet national and international assessment expectations; 3=differentiation; 4= none of the above; 5= other).

CHAPTER 2: LITERATURE

Introduction

This chapter covers a synthesis and evaluation of the related literature to this study. The literature review is organised thematically highlighting the main themes of the study.

As a foundation to investigating the education conditions of quintile one government, and the non-government philanthropic (NGO) primary schools serving rural, low-income, underserved, and marginalized communities in South Africa, the following literature was reviewed through the lens of the elements of the 'Educational Equity Theoretical Framework' (EETF). The literature reviewed subtopics/themes that will be covered are as follows: (a) The State of Basic Education in Developing Countries, (b) The Importance of Equitable, and Quality Basic Education in Developing Countries, (c) Contributions Made by Non-government Organizations to Improve Basic Education in Developing Countries, (d) School Choice, and Equity, (e) Education as a Tool for Social Justice in Underserved, and Low-Income Communities, and (f) The Nexus Between Educational Policies, and the Attainment of Equitable Quality Primary School Education in Developing Countries.

Theoretical Framework

The theoretical framework applied during this study is based on the educational equity theory. Its description and application are explained in the following sections.

The Educational Equity Theory (EET)

This study was anchored on the Educational Equity Theory (EET) also referred to as Equity in Education by Marx (1975) and Brookover and Lezotte (1981) – the Marxists. As they claim, Marxists consider education as a vehicle to legitimising, and reproducing class inequalities in a society by forming a submissive class and workforce (Hoang, 2020). The theoretical assumptions view education as a means through which the educational process is designed to create a structured society or to maintain its structure by way of knowledge creation and sharing. It seems that the primary purpose of education is to strengthen the class system prevailing in the society. Such a system includes the leaders and servants who are culturised through skills and behaviour development.

This theoretical lens also reasons that education prepares children of the high class for positions of power and dominance in society, while those of the poor are prepared to provide cheap labour with little mechanisms for class transition through the educational system, and means of wealth creation (Hoang, 2020).. In its approach to reviewing education, it seeks to ascertain whether there are disparities in the education service delivery system that could lead to building, and sustaining a hierarchical class structure with sharp divides between the rich, and the poor. It further argues that the rich produce leaders while the poor produce labour force for the rich.

Meanwhile, Sen (2009) defines 'equity' as fairness, impartiality, and justice, and is related to equal opportunity for all. Based on Sen's definition of 'equity’, Ismail (2015) defines equity in education as equal access to formal education opportunities, and resources. Barth (2016) corroborates Sen and Ismail’s views by stating that equity in education means that governments or the education system itself should give all students the resources they need to receive, an adequate education regardless of their socioeconomic or demographic background. Jurado De Los Santos et al. (2020) added that equity in education means that education systems should fairly redistribute common goods, and provide additional resources for students to have access to quality education. Therefore, equity and equality should be perceived as inseparable.

Figure 1 depicts the theory of equity in education versus equality. According to Levitan (2016), equality and equity should not be misused. Levitan posits that ‘equality’ is about 'sameness,' meaning every student should be given the same opportunities regardless of their starting conditions. On the other hand, 'equity' is about 'fairness,' meaning students should be granted access to the same opportunities based on their needs even if it means resources are distributed “unequally” (Levitan, 2016). In Figure 1, the situation deemed ‘reality’ gives one an absolute advantage over others. Imposing conditions for ‘equality’ would give all the same resources but would not guarantee equal access to the outcomes. This may not cure the inequality to access. Under ‘equity’, resources are provided according to the particular, and peculiar needs of each to have a fair share of the outcomes from the resources.

Figure 1

Depiction of Equity in Education Theoretical Framework (EETF)

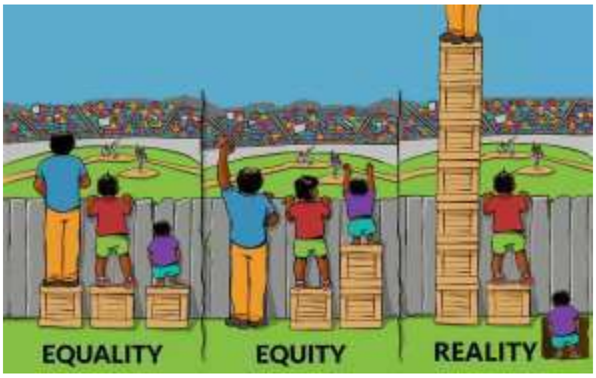

Figure 1. A Depiction of the Equity in Education Theoretical Framework. Reprinted from Android Weizman (2021). Origins of the Educational Equity Theoretical Framework.

Marx and Engels' work in the Communist Manifesto (1848) was not explicitly cantered around issues of equity or equality in education, instead it was advocating for human rights in support of manufacturing workers who were exploited due to social class in an elitist, and capitalist society (Zhang, 2016). Their works subsequently resulted into an explication that money, and class were a determinant of the quality of education individuals in society received, thus, reproducing social class inequality (Anyone, 2011). In other words, Marx and Engels' argument was that the wealthy parents in society could afford to send their children to the best schools to receive the best education. Therefore, their children could stand a better chance at landing middle-class jobs, earn middle class incomes, and maintain the middle class position in society. Whereas the low working class or poor parents could not afford to send their children to the best schools, meaning, their children were likely to receive a more inferior standard of education and remain low class or poor adults themselves. Overall, education reproduces social class inequality, and legitimizes social inequality.

According to the literature, the Marxist perspective considered education to be one of the most fundamental ways to construct fully developed human beings who can become active citizens. At the same time, it may become a tool that can set barriers to transition from one class to another (i.e., social mobility), when the education received does not permit transition from a lower class status to an upper one. Brook over and Lezotte (1981) building on the postulations of Max propounded the educational equity theory by categorizing educational equity using three standards which are (a) access, (b) participation, and (c) outcomes (Hoang, 2020). These are explored further in the next subsections.

The Rationale for the Choice of the Educational Equity Theoretical Framework

For the purpose of this study, the Educational Equity Theory was more applicable for the theoretical framework needed to conduct this research. It provided the theoretical lens to investigate whether the non-government philanthropic primary school serving rural, low-income, underserved, and marginalized communities in the KwaZulu-Natal (KZN) province, South Africa had an impact. The focus whether the NGO schools were bridging the gap caused by the urban-rural education divide. This divide was assumed to exist due to the difference in the quality of education provided by the quintile one government primary schools that are serving the predominantly underprivileged, and the affluent private schools serving the privileged. It has been noted that public schools in developing countries in comparison to the private schools grapple with delivering quality education (Du Plessis and Mestry 2019). This is due to challenges such as limited physical resources, necessary infrastructure for sanitation, poor working conditions for teachers, low recruitment of highly-qualified teachers, water, roads, transport, electricity, and ICT facilities (Amnesty International, 2020). This argument seems be in line with Marx's argument in the Communist Manifesto that money, and social class create educational and social inequities (Marx & Engels, 1848).

Drawing from the Marxist postulations, one may claim that education is one of the tools that could firmly entrench a class system in society as evidenced from the experiences from the developing countries. It is noted that in most developing countries, education is a tool for mass production of graduates with limited practical skills and a mindset of working for an employer (Hoang, 2020). This type of education becomes hand in societies with disadvantaged groups that do not get an opportunity of training their children in private schools that provide a variety of programmes and a learning environment that could enable them overcome the inequities in society peddled by the educational system.

Relatedly, Mawene and Bal (2018) claim that parental choice of school in rural and marginalized areas is limited due to socioeconomic factors such as race and income. This claim suggests that welfare indicators such as level of income and being employed or in leadership position in society enable parents to meet the cost of quality education while denying those with a low socioeconomic status to access low quality education. This seems also be extended to communities where race and religion, among others, determine the wellbeing of families. Therefore, as long as socioeconomic status impedes access to an equitable and quality education for certain groups in society, it perpetuates social class inequalities and that is against the Marxist perspective on education. The Marxists argue that education should be a source of equality in society. It should bridge the gaps created by other factors associated with inequality which the aforemtnioned factors seem to deter.

From the aforementioned and contextual considerations, where the educational system of a society has fissures that create differentiated access to learning opportunities, it is prudent that the analytical framework to review such a system, among others, looks at the likelihood of inequality. Where possibility of inequality exists, it is plausible that such a possibility is explored using a theory that in the first place recognises such a likelihood and provides an explanatory mechanism to examine it. In reviewing theoretical aspects of this study, the researcher found the equity educational theory justifiable. The justification for adopting this theory in this study is provided in the next section.

Education Equity Framework’s Relevance to the Study and Formulation of the Research Questions

The Educational Equity Theoretical Framework (EETF) was relevant to this study as it sought to understand if the non-government philanthropic primary school serving rural, low-income, underserved, and marginalized communities in the KZN province in South Africa could potentially provide rural and marginalized communities with better school options. In the first place, this enabled the researcher to underscore the obtaining circumstances in the case study to ascertain whether the obtaining conditions enable the school to provide educational services and environment that promotes access to quality education in the communities studied.

These would include where primary school children can have access to equitable and high-quality education. This would be in alignment with Sustainable Development Goal 4 (SDG-4) that focuses on accessibility, quality and relevance of the education provided. This claim is corroborated by OECD (2019) who stated that many rural families deal with unavailable, costly, or inadequate services, especially in those sectors where government spending is marginal inclusive education. The equity theory enbales one to spot spatial differences in the quality of education and its outcomes. This, therefore, touches upon questions of equity and merit an analysis of the factors, and conditions in diverse geographical locations that explain these differences. Such analysis can then inform policies, and research that is aware of the importance of education in place. The equity theory was found to be descriptive enough to isolate the issues of equity in the educational institution of interest.

Moreover, ensuring that all schools, regardless of geographical location, achieve high standards may not only support equity, but also enhance the performance of the entire education system. Similarly, previous studies suggest that countries that have closed the rural-urban gap in infrastructure have been more successful in developing economically. Equity in education is concerned with ensuring that family background, residential, and social circumstances are not barriers to children accessing high-quality education. It aims at providing them with opportunities for them to achieve their highest potential both in education, and in life (Thompson & Thompson, 2018). This realisation could be unravelled in the case study through examining whether the school provided an education that levelled the academic playing field for all children accessing it regardless of their background limitations.

This Educational Equity Theoretical Framework traces the effects of education on society through the likely impact of the knowledge, skills, and behaviours obtained by the learners in society. The argument that education causes socioeconomic disparities when it is not readily accessible, of the right quality and being relevant to the needs of the society was instructive in guiding the study. This is in tandem with the expextations of the SDG-4 on education. In order to evaluate the presence of the three key educational indicators for equality, the theory provided a drawing canvass for this study.

Therefore, the Educational Equity Theoretical Framework (EETF) helped in the formulation of these research questions: **Q1.** What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa compared to quintile one government primary schools in the area? **Q2.** What is the difference between the education conditions of the government quintile one, and non-government philanthropic primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

The Educational Equity Theoretical Framework (EETF) arguably was considered as a plausible theoretical lens and a methodological tool suitable for analytical purposes during this study. in this study, on the one hand, it assisted as a guide to help understand what impact the NGO philanthropic schools were having in the community. This would inform the study about issues of access, equity, relevance, and quality of education that existed in the communities through the school. On the other hand, it would also help to compare the obtaining circumstances between the NGO philanthropic school and government quintile one schools in providing education that is accessible, relevant to the community needs, of the desired quality, and promotes equity regardless of the socioeconomic background of the children benefiting from the two school types. This would compare aspects such as differences in physical resources, the necessary infrastructure for sanitation, working conditions for teachers, recruitment of highly-qualified teachers, water, roads, transport, electricity, and information, and communication technology (ICT) that exist in the studied area. In addition, it would also enable the explanation of the learning benefits associated with such in terms of performance of the grades 1-6 students especially, in literacy and numeracy in the two school types covered.

Previous Studies that Applied the Educational Equity Theoretical Framework

The Educational Equity Theoretical Framework (EETF) derived from the Marxist educational angle has been widely applied in underscoring the performance of the education sector in societies both from the developed and developing contexts. For example, it was previously applied in several empirical research studies such as those conducted by Choi (1990), Jagannathan (1999), and Thobejane (2005). Choi (1990) applied EETF to analyse, and compare the distribution of educational resources in public primary, and secondary schools in different provinces in South Korea. Jagannathan (1999) examined the role of non-government organizations in primary school education in rural, and marginalized communities in India. The study was conducted through the equity in education theoretical lens. The study argued that Non-Government Organizations (NGOs) have been reasonably fruitful in healing educational inequities for the disadvantaged populations in India. Thobejane (2005) used EETF to analyse education in post-apartheid South Africa a study context rich in conditions that could easily create gaps leading to inequality through education. The study tackled the limitations imposed by educational and political policies on the marginalized groups in South Africa. Furthermore, it looked at whether the educational inequities created by the apartheid regime could be eradicated through the education reforms initiated by the post-apartheid South African government. the study by Thobejane (2005) provides a contextually relevant justification of the application of the theory in South African educational policy environment. In all the aforementioned cases, equity theory was able to guide the exposition of the role of education either in creating or closing inequity gaps both at educational level, and later in society.

From the foregoing, it may be observed that the Equity Educational Thoeretical Framework was ideal in underpinning the study in its specific context. It focused on both the independent variable of the study which was the educational institutions and the dependent variable which was provision of equitable and quality education to marginalised communities in Kwa Zulu Natal. Moreover, it was ideal for enabling the comparison between the two school types in terms of providing equitable and quality education to the marginalised communities to be made and explained.

Field/Industry Description

In 2015, the United Nations introduced the seventeen Sustainable Development Goals (SDGs) that all member countries should achieve by 2030. Education is at the top of this agenda as it has been listed as Sustainable Development Goal 4 (SDG-4). According to the United Nations' SDG brief, SDG-4 aims to achieve the provision of inclusive, and equitable quality education for all to bridge wealth disparities. SDG-4 has ten targets, and this study focused on SDG 4.1, which has a special emphasis on ensuring that all primary, and secondary school learners, regardless of gender, and socioeconomic background, receive inclusive, and equitable primary and secondary school education that results in relevant, and effective learning outcomes by 2030 (UN, 2015).

Researchers such as Thakar (2018), and Du Plessis and Mestry (2019), who have been studying the challenges faced by the education sector in democratic South Africa, have highlighted that the government still has a long way to go to bridge educational inequities that exist within the country's education system. Therefore, this study focused on investigating the education conditions of quintile one government, and non-government philanthropic (NGO) primary schools serving disadvantaged communities in South Africa. The ultimate goal of the study was to contribute to the body of knowledge that aims to find alternative solutions in the provision of equitable, and quality primary school education for the disadvantaged communities in developing economies for the attainment of SDG-4 by 2030 and beyond.

The State of Basic Education in Developing Countries

According to the UNESCO Institute for Statistics (2011), basic education caters to children's formal schooling in the first nine years. Basic education consists of two levels; Level

1 corresponds with the first six years of primary school education (Grades 1-6), while Level 2 corresponds to the final three years of basic education (Grades 7-9). This section of the literature review focused on Level 1 of basic education. Harris et al. (2009) define 'developing countries' as countries that are "poor; weakly capitalist (or anti-capitalist); weakly coordinated over policy issues (despite enthusiasm for the Non-Aligned Movement, and the United Nations); lacking international influence; highly diverse politically, economically, and culturally; and deficient in development." This section reviewed the literature related to the state of level 1 basic education in developing countries regarding education expenditure on basic education, infrastructure, and teachers.

The State of Basic Education through the Lens of Expenditure on Primary Schools in Developing Countries

Most early studies, and the current work focus on assessing the state of level 1 basic education based on government spending on primary school education. Accordingly, Amakom (2016) used a welfare distribution analysis through concentration curves, and conducted several dominance tests to discover which sectors benefited from public spending in Nigeria from 2004 to 2010. The results in the study indicate that between 2004 and 2010, urban residents progressively benefited from public spending on primary school education compared to the most impoverished strata. Consequently, the author argues for effective public spending distribution policies that will equally benefit all. In a later study, Bassey and Ubi (2017) analysed the nexus between actual government spending on education, and access to education in Nigeria, as well as what would have been the impact if the government had allocated 26 percent of its annual budget towards education as was recommended by United Nations Educational, Scientific and Cultural Organization (UNESCO). Using secondary data from local, and international agencies, the study revealed that inadequate public spending on education at all levels (primary, secondary, and tertiary) negatively impacted education access, and enrolment rates in Nigeria. Moreover, it was noted that besides affecting access to education which serves to promote equality in society, the quality of education and its relevance were limited. One would claim that such state of public expenditure on education would not promote equality as envisaged in the global development agendas, especially, the SDG-4 indicators of access, quality, and relevance of education.

Additionally, several studies have looked at the impact government primary school funding has on early literacy in developing countries. Dube (2017) aimed to determine if education policies in Malawi affected the funding, and establishment of public primary schools. The author employed a qualitative document analysis methodology that prescribes different policy documents to collect data. From analysing selected policies that affect the funding, and establishment of public primary schools in Malawi, Dube argued that the funding and establishment of libraries for government primary schools was not a priority in Malawi's primary school education policies. The study posited that to promote early literacy in the government primary schools in Malawi, the government must allocate substantial funding to libraries, and allowing for the recruitment of qualified librarians who will be well equipped to provide sound guidance to primary school stakeholders to improve early literacy.

Relatedly, like Dube (2017), Mawoyo (2020) explored early grade literacy in low-and middle-income countries utilizing early grade literacy outcomes. The author concluded that funding constraints hinder the implementation of effective early grade literacy interventions. Mawoyo argued that weak early year’s literacy results in inefficient, and ineffective education systems that are later transmitted to other levels of education in the countires affected.

Ultimately, the products of such educational system would not meet the development needs of such countries. The author advocated for policy focus on key areas of education. It was recommended that governments in low-and middle-income countries must prioritize funding for sustainable literacy interventions for primary schools.

On the contrary, Olsen et al. (2020) employed the dynamic panel model estimator to examine the relationship between government spending, and school enrolment in sub-Saharan African countries using data from 24 sub-Saharan African countries from 2000 to 2016. Their work shows that increased government spending positively, and significantly affected primary school enrolment in sub-Saharan African countries. The study recommended that sub-Saharan African countries continue investing heavily in primary school education, and strive to spend 26 percent of their yearly budget as recommended by United Nations Educational, Scientific and Cultural Organization (UNESCO). In a prior study examining the effect of education aid on primary enrolment, and education quality in developing countries using a qualitative comparative analysis of education quality; Birchler and Michaelowa (2016) confirmed that when primary education obtains sufficient financial support, and simultaneously supporting secondary education further increases primary enrolment.

The studies seem to agree on one common thing, that funding of the primary schools increases access to schools and the relevance of education delivered by this level of education in the developing countries. It would seem plausible to note that increased finding to the education sector to 26 percent recommended by UNESCO would be the bullet magic to turnaround the education sector more especially at primary school level to deliver the expected benefits associated with SDG-4.

The State of Basic Education through the Lens of Infrastructure in Primary Schools in Developing Countries

Previous research sheds light on the impact of the state of infrastructure in primary school education on basic education in developing countries. Ruhyana and Aeni (2019) aimed to identify the effects of educational facilities, and infrastructure on primary school students' learning outcomes in Sumedang in the Dapodik District of Indonesia. The authors utilized the quantitative research method, and analysed the data collected from 599 primary schools using logistic regression. Their research revealed that classrooms, school-based management, and the double-shift system significantly affected the students' learning outcomes. In contrast, libraries, teacher toilets, and student toilets did not affect the students' learning outcomes. In the same breath, Thabu-Nkadimene (2020) conducted qualitative research to examine the effects the inadequacies in educational provisioning among public primary schools have on teacher performance, and students' learning outcomes. They collected data from five primary schools in the Limpopo Province in South African. Like Ruhyana and Aeni (2019), Thabu-Nkadimene's study reveals a strong relationship between the provisioning of inadequate school resources and infrastructure and school performance. Both Ruhyana and Aeni (2019) and Thabu-Nkadimene (2020) highly recommend that the governments in both the Indonesian and South African context should invest in improving the state of primary school resources, and infrastructure in order to improve student's learning outcomes, and for the general school improvement.

From another angle, Kim and Rhee (2019) investigated the effects of school toilet provision on the primary-school attendance rate in Kenya. The authors obtained data from 4200 school observations between 2013 and 2015. The results from the study concluded that school toilet provision has a direct impact on school attendance which in turn affects general educational attainment. In agreement with Kim and Rhee (2019) and Githaka et al. (2019) discovered that sanitation facilities in primary schools in Kenya negatively impacted student attendance, and enrolment, thus impeding academic performance, and educational attainment. Githaka et al. (2019) employed the descriptive survey research design to gather data from 75 primary school principals using a questionnaire and an observation guide.

Arising from the foregoing, the literature sheds light on the state of basic education through the lens of infrastructure in developing countries. It reveals a consensus that indeed, in order to provide quality, and equitable primary school education, governments in developing countries must allocate more funds towards the provision of adequate school resources, and infrastructure. These findings are further supported by Majhi and Mallick (2019) and Queiroz et al. (2020). Majhi and Mallick (2019) asserts that provision of infrastructure not only improves the quantity but also helps in enhancing the quality of education. While Queiroz et al. (2020) avers that in order to bridge equity gaps, governments should improve the allocation of resources to ensure that there are no differences between schools attended by students with different socioeconomic backgrounds.

The State of Basic Education through the Lens of Teacher Quality and Factors that Compromise Teacher Quality in Primary Schools in Developing Countries

Numerous studies have suggested that among a plethora of challenges faced by basic education in developing countries is teacher quality (Mbiti, 2016; Bold et al., 2017; Cueto et al., 2017; Barassa, 2020; Nambei & Mefi, 2020; van Niekerk et al., 2021). Nambei and Mefi (2020) investigated challenges that cause stress among government primary school teachers in a rural municipality in the Eastern Cape Province in South Africa. Using a quantitative approach, data were collected from primary school teachers by way of a questionnaire. The findings revealed a nexus between stress, and the challenges that primary school teachers face in the rural municipality in the Eastern Cape Province, South Africa. These challenges included student's bad behaviour (100%), lack of resources (81.3%), subpar school buildings with broken windows, learner absenteeism due to long distance to and from school (33.3%), and teacher absenteeism affecting learner performance (41.7%). Others were conditions that are not conducive for teaching and learning (89.6%), colossal workload, increased workload, and job overload resulting in low performance of learners (93.8%). It was revealed that such challenges lead to low quality teacher performance due to high-stress levels. Subsequently, it results in weak academic performance of learners due to frustrated teachers, thus affecting learners' performance (Nambei & Mefi, 2020).

From the angle of work experience, van Nieker et al. (2021) claim that adverse psychological effects and illegitimate tasks affected government primary school teachers' performance in the Western Cape Province, South Africa. In an exploratory qualitative study, the findings revealed that illegitimate tasks create unfavourable working conditions for the teachers as they do not have the capacity to perform them due to high teacher shortage. Further, unfavourable work conditions result from teacher demotivation, frustration, and burnout, thus affecting teacher quality and ultimately, their performance. The findings Nambei and Mefi (2020) and van Nieker et al. (2021) seem to suggest an existence of a crisis in the South African government basic education system. Perhaps, this could be contributing to factors such as teacher shortage, and teachers' poor work ethic due to unfavourable working conditions. Nambei and Mefi and van Niekerk et al. agree that these challenges negatively impact learning and quality of education in the South African context.

Meanwhile, other literature appears to suggest that teacher quality in developing countries is limited by teachers' pedagogical knowledge, and skills. For instance, through surveys and direct observations, Bold et al. (2017) exposed the effect of pedagogical skills on quality of performance in government primary school in African developing countries such as Tanzania, Kenya, Uganda, Mozambique, Senegal, Nigeria, and Togo. The study concludes that teachers in the studied countries performed poorly due to a lack of basic pedagogical, and subject knowledge. In Peru, similar findings emerged as Cueto et al. (2017) ascertained that students in public primary schools from low-income communities in Peru are allocated teachers with poor pedagogical knowledge, and skills compared to their counterparts in private primary schools. Both studies suggested that governments should attract talented candidates, and provide them with adequate training, and incentive schemes to improve pedagogical knowledge, and skills, and maintain high teacher efforts (Bold et al., 2017; Cueto et al., 2017).

A vast majority of the existing literature concerning the nature of solutions to the challenges that affect teacher quality faced by primary education in developing countries shows no singular solution to resolve the challenges mentioned above. For instance, some literature suggests that the solution to challenges that result in poor teacher quality in developing countries is to increase accountability in the education system with a particular focus on the public-school system (Mbiti, 2016). The author concludes that as much as governments in developing countries have set in place education reforms to increase teaching and learning resources, it is imperative to emphasize developing education reform initiatives that focus on strengthening accountability in the system. In contrast, some advocate for governments of developing countries to focus on developing policies that strengthen initial teacher preparation, and in-service teacher development programs to improve pedagogical practices in low-income primary schools (Barasa, 2020).

A closer look at the literature on the challenges that affect teacher quality faced by primary education in developing countries reveals many gaps, and limitations. First, most studies have extensively looked into the challenges faced by government primary schools versus affluent private primary schools. Secondly, the literature rarely analyses the challenges that affect teacher quality faced by government primary schools versus philanthropic non-government primary schools. Thirdly, minimal studies employ the mixed methods research approach. Lastly, the theoretical lens adopted by the researchers did not focus on revealing aspects related to disparities that are occasioned by the quality of education due to inadequate facilities.

The Importance of Equitable Quality Basic Education in Developing Countries

Equitable quality education at all levels of education is deemed by Hopgood and Leewen (2021) as a precondition for sustainable development. The authors argue that quality education provides learners with the requisite numeracy, literacy, and life skills. This can be achieved by setting measures designed to ensure that equity is achieved. Moreover, the education sector to deliver quality must ensure that critical components such as teachers, content, methodologies, facilities, curriculum, examination systems, policy and planning, management and administration are all supportive. Therefore, the same quality of education must be provided to the disadvantaged children just as it is provided to the least marginalized children (Hopgood & Leewen, 2021).

Furthermore, Organisation for Economic Co-operation and Development (OECD) (2012) posits that inequitable education policies, and practices can negatively impact individuals in communities (especially those residing in the lower socioeconomic contexts), and retard their economic, and social development. Therefore, this section of the chapter reviews recent literature on the benefits of achieving equitable quality primary school education in developing countries. It also sheds light on which factors the existing body of literature has identified as potential pitfalls for developing countries from benefiting from equitable quality primary school education. Finally, this section synthesizes the solutions stated in the literature that governments in developing countries can implement to provide equitable quality primary school education by 2030.

The literature review in this section was guided by the SDG 4 indicators below (UNESCO Institute for Statistics, 2021). These are some of the indicators used by UNESCO and member countries to track the progress on the achievement of equitable quality primary school education.

- **Indicator 4.1.1.** Proportion of children and young people: (a) considers school children in grades 2/3; (b) as they complete primary level of education; and (c) at completion of the lower secondary school education who should achieve at least a minimum proficiency level in key subjects, which are (i) reading - literacy and (ii) mathematics - numeracy, by sex.
- **Indicator 4.5.1.** Parity indicators across the population to ensure equity among the different demographic strata such as sex - female/male, location - rural/urban, wealth - bottom/top quintile, disability status – proportion of the disabled, indigenous communities, and those affected by conflict – internally displaced persons (IDPs) and refugees.

- **Indicator 4.6.1.** Percentage of populace in a given age group attaining at least a preset level of ability in practical skills such as (a) reading - literacy and (b) arithmetic - numeracy abilities by gender.
- **Indicator 4.a.1.** Percentage of schools with access to basic necessities for teaching and learning including: (a) power; (b) access to the internet for instructional purposes; (c) computers for instructional purposes; (d) appropriate facilities, and materials for learners with disabilities; (e) safe drinking water; (f) necessary basic hygiene facilities; and (g) basic hand washing facilities.
- **Indicator 4.c.1.** Percentage of teaching staff at each level of education specifically: (a) pre-school; (b) primary education; (c) junior secondary education; and (d) senior secondary education with the minimum recognised teacher training including instructional training whether pre-service or in-service appropriate for instruction at the applicable level in a given country, by gender.

The Benefits of Achieving Equitable Quality Primary School Education in Developing Countries

Numerous studies have looked into the benefits of providing equitable primary school education in relation to achieving Sustainable Development Goal 4 (SDG 4) by 2030 by the UNESCO member countries. It is noted that in most developing countries, extreme disparities still exist in the quality of primary school education nations provide within their public, and private primary schools (Farooq et al., 2017). A study based on secondary data from the ASER Pakistan Survey Report 2015 conducted in 146 rural districts of Pakistan indicated that poor households in the country are limited to sending their primary school children to government schools due to geographical conditions, and socioeconomic factors. Furthermore, the study showed that the parents’ school choice is limited because the quality of education in government schools is compromised due to a lack of trained teaching staff, well-equipped classrooms, and sound policy, and administration. The study assessed comparative quality measures of primary level education at both public, and private institutions of Pakistan. It is claimed that providing equitable quality education to all primary school children despite their geographical contexts or socioeconomic backgrounds is imperative because it drives many areas of human development, such as equalizing gender, socioeconomic, health, nutrition, and educational attainment inequities.

Nazr et al. (2018), in a related study avers that the provision of equitable quality education at the primary school level positions developing countries for maintaining the development of change-makers. The study utilising existing theories, and literature review unpacked the potential impact of equitable quality education on human development. The investigation explored the role of quality education for sustainable development goals (SDGs) and concluded that even though nations are faced with challenges in providing equitable quality education, it is pertinent to stay abreast of its attainment as children must be equipped with skills to face future challenges. The authors argued that equitable quality education equips young learners with knowledge that strengthens their mental capacities to become adults who can possess the capabilities to improve the economy.

In support of Nazr et al., Jamel and Facade (2019) stated that children in most developing countries have limited opportunities to enhance their talents and skills. Therefore, providing equitable quality primary school education is vital as it promotes the achievement of essential life skills, including numeracy and literacy skills, by children. Providing equitable quality primary school education is an investment in human capital development as developing nations can yield economic, technological, and social benefits as well as the attainment of universal knowledge societies, thus enhancing the quality of life for all (Jamel & Facade, 2019).

As part and parcel of providing equitable quality primary school education, Ramesh and Dibaba (2017) attempted to address effective integration of ICT in education, particularly in primary and secondary schools in remote areas of Ethiopia. The findings reveal that ICT can be utilized to provide quality teacher training which in turn would provide nations with quality teachers. Consequently, producing quality teachers would enable them to provide quality learning processes by using ICT in their classrooms. In agreement with Ramesh and Dibaba, Asongu and Odhiambo (2019) found that for African governments to eradicate poverty and inequalities, improving the quality of education at the primary school level with universal access to ICT facilities was fundamental. The study employed the instrumental quintile regressions to assess the relevance of primary school education in information technology for inclusive human development in 49 countries in sub-Saharan Africa for the period 2000-2012. As they claim, Asongu and Odhiambo indicate that integration of ICT in education service delivery would go a long way towards contributing to reducing the negative effect poor quality of primary school education has on mobile phone penetration on inclusive human development.

Factors Currently Jeopardizing the Provision of Equitable Quality Primary School Education in Developing Countries

There seems to be consensus that developing nations must address factors hindering progress on providing equitable quality primary education to reap the rewards from the previously mentioned potential benefits associated with attaining the SDG 4 indicators. Garira et al. (2019) adopting a qualitative research methodology analysed the quality of education and its evaluation in Zimbabwean primary schools. They found that much work still needs to be done for developing nations to realise equitable quality primary school education by 2030. For instance, the education systems in developing countries are limited in providing equitable quality education for all as the gap between the marginalized and elite is still wide. In support of Garira et al., Tanaka et al. (2019), claims that access to education is slowly becoming less of an issue in developing countries due to free and compulsory primary education. However, the greatest challenge remains accessing quality education. As they claim, Tanaka et al., opine that the surge in a numbers promotes equitable access but not the right quality of education as the educational facilities remain limiting to the benefits that are derived therefrom.

The realisation of SDG 4 indicator **4.c.1.** On the portion of the educators at the defined educational level who have attained the lowest recognised teacher training such as instructional education before joining service or while in service applicable for teaching at the appropriate level of education in various countries by sex appears elusive in most developing countries. Kawuryan and Sayuti (2021) gathered evidence based on secondary data collected from various sources, such as policy documents revealing teacher quality, and educational equality achievements in Indonesia. The study revealed disparities in teacher quality, especially in the remote areas of Indonesia. Similar findings and arguments were made by Nakidien et al. (2021) in the South African context. The authors found that teachers in the South African context needed additional training to understand the principles of SDG 4 better. Kawuryan and Sayuti (2021) and Nakidien et al. (2021) recommended that contribution to the attainment of SDG 4 indicator **4.c.1.** be included in the training policy. In the Indonesian and South African contexts can be achieved through collaboration with stakeholders such as the government, businesses, and NGOs.

Furthermore, literature showed that the progress of SDG 4 indicators such as 4.5.1, 4.6.1 and 4.a.1 in primary schools in developing countries is stunted by poor attainment of learning outcomes, lack of inclusive education, and not limited to the lack of school resources. For example, a comparative quantitative study that was conducted by Farooq (2018) revealed regional disparities (rural-urban) at the primary school level. Gaps and challenges in educational policies, practices, and procedures were identified. According to the study, the gaps, and challenges were due to the ratio that shows gender discrimination (boys and girls 10:4), fund allocation in primary schools located in low-income communities is meagre, and teachers in government schools require additional training. In the Ugandan context, Hungi et al. (2017) discovered that literacy, and numeracy learning outcomes at the primary school level were negatively affected by teacher preparedness, limited teaching, and learning resources, poor student school attendance, school, and classroom size, and teacher traveling distance to school. The study also points out significant gaps in student performance between primary schools in rural and underserved areas versus those in urban areas.

In Indonesia, Kurniawati et al. (2018) state that literacy, and numeracy learning outcomes are not being realized due to an imbalance in educational policy priorities. More public funds are allocated towards areas that do not directly affect the attainment of the SDG 4 indicators at the primary school level. Conducive conditions that are required for achieving the provision of equitable quality primary school education in developing countries are not funded priorities. There was a wide choice of recommended solutions available in the literature regarding how developing nations can create conducive conditions required to realize equitable quality primary school education as advocated by UNESCO. Through a qualitative research design, Muzvidziwa (2015) sought to understand the challenges that constrain primary schools in Zimbabwe to achieve quality, and equitable education. The study found that partnerships between all key stakeholders such as school leadership, and the community create conducive conditions for providing equitable quality primary school education as in unity, stakeholders can bring in more educational resources. Relatedly, investing in effective libraries in primary schools in developing countries has been recommended as a critical component that can help improve literacy and numeracy targets (Mkubo, 2016).

Moreover, to determine the effects of examination-oriented teaching approaches on learning achievement among primary school pupils in Kakamega County, Kenya, evidence suggested a shift away from implementing the exam-oriented teaching approaches at the primary school level. It was discovered that examination-oriented teaching approaches negatively impact learning outcomes, perpetuating grade repetition, and school dropout at the primary school level in developing countries (Mackatiani, 2017). A subsequent study by Dreyer (2017) in the Western Cape, South Africa, suggests that as part of bridging low performance at the primary school level, more work needs to be done to provide teachers with pre-service, and professional development on how to adequately support students with special needs for the realization of inclusive education. In Sri Lanka, a positive relationship between high primary school student outcomes, and better infrastructure, and highly qualified teachers was discovered (Abayasekara & Arunatilake, 2018).

Contributions Made by Non-government Organizations to Improve Basic Education in Developing Countries

Non-government organizations (NGOs) are typically known as 'third party' actors who operate in various sectors independently from any government (Lewis, 2010). According to Lewis, NGOs are organizations that engage in an array of social, and humanitarian missions around the world (service delivery as required, policy advocacy, public campaigns, democracy building, conflict resolution, human rights work, cultural preservation, environmental activism, policy analysis, and research and information provision). Literature revealed that NGOs are sometimes called ‘non-profit’, ‘voluntary’, 'civil society, ‘council’ or ‘trust’, ‘association’, ‘charity’, or ‘foundation’ organizations (Brophy 2020; Lewis 2010). Authors state that NGOs usually differ in size as there are small and large multinational NGOs. This section will review literature that covers the impact made by NGOs in the provision of primary school education in developing economies.

NGOs Collaborating with Governments

Prior research suggested that NGOs have been making significant contributions towards the provision of primary school education in developing contexts by collaborating with governments. In this regard, NGOs carry out their work reasonably well despite some controversies that suggest NGOs tend to promote their interests over those of the societies they serve (Choundhary, 2017). Choudhary conducted an exploratory study investigating two villages of the Ranchi and Deoghar districts of Jharkhand in India. The villages were chosen based on having the largest concentration of tribal populations underserved by the government. The researcher collected data using primary and secondary sources. The researcher selected 18 NGOs out of 232 NGOs in Ranchi and Deoghar (11 Christian Missionaries and 221 non-Christian NGOs). Choudhary's study found that the NGOs have been pivotal in providing primary school education to the children in the tribal villages by contributing to the primary schools' educational facilities. Thus, bridging the gap between the government’s efforts, and the tribal community to improve literacy rates of the tribal children.

Additionally, NGOs continue collaborating with governments in developing countries by designing, and implementing primary school education policies (Gali & Schechter, 2020). Through qualitative research, the authors explored the perceptions of primary school heads regarding the NGO involvement in designing, and implementing education policy in Israel. Evidence from Gali and Schechter's work shows that NGOs play a critical role in supporting the Ministry of Education (MoE) by implementing its policies at the ground level. In the Myanmar context, Win and Siriwato (2020) reiterate the effectiveness of NGOs in implementing primary school education policies at the ground level. The qualitative study examined the current situation of child labour, and their right to education in Mandalay, Myanmar, and analysed NGOs' role in helping children achieve their right to education. The study reveals that children from low socioeconomic backgrounds in Mandalay, Myanmar, are forced to help their families make an income by working in farming, and fishing businesses. Based on the data collected, the authors conclude that even though faced with a multitude of challenges, the NGOs have been efficient and effective in supporting the Ministry of Education implement education policies developed from Article 20 of Myanmar’s 1993 Child Law by raising awareness, and improving attitudes towards child labour with stakeholders such as parents, employers, and guardians.

Furthermore, studies revealed that NGOs make significant contributions towards attaining Education for Sustainable Development (ESD) at the primary school level in developing contexts. According to Kieu and Singer’s (2017) study, in Vietnam, NGO-led student-teacher training courses at five teacher training universities. Adopting a qualitative approach, the study revealed that such efforts of NGOs exposed future primary school teachers to effective pedagogical approaches on how they can address sustainability themes in the classroom. Bold et al. (2018) conducted their study using experimental methods to test organizational, and political economy limitations to translating NGO-tested programs to those implemented by the government at a national scale. The study discovered that in Kenya, NGOs were influential in hiring high-quality new primary school teachers. Evidence from the study shows that the primary school teachers who were offered fixed-term contracts by the NGOs have improved students' test scores, whereas those hired by the government had limited impact. The study argues that the gap was due to extreme differences in the contract features such as teacher incentives. The latest qualitative research conducted by Iman and Kurram (2021) showed that NGOs in Pakistani primary schools provided effective teacher development, and training programs, which improved the quality of education received by primary school students, and increased literacy rates. The participants in the study were NGO primary school experts.

NGOs Providing Equitable Quality Primary School Education

A large body of knowledge covers the contributions made by NGOs towards the provision of equitable quality education in developing nations as stipulated in the Sustainable Development Goal 4 (SDG 4) indicators. Rai (2017) conducted a study employing the descriptive research method. The study investigated contributions made by NGOs towards primary school education in the East District of Sikkim, India. The data were collected from eight NGOs (primarily located in low socioeconomic contexts such as villages) using a descriptive questionnaire. First, the researcher found that the NGOs aimed to send every child to school by providing free, and compulsory education. Second, the NGOs hired qualified primary school teachers, and provided quality training. Third, they raised awareness of the importance of education in disadvantaged areas by interacting with parents. Fourth, the NGOs provided facilities such as well-equipped libraries, sanitation facilities, teaching, and learning materials to both NGO-run schools, and government schools. Finally, the results from the study revealed that the NGOs had a pivotal impact on a larger scale in the East District of Sikkim, India.

Richard and Islam (2018) surveyed primary school children's reading and mathematics results in government-run, NGO-run, and fee-paying privately-run primary schools in Bangladesh. The research aimed to assess literacy and numeracy levels among primary school students. Evidence from the study shows that there was no significant difference in academic performance from all school types. However, the NGO-run primary schools were found to be more accessible to lower socioeconomic children, thus providing school choice to marginalized communities.

In Ethiopia, Lemma (2019) carried out a mixed-methods study that examined the role of local NGOs in primary education promotion in Sidama Zone, Ethiopia. Data were collected using questionnaires from 201 primary school students who attended the NGO-run project schools, NGO representatives, and the Ethiopian Ministry of Education experts. In addition to the questionnaires, interviews, and field observations were employed. The results from the study show that the local NGOs filled a gap where the government falls short in providing quality primary school education in lower socioeconomic areas. According to the study, the NGOs helped bridge gender gaps by increasing girls' school enrolment rates and decreased primary school dropout rates. In a subsequent study, Udo-Umoren (2019) employed a qualitative research approach to understand philanthropic contributions made by the Nigerian corporate sector towards the educational needs following the report given by UNESCO (2014) that Nigeria had over 10 million of the 57 million out-of-school children globally which led to the Nigerian government being pressured to address these statistics as a matter of emergency. Evidence from the study shows that indigenous Nigerian companies through CSR initiatives made substantial financial contributions towards alleviating demand and supply factors that slowed down access, and provision of quality education to primary school children in Nigeria.

Furthermore, in Turkey, faith-based NGOs are bridging the education inequity gap by providing education to Syrian refugee primary school children (Tezel, 2017). Tezel conducted a qualitative study to understand the role Islamic faith-based NGOs played in providing Syrian children with education in Turkey. Data was collected through interviews with faith-based NGO representatives. The findings from the study show that the faith-based NGOs in Turkey efficiently and effectively acted as surrogates in providing primary school education to the Syrian children as they filled service gaps while the Turkish government was building the capacity to address the refugee crisis. Relatedly, Kolade (2019) found that the academic achievement rates of the students who attend the primary schools established by non-state religious actors in Nigeria are high. Utilising a qualitative approach, the study collected data using semi-structured interviews from 15 heads and owners from six government-funded schools, six faith-based NGO schools, and three other privately owned schools. The findings revealed that the NGO based schools’ performance was better due to contributing factors such as funding, staffing, and provision of facilities as compared to their counterparts who attend state-funded primary schools, especially in the low socioeconomic communities in Nigeria.

Moreover, a mixed-methods study by Alam (2018) sought to identify the needs of the primary schools in Bangladesh. The quantitative data was collected from 272 respondents, and the qualitative data was collected through interviews with students from Mohanpur in the Rajshahi district and observations onsite. The researcher looked at the education conditions of both government-run and NGO-run primary schools. The results from the study showed that the NGOs in this district had made considerable contributions towards improving primary school education. According to Alam, in unequal societies in developing contexts where low socioeconomic communities have limited options for their children to receive quality primary school education, the NGOs have been influential. Their interventions are associated with improved enrolment rates, reduced dropout rates, increased daily attendance rates for teachers and students, and promoted community participation.

Meanwhile, a research carried out by the Organisation for Economic Co-operation and Development (OECD) in collaboration with The Network of Foundations Working for Development (netFWD) (2019) supports the claims of Alam (2018). It reveals that results where philanthropic organizations operate, the NGOs have addressed barriers such as geography, cost, enrolment gender-related disparities, school infrastructure, supporting with effective education monitoring systems. In addition, they have supported learners and teachers by providing socio-emotional learning (SEL) support to primary schools in underserved communities of developing countries. The findings in a nutshell reveal that NGOs have a contribution to make when they run schools in underserved communities including access to quality and equitable education.

Existing Issues that Impede NGOs from Making Sustainable Contributions towards Primary School Education in Developing Countries

It is recognised that NGOs have made a positive contribution towards providing primary school education in developing nations. However, NGOs encounter hindrances that affect their level of functionality, and effectiveness in providing sustainable primary school education interventions in the disadvantaged communities of developing countries. As noted by Taylor

(2019), in Sub-Saharan Africa, the issues that prevent NGOs from effectively impacting primary school education are government restraints, disregard for human rights, unqualified teachers, and counterproductive education models which are unsustainable. Employing a comparative case study research method, the researcher examined three different NGOs operating out of three developing countries in Sub-Saharan Africa (representing the West, East, and Southern regions of Sub-Saharan Africa).

The study examined the role of policy in the relationship between a host country, and a non-governmental organization. The findings revealed a lack of appropriate frameworks to ensure the contributions made by NGOs align to the states' goals, and enable them to monitor progress. In support of Taylor, Gaustadsæther (2020) examined the education practices of four Norwegian NGOs in South Sudan through qualitative research. The study claims that NGOs need close monitoring framework to ensure equitable quality primary school education is provided. Therefore, to benefit more from NGOs interventions in education, governments in developing nations should set systems that monitor the education provided by NGOs (especially International NGOs). This would ensure that the NGOs' education efforts are contextually relevant, and aim to decolonize education systems inherited from colonialism.

Looking to explain the effect of interaction between NGOs and the government in offering ICT education to teachers in rural primary schools in Nepal, evidence from Rana et al.'s (2020) work notes several gaps. Employing a qualitative case study methodology using semi- structured interviews on a sample of 16 teachers, classroom observations from five rural primary schools in the regions of Himalayan, Hilly, and Terai, and documents detailing the national education policies of Nepal, school reform plans, and education acts, the study noted a number of issues. The most salient was that the Nepalese government had not documented criteria that stipulate the extent of the NGO's involvement in offering ICT education to teachers in its education policies. Consequently, both government, and NGOs were unclear on what was achieved, and which pitfalls to keep an eye on. One would opine that an absence of agreed upon criteria for measuring results, and knowing what works, and what does not work affects realisation of goals.

Having a clear process that harmonises both the host government's goals on education, and those of the NGOs would enhance the benefits from their interventions. In support of the above, Adu-Baffoed and Bonney (2021) and Okine (2021), claim that an absence of a concrete mechanism to harmonise the goals of NGOs, and host governments hinders the effectiveness of NGO initiatives in education. This suggests the need for host governments and NGOs in developing nations to be intentional about forming partnerships that will ensure sustainable primary school education. Moreover, the partnerships should be built through collaborative processes pertaining to policymaking, supervision on implementation, monitoring, and evaluation of NGOs interventions.

School Choice and Equity

School choice is defined by Wang et al. (2019) as a range of educational institutions at the primary and secondary school level made available to families in their specific communities where their children can attend. The authors mention different types of schools where parents can choose to enrol their children. These are: (a) public schools in their communities (these are schools that are funded by the state), (b) public schools in other districts, (c) charter schools (these are independently-operated public schools certified by government), (d) private schools which can be faith-based or non-sectarian (these can be religiously or non-religiously affiliated), and (e) home-schooling where parents opt to teach their children at home. Literature reveals that as much as school choice seems like an optimal form of educational policy, not all school choice options are available to all parents (OECD, 2019).

According to the Organisation for Economic Co-operation and Development (OECD), in most countries, more work needs to be done to improve the existing school choice policies and systems to ascertain that school choice does not perpetuate inequity in education or communities. School choice has been a trending educational phenomenon originating from the United States of America. However, literature states that parents from marginalized, minority, and low-socioeconomic communities have been experiencing issues with exercising "true" school choice. This as noted by Lee (2016) arises from their disadvantaged position which limits the number of options they have for the education of their children. These marginalised, minority, and low socioeconomic groups have challenges such as acceptability of the quality of education offered by the schools in their communities; availability of the types of schools they desire for their children; lack of accommodation caused by either special needs requirements or classroom size limitations; and affordability (Lee, 2016). This section reviews ongoing debates in the literature about issues related to school choice.

Lessons Learned that should be taken into Consideration When Formulating School Choice Policies that Aim to Sustain Educational Equity School Choice and Segregation

Lee’s (2016) case study focused on examining the choice availability of public primary schools in Cook Country, Illinois, under the No Child Left behind (NCLB) Act of 2001. The study reveals concerns on how school choice can cause geographic segregation as school choice for parents within the NCLB public primary school system is limited because of the enormous gap between low, and high-performing public primary schools. The author states that parents opt to send their children to high-performing public primary schools in other districts, creating unequal choice among districts, and stimulating geographic disadvantages, thus perpetuating educational inequity. The study recommends that particular focus should be paid to reforming the low-performing NCLB public primary schools to bridge the gap in the quality of education offered across NCLB public primary schools in different districts in Cook Country, Illinois. It is recommended that these considerations could be applicable in other contexts when formulating school choice policies.

In subsequent studies conducted by scholars such as Frankenberg et al. (2017), a nexus between school choice and racial segregation emerges. Frankenberg et al. (2017) investigated racial composition in charter schools based on decisions made by the students, and their families in Pennsylvania. Data was collected from the following academic year records: 2010–2011 and 2011–2012. The data entailed 8,056 individual student's demographic information such as school, grade, and race. The study aimed to find out the effects of the students' school choices on educational equity. Evidence from the study shows that Black and Latino students (especially with primary school level students) chose same race charter schools due to proximity to the charter schools available in their communities. The study recommends that when nations consider providing school choice in communities, demographic diversity should be encouraged in policies as this could have long-term effects on the students' lives as adults, including social inclusivity, harmony and peaceful coexistence.

Rodriguez (2017) appears to corroborate Frankenberg et al. (2017) by highlighting that policies and practices related to enrolment in high-quality schools perpetuate racial imbalance. Using Ethnographic interviews and observations, data were collected from Brownview schools, United States. The study covered a diverse group of members of the 'Youth Advocating for Diversity (Y.A.D.). The findings seem to suggest that racial segregation is associated with a lack of transport or funding, which primarily affects school choice for low-income, and minority students. Rodriguez argues that since majority of the economically disadvantaged are Blacks and Latinos, their choice of schools gets limited thus creating and sustaining inequity. The study suggests that school choice policymakers should avoid choice policies that sustain educational inequity. Moreover, they should be closely reviewed.

Additionally, a professional report produced by the Organisation for Economic Co-operation and Development (OECD, 2019) argued that it is vital to ensure that there is a balance between school choice, and equity. Utilizing data obtained from OECD countries that took part in the Programme for International Student Assessment (PISA) between 2000 to 2015, OECD aimed to investigate whether school-choice policies may have implications on the sorting of students, by both ability, and socioeconomic status, and their nexus to the effectiveness, and equity of education systems. The study found that in 2015, students were not placed in schools based on residence but based on the students’ prior academic performance. The study estimates that this practice may have directly increased competition among schools resulting in student segregation by ability.

Moreover, it was found that in some OECD countries, low-performing students were from low socioeconomic backgrounds who attended poor-performing schools. Consequently, the students from low socioeconomic backgrounds were not admitted to high-quality schools due to their poor academic results. OECD (2019) recommended that school choice policymakers should consider (a) expanding the admission criteria to ensure equitable access to all types of schools available to parents. Thus, preventing school segregation by residence or socioeconomic status; (b) parents (especially disadvantaged parents) should be provided with extra support to ensure that they make holistically favourable school choices for their children.

School Choice and Charter Schools

Through case studies, Marshall (2017) sheds light on the issue of accessibility to some charter schools for disadvantaged families in the United States of America. The author argued that enrolment processes, transportation, student diversity, and quality teachers sustain inequity in some charter schools, especially in areas where disadvantaged families reside. According to Marshall, even though charter schools were initially formulated to promote educational equity as they are publicly funded, and are non-fee-paying schools, they are still inaccessible to the families that need them the most. Marshall posits that these inequities are occurring due to parents with financial means who buy or rent homes in better residential areas with better school types, including high performing charter schools where their children have access to high-quality teachers, transportation means, a high percentage of same race students who have good prior academic results allowing them to go through the complicated admission processes much easier than the students from disadvantaged backgrounds.

Scholars such as Jabbar and Wilson (2018) made further empirical contributions on charter schools as a form of school choice. The authors carried out a qualitative study to understand some charter schools' recruiting, and marketing strategies in New Orleans, and Minneapolis-St. Paul used to build, and retain their diverse communities. The findings from the study indicate that the charter school leaders attempted to maintain a diverse student population. However, they succumb to external pressures from influential groups involved in keeping the schools operational, complicated recruitment, and application processes that disadvantage low-income families, and the geographical location of the charter schools.

Additionally, socioeconomic inequities were once again identified as barriers to implementing "true" school choice in charter schools (especially high-performing ones). The authors recommended that charter school decision-makers should aim to strategically place the schools in neutral areas where both the disadvantaged, and well-off families can access the schools, thus increasing diversity, and bridging the educational inequity gaps. Supportive evidence is also provided by Potterton (2018) in Arizona when the qualitative study demonstrated that school choice promoted segregation, and stratification among student populations. This presupposes that to have school choice policies that close the gap between the rich and the poor, policy makers need to put into consideration those aspects that limit the access to quality education by the disadvantaged groups.

School Choice in Other Contexts

Literature has demonstrated that even though school choice has been a widespread education reform practice in the United States of America, it has been trending in other countries. According to Silvennoinen et al. (2015), school choice had a rough start in Finland in the 1990s when transitioning from a residential-based enrolment system to an open school choice. Literature states that the turbulent start was due to a lack of public, and political transparent discourse about core issues surrounding the introduction of school choice in Finland, including its potential adverse effects on educational equity. The authors conducted a quantitative study in five of the biggest cities in Finland utilizing surveys. Silvennoinen et al. (2015) were intrigued to find out the correlation between school choice, and the families' socioeconomic status, school choice and the parents' education level, and the parents' perceptions about school choice. Evidence from the study indicated that the introduction of school choice benefited well-off families where the parents are well educated, and the children have good academic standing.

Additionally, it was discovered that educated parents had an added advantage as they were more capable of interpreting data that helped them identify high-performing schools where they can send their children. Moreover, they have a high awareness of the negative consequences of school choice. The study recommended that more support should be provided to low socioeconomic parents to ensure that they are well educated on how to interpret the data to make informed decisions for their children, and for policymakers to hold transparent dialogues about the potential consequences of school choice. The above assertions are supported by the findings from a study carried out by Glazerman et al. (2018) on behalf of the National Centre for Education Evaluation and Regional Assistance (NCEE). The study recommends that there is need for support in implementing effective strategies that support disadvantaged parents to interpret school choice data and make informed choices about where to take their children for better educational facilities.

Further contributions were made in Spain by Umpstead et al. (2016). The researchers conducted case studies that compared school choice in Spain versus school choice in the United States of America. The research looked into the differences, and similarities between the publicly funded private school in the Valencian Community in Spain, and the charter schools in Michigan in the United States of America. Interviews were carried out with education experts within both systems. The data from Umpstead et al.'s (2016) study showed that in Spain, school choice programs were funded by the regional, and national government to increase education equity by ensuring the affordability of high-quality education in private schools to all families. On the other hand, in Michigan, the study found that the charter schools were regional initiatives intended to bridge the gap between subpar public-school education, and private schools. Thus, the regions were responsible for funding them. Consequently, the study revealed that fees were not a barrier to entry to charter schools in Michigan for disadvantaged families. Arguments making a nexus between school choice, and neoliberalism emerge in the literature.

Relatedly, in the South African context, Ndimande (2016) found that school choice policies, and practices in post-apartheid South Africa promoted educational, and social inequities due to predominantly black public schools in disadvantaged black communities continuing to offer subpar education. Thus, limiting high-quality school choice within these communities as a result of promoting racial, and socioeconomic segregation as the marginalized parents cannot afford to send their children to the expensive high-quality education private schools outside their residential areas. Bosetti et al. (2017), in the Canadian context, found that because public schools in Canada perform relatively better than those in other contexts, competition between public, and private schools, and home-based schooling has increased, leading to neo-liberal school choice motivations.

In Turkey, Buyruk (2020) notes that primary school admission is residential-based, thus encouraging parents with a better social capital to enrol their children in areas that match their living standards. Earlier studies conducted by Khan (2019) in Pakistan and Dong and Li (2019) in China revealed similar arguments. From the expositions above, it may be deduced that school choice may cause inequalities in accessing education, and policy makers should ensure that the gaps created by school choice should be closed by appropriate policies. This should result into both the disadvantaged and the well to do families having their children access high quality schools. Equalising measures like grants, support facilities, allocation of teaching staff, and schools fees loans could me measures to be undertaken by governments to ensure equal access.

School Choice and Low-Income Families

In the previous section of the literature review in this paper, studies have revealed the potentially negative consequences of school choice, Campbell et al. (2017), Ferreyra and Kosenok (2018), and Yoon and Lubienski (2017) revealed the positive outcomes that policymakers intended when school choice was introduced. From their study, Campbell et al. (2017) learned best practices from district and charter schools in 18 cities in the United States of America. These were: public and charter schools being held highly accountable holistically for subpar performance; both public and charter schools working towards improving school choice policies and practices for low-income families; engaging communities; and not limited to being more strategic in their efforts. Data gathered by Ferreyra and Kosenok (2018) indicated that charter schools in the Northeast and Southeast in the United States of America bridged the gap between public and private schools as low-income families preferred them due to the high-quality education provided by charter schools as the public schools in their communities struggle to deliver high-quality education. Yoon and Lubienski's (2017) findings corroborate the limited existing body of knowledge covering the positive social effects school choice has on low-income families.

Education as a Tool Utilized to Achieve Social Justice in Marginalized Communities

This section begins with defining social justice in education through the lens of various schools of thought that emerged in the literature. For example, Uyanga and Emana (2016) stated that social justice in education occurs when the education system prepares members of society to become fully developed humans capable of making contributions towards the development of their communities and beyond. This description of social justice in education packages the intent behind Sustainable Development Goal 4 (SDG). It is generally known that SDG 4 advocates for the United Nations member countries to ensure that all members of society receive an equitable quality education as early as possible (OECD, 2012).

Jackson (2015) corroborated that SDG 4 is an extension of social justice as it aims to alleviate global issues of injustice, and inequality in education. Even though education as an instrument that can be used to achieve social justice in underserved, and low-income communities is not explicitly studied, the existing body of literature universally covers discussions on how education can be used to promote social justice in all communities despite socioeconomic status or ethnicity. Furthermore, Walker et al. (2019) posit that the provision of equitable quality education across the different socioeconomic groups can be instrumental in defusing the existing social injustices between the poor, and the rich. In this section, literature on the following points is reviewed: (a) philanthropic schools as a tool utilized to achieve social justice in marginalized communities; (b) the utilization of educational policies as a tool to achieve social justice; (c) teachers and head teachers: embedding principles into practices and recommendations for advancing socially just practices in education; and (d) contradictions and dilemmas in achieving social justice through education.

Philanthropic Schools as a Tool Utilized to Achieve Social Justice in Marginalized Communities

Over the past decade, most research on the role philanthropic schools play in marginalized communities has emphasized that these schools serve as a tool for social justice by providing equitable access to quality education (Hsu, 2008; Bhan & Rodricks, 2012). Similar to Bhan and Rodricks (2012), Hsu (2008) examined one of the earliest and most influential Chinese NGOs, Project Hope, a philanthropic organization which solicits donations to assist marginalized children stay in school. Hsu (2008) gathered data through a case study which found that despite some shortcomings, Project Hope and other related philanthropic educational organizations managed to transform China’s education landscape in marginalized communities, especially at the primary school level. It noted that children from poor communities were able to access quality education that positively changed their lives.

However, in India, Bhan and Rodricks (2012) noted evidence of disparities in access to primary school education and attainments between different social and economic groups. While there were several philanthropic organizations that closed the gaps in the education system between marginalized and urban communities, there are those that did not succeed due to contextual matters such as deep rooted caste system that barred some sections of the poor neighbourhoods from benefit through such educational opportunities. Through these case studies, Bhan and Rodricks (2012) found that these philanthropic organizations contribute in marginalized communities of India by ensuring that majority of children are in school some challenges notwithstanding.

Literature by Welner and Farley (2010), shows that due to adequate funding, philanthropic schools allocate resources more equitably compared to underfunded public schools in marginalized areas. They provide up-to-date materials, modern facilities, and a safe learning environment, ensuring that all students have access to the tools they need for success. This is collaborated by Malik (2010) through as study that demonstrated how the Punjab Education Foundation’s (PEF) efforts in equitable resource distribution in the marginalized areas of Pakistan has been extremely successful. This was a result due to the combination of philanthropic involvement and efficiency and public-sector funding. Evidence from this study revealed that the its efforts towards equitable resource allocation in marginalized areas has resulted in better learning outcomes, fewer school dropouts, less absenteeism among teachers, and reduced truancy among students.

Some body of knowledge such as Rossignoli and Riggall (2019) have suggested that philanthropic schools often have the flexibility to experiment with innovative teaching methods tailored to the unique needs of marginalized students. They tend to develop curricula that are culturally relevant and engage students effectively. It has been said that this adaptability allows them to address the specific challenges faced by students in marginalized communities, such as language barriers or learning disabilities. By doing so, philanthropic schools promote creativity and critical thinking, fostering a more dynamic, effective and socially just learning environment. Moreover, it has been posited by Riggall et al. (2021) that philanthropic schools frequently go beyond academics and offer wraparound services to address the holistic needs of students. It was especially so during the Covid-19 pandemic. These services include nutrition programs, healthcare services, counselling, and after-school activities. By providing a comprehensive support system, philanthropic schools help students overcome non-academic barriers to learning, such as hunger or mental health issues. This approach has been found to foster a more nurturing and conducive atmosphere for education, ensuring that marginalized students are ready to learn.

It has been argued by Wales (2015) that philanthropic schools often excel in community engagement efforts. They actively involve parents, caregivers, and community members in the educational process. This engagement has been observed to not only empower the local community but also strengthens the school's connection to the students it serves. By collaborating with community stakeholders, philanthropic schools have been found to identify the specific needs and aspirations of the community, tailoring their educational programs accordingly. This community-cantered approach enhances the relevance and impact of education in marginalized areas.

Additionally, some research findings by Wales (2015) have identified that philanthropic schools prioritize teacher training and support, recognizing that well-prepared educators are essential to improving educational outcomes. They invest in professional development programs that equip teachers with the skills and knowledge to effectively teach in diverse and challenging environments. This emphasis on continuous improvement ensures that teachers can adapt to the evolving needs of marginalized students, offering them a higher quality of education. Finally, Day Ashley and Wales (2015) posited that philanthropic schools often serve as models for innovative educational practices, challenging traditional approaches and advocating for policy changes at various levels of government. By demonstrating successful outcomes and sharing best practices, these schools often influence education policies that prioritize equity and inclusion. They often work in partnership with advocacy organizations, leveraging their experiences to push for systemic reforms that benefit all marginalized communities.

While philanthropic schools in the Asian, European, and American context have been found to contribute significantly to social justice in education, it's important to recognize that overall, there seems to be no literature covering how their impact in the Southern African context is. This study showed how the non-governmental philanthropic primary school in Kwa Zulu-Natal was found to promote equitable funding and sustained commitment to addressing the root causes of educational disparities.

The Utilization of Educational Policies as a Tool to Achieve Social Justice

Results from secondary data in an ex-post facto research conducted by Kayani et al. (2017) explored the socioeconomic benefits of education in developing economies. The study was conducted with a particular focus on Pakistan. The authors analysed the Pakistani educational policies, and found that steps were taken to ensure that educational development was moving at a fast pace in the country. Consequently, it was found that the special attention that was paid to the educational policies yielded socioeconomic benefits such as (a) increased public expenditure on education, which created opportunities for educational institutions to deliver education that prepared students from all socioeconomic backgrounds for the labour market; (b) a positive correlation between the level of education at all levels, and an increase in income for individuals from different socioeconomic backgrounds was identified; (c) at the social levels, it was found that education positively influenced the societies' behaviour, and perspectives about critical issues such as women’s education, and women’s health, and (d) increased social cohesiveness attained by educating community members on issues such as terrorism.

In a later study, Suhag and Khan (2020) analysed the educational policies of Pakistan from 1947 to 2021, following their argument that educational policies are one of the significant contributors to the achievement of social justice. The authors examined the Pakistani educational policies whose results seem to contradict the assertions Kayani et al. (2017). Particular focus was paid on the secondary education level. The study revealed the following:

- Pakistani political issues had a negative impact on the implementation of the 1947 to 2021 educational policies, thus slowing down the achievement of social justice through education.

- Inadequate education funding negatively impacted: (a) teacher training, and equal distribution of education facilities, and resources to schools across the country, thus compromising the quality of education offered causing detrimental effects at the secondary school level as ill-prepared high school leavers entered higher education, and the labour market.
- The authors recommended that policymakers at all educational levels and in all sectors mitigate the negative impact political issues have on the efficient and effective implementation of educational policies that promote social justice in developing economies.

On the other hand, in the African context, Oghenekohwo et al. (2018), through their qualitative research in Nigeria, aimed to analyse the inequalities which exist in public policies, and their impact on the achievement of SDG 4 that aims to promote social justice by ensuring access to equitable, and quality education for all by 2030. The study demonstrated that the improper implementation of public policy resulted in financial, and information poverty, impeding access to equitable quality education in Nigeria. The study suggests that leaders be held accountable for the factors that result in the ineffective implementation of the educational policies. Additionally, for policymakers in developing countries are enjoined to closely align the public policies to their planned impact on the attainment of the objectives of SDG 4 that aims for social justice, especially in the underserved, and low-income communities.

Matching contributions on the impact of educational policies have on the attainment of social justice through education were made by Makoelle and Burmistrova (2020) and Sayed et al. (2020) in their respective studies in the South African context. In their qualitative study, Makoelle and Burmistrova (2020) collected data by interviewing the principals in nine secondary schools serving the disadvantaged, and privileged communities. The authors aimed to examine the financing policies, and practices for inclusive education in schools to ensure equity, and social justice. Evidence from the study shows that the schools in disadvantaged communities are inadequately funded. Therefore, they cannot effectively provide inclusive education to the students with special needs, thus perpetuating social injustice. Makoelle and Burmistrova (2020) recommend that the South African government restructure the school funding models to allocate resources in a manner that promotes social justice.

Furthermore, during the COVID-19 pandemic, Sayed et al. (2020) analysed two South African educational funding policies: the South African Schools Acts (SASA), and the National Norms and Standards for School Funding (NNSSF). The authors found that even though the democratic South African government has reviewed the educational policies, there are still inequities between different socioeconomic groups in South Africa due to the quality of education provided. Furthermore, funding policy conceptualization, and implementation are linked to the inequities in the education service provision. For instance, the authors argue that the quintile modelling system is inequitable as more emphasis is put on non-personnel education expenditure than on teachers' salaries between public schools in disadvantaged, and well-off residential areas. In other words, according to the quintile modelling system, teachers in disadvantaged communities are paid less than those in elite fee-paying schools. The authors conclude that the COVID-19 pandemic revealed the effects of the poor execution of the funding policies, resulting in educational inequities between the disadvantaged, and the elite schools, thus perpetuating social injustice.

Teachers and Head Teachers: Embedding Principles into Practices and Recommendations for Advancing Socially Just Practices in Education

Many existing studies (Jayavant, 2016; Cho, 2017;Zhang et al., 2018; Abusham, 2019; Hill-Berry, 2019; Kowalchuk, 2019; Warner, 2020; Koçak, 2021) in the broader literature have argued that social justice can be promoted at every level of the education system – from policy-making to the school level. In this section of the literature review, school leaders such as school principals have been found to play a pivotal role by championing equity, fostering inclusive school cultures, and advocating for policies that address systemic inequalities. Their efforts to allocate resources fairly, promote anti-bias and anti-racist education, and engage with parents and the community to create a supportive environment have been observed. Teachers, on the other hand, have been found to bring these principles to life in the classroom. They seem to adapt their teaching methods to meet the diverse needs of their students, challenge stereotypes, and actively address behavioural issues through restorative justice practices. Moreover, teachers have been found to engage in continuous professional development to enhance their cultural competence and understand the nuances of social justice. Together, school leaders and educators seem to work hard to ensure that marginalized students have access to a quality education that values their identities, fosters inclusion, and empowers them to become active contributors to a more just and equitable society.

For example, Jayavant (2016) examined the traits required to lead for social justice at the school level. The qualitative research method was utilized to collect data from primary school principals in Auckland, New Zealand. Jayavant found that their axiological philosophy drove the school leaders who successfully executed social justice through education. Meanwhile, in Prince Edward Island and Canada, Zhang et al. (2018) through a mixed methods study, examined how school principals embedded socially just practices in their schools. It was found that school principals focused on being culturally sensitive in their contexts; and built a strong rapport with their communities. The authors recommended that school leaders who aspire to achieve social justice through education should avoid leading in isolation, and education should remain the epicentre despite socio-political issues. Kowalchuk (2019) views leading for social justice through the same lens as Zhang et al. (2018) in that school leaders (especially those serving in the marginalized or minority communities) should be active change agents by engaging in addressing the injustices their students experience in their social environment through constructive educational discourse.

Even though the literature above sheds light on how school leaders successfully apply the principles of social justice in their contexts, their school leadership journey tends to be tumultuous as it is filled with challenges, and diversions from internal, and external sources. Thus, compromising their capacity to effectively advocate, and lead for social justice through education (Warner, 2020). Some scholars recommended strategies on how school leaders can be prepared to effectively lead for social justice in their contexts. According to Abusham (2019), the school leaders should be equipped with the tools to effectively lead for social justice at the higher education institutions, and in educational leadership programs by emphasizing the following: developing an asset mind-set by ensuring that future, and in-service school leaders have the competencies to manage all kinds of differences that could interfere with delivering equitable quality education to all students; be provided with a safe environment wherein they can voice how they can address equity-related issues; be trained on how to listen to diverse voices; embedding of training content that increases their social justice acumen, and introducing training programs that mandate aspiring, and in-service school leaders to serve in disadvantaged communities for a certain period in order to broaden their perspectives.

Hill-Berry (2019) collected data from faculty in a higher education institution in Jamaica through a quantitative study. The study aimed to explore how distributed leadership could be used to equip school leaders to lead for social justice. The study showed that social justice could be achieved through distributed leadership. It enables school leaders to invite others to be active participants in school management, thus opening the door to diverse ideas that propel equitable, and high-quality education provision. In the most up-to-date study, Koçak (2021) collected quantitative data from 549 high school students from 22 high schools in Uşak, Turkey, to investigate the relationship between social justice school leadership, sense of school belonging, and student resilience. The study showed that there was a positive correlation between school principals, and sense of school belonging, and student resilience as the principals have the capacity to incorporate social justice practices within the school environment by giving students good teaching, and learning environments whereby students feel safe, and supported, given access to adequate resources, are shown acceptance, and have highly-qualified teachers. Consequently, the diverse student population within these schools tends to perform well, thus mentally equipping them to become active, and resilient members of their communities.

Once the school leaders can lead for social justice through the aforementioned capacity-building strategies, this will trickle down to the teaching practices within their schools. Cho (2017) discussed that it is imperative to ensure that teaching for social justice, and multicultural education are treated with equal importance by teachers in the classroom to mitigate educational inequities between students from different socioeconomic backgrounds. Cho suggests that this can be achieved by introducing social justice-personal literacy that develops learners to become fully developed change agents as adults, thus, breaking vicious the cycle of injustice in their social environments. Cho’s findings were further explored by Spitzman and Balconi (2019) by analysing how English as a Second Language pre-service teachers embedded social justice principles in their lesson plans. The authors found that there is a need to prepare pre-service teachers on how to apply social justice pedagogy by allowing their learners to critically explore the curriculum content, and be actively involved in projects in an equitable manner that will enable them to perform in a socially just manner academically. Fabionar (2020) corroborated by advocating for pre-service teacher training programs that will empower new teachers to have skills that will allow them to introduce, and maintain socially just practices in school environments that entertain educational inequities.

Contradictions and Dilemmas on Achieving Social Justice through Education

Some scholars have identified issues that impede the effective execution of social justice through education. It has been argued that in most nations, governments, and educational policymakers struggle to construct and implement sustainable educational policies that integrate socially just principles, especially for the disadvantaged populations (Francis et al., 2017). Utilizing three case studies in the United Kingdom, and Australia, Francis et al. established that even developed countries such as the UK and Australia that are being intentional about integrating social justice principles within public policies, struggle to close the educational inequities caused by socioeconomic issues. This raises a concern for undeveloped, and developing nations. The challenge is worsened by a considerable gap when constructing a universal meaning of social justice in education and its translation into practice.

Similar points are highlighted by Smith (2018) in that, as much as it is clear that education plays a vital role in achieving social mobility and economic development, it is affected by a number of factors. These factors include; contemporary socio-political issues such as differing political views, family structures, parents' education level, and demographic, and geographical aspects. Such factors seem to persistently interfere with the attainment of social justice through education. It is noted that the education system is consistently being forced and heavily burdened to compensate for all of the inequities that occur beyond its jurisdiction. In developed countries like the UK and some other European states, the growing number of refugees from Syria and many African countries complicates matters of equitable educational policies. The refugees in most cases have a low social status and may not afford quality education. Besides, they overwhelm the planned resources creating challenges. In developing countries, lack of adequate resources to provide quality education that is accessible to all limits the potency of education as a social justice tool.

The Nexus between Educational Policies and the Attainment of Equitable Quality Primary School Education in Developing Countries

According to OECD (2008), three critical educational policy elements can either have a positive or negative impact on the attainment of equity in education depending on how these elements are translated from theory into practice by nations. These are: (a) the design of education systems, (b) practices both in, and out of school, and (c) resourcing. For instance, governments should construct, and implement educational policies that are risk-averse to systematic issues like grade repetition, mismanagement of school choice, lack of access to quality early years education, poor funding to schools, inadequate educational processes, and procedures, and lack of pathways that ensure K-12 completion.

In addition, lack of high-quality human resources, subpar pedagogical practices, and socio-political differences appear to exacerbate educational inequities and compromise sustainability (OECD, 2012). It is observed that these challenges have greatly affected developing countries which are further characterised by poor teacher training systems, weak remuneration systems that is not retentive, low teacher commitment, weak governments, suboptimal public governance suffering from corruption and diversion of public funds, and poor parents, among others. With such a plethora of problems, it is difficult to promote an educational system that will ultimately lead to equitable development.

Therefore, governments in developing countries must strengthen their primary school educational policies as research shows that learning inequities begin in the foundation years in under-developed, and developing nations, thus risking the pollution of the entire education system (Rose & Alcott, 2015). It is apparent that weak pre-school education leads to troubled primary education. Moreover, primary school graduates with low levels of literacy and numeracy affect the transition to higher levels of education. The products from such a system have limited relevance to the society as they are not in position to solve the salient challenges that afflict the communities from which they come.

In this section, the literature review will be conducted pertaining to: (a) educational policy practices that interfere with the attainment of equitable quality primary school education in developing countries, and (b) educational policy best practices and interventions that promote the attainment of equitable quality primary school education in developing countries.

Educational Policy Practices that Interfere with the Attainment of Equitable Quality Primary School Education in Developing Countries

Educational funding policies such as the National Norms and Standards for School Funding (NNSSF) in South Africa have been highlighted as consisting of elements that compromise educational equity attainment by Mestry and Ndlovu (2014). In their quantitative research, the authors investigated the implications of the NNSSF policy on equity in public schools in the Tshwane West District of the Gauteng Province, South Africa. The authors focused on analysing the NNSSF policy concerning the following areas: (a) effective financial management, (b) management of equity issues, and (c) access to educational resources. Unfortunately, it was found that the quintile education funding model within the NNSSF policy has not been effective in addressing socioeconomic inequities in South African schools. According to the authors, the NNSSF policy quintile education funding model was developed to rank South African public schools based on the socioeconomic status of the communities where the public schools are located. Therefore, quintile 1-3 schools are classified as non-fee-paying schools (principally serving disadvantaged communities), and quintile 4 and 5 (mainly serving affluent communities) are high-fee-paying schools. The authors posit that more funding is allocated towards quintile 1-3 schools leaving quintile 4 and 5 schools more dependent on high fees paid by parents.

Mestry and Ndlovu’s study revealed that the disconnect in the well-intentioned NNSSF policy quintile education funding model occurs due to financial management being overseen by under-trained School Governing Bodies (SGBs) in quintile 1-3 schools. Mestry and Ndlovu's (2014) findings were recently corroborated by Mutekwe (2020). The study employed a qualitative descriptive phenomenological design to examine the South African SBGs’ abilities to effectively manage their physical, and financial resources in the public-school system. Data were collected utilizing unstructured, open-ended questionnaires from 30 SGB members. Through the social justice lens, the study established that majority of the SGB members in the schools located in the disadvantaged communities lacked the skills, and acumen that are required to ensure equitable distribution of funds in comparison to their counterparts in the affluent schools. This study supports earlier findings by Kiilu and Mugambi (2019) about the effects of ineffective execution of funding policies at the local level in Kenya. It was claimed that there was a link between management abilities of school management committees, and achievement of primary school feeding scheme policy in Kenya. The study revealed that Kenya's primary school feeding scheme policy was developed to promote school attendance for children from disadvantaged communities. However, the findings revealed that funding the primary school feeding scheme initiative was ineffective due to low management competencies exacerbated by inadequate funding by the state. Consequently, its maintenance became the responsibility of the disadvantaged parents in the school communities.

Further evidence corroborates the effect of poor execution of educational policies in developing countries on failure to realise social justice policies in schools. Etuk et al. (2018) found that the educational policy that aimed to the provision of free, and compulsory education for all in Akhua, Nigeria was at risk of failing to reach its target due to mismanagement of the school choice policy. The collected quantitative secondary data showed a disproportionate spatial distribution of private, and public schools as there are more private schools than public schools, and most schools are located far from the disadvantaged communities. Based on these findings, Etuk et al. advocated for more strategic spatial considerations when school choice policies are being implemented to ensure equitable access to primary, and secondary education as they are part of the core of SDG 4 2030.

More authors have recognized deficient educational policy practices and their effect on attaining social justice in schools. For example, Amosa et al. (2017) conducted a quantitative study to understand primary school students' attitudes towards using the interactive video instructional package on pottery in basic technology in Kwara State, Nigeria. Data were collected from 32 male, and female primary school students using questionnaires. The evidence from the study shows that the students of both genders showed a positive attitude towards the use of the interactive video instructional package as it encourages a high level of classroom participation. However, the challenge identified in the effective implementation of Information Communication Technology (ICT) in the Kwara State, Nigeria, is the dire shortage of ICT teachers, which has been identified as a factor that compromises the quality of teaching, and learning.

Furthermore, it was discovered that in Rwandan primary schools, the level of the implementation of ICT was weak due to the disproportionate distribution of ICT equipment, and undertrained ICT heads, and teachers (Sylvestre et al., 2018). The authors conducted a quantitative study utilizing questionnaires to collect data from 144 ICT primary school teachers in the Nyagatare District. Meanwhile, in the Nepali rural primary schools, it was found that ICT usage has improved the learning, and teaching experiences. However, the school level's effective implementation of ICT policies was jeopardized by the state’s failure to provide ICT teachers training on how to translate the ICT policies into their pedagogical practices. Also, inadequate provision of ICT infrastructure was identified as an additional contributing factor. The study was qualitative, and data were collected from teachers in five primary schools using semi-structured interviews, and observations.

Another hindrance to effective implementation of educational policies that promote equitable quality primary school education in developing countries is the politicization of educational reforms (Molapo & Pillay, 2018). In their work, Molapo and Pillay (2018) found that in the South African context, politics both at the national and local level interfered with the implementation of the Curriculum Assessment Policy Statement (CAPS) at the primary school level. Three limitations were noted; the state struggling to provide teacher training on how to effectively execute the new curriculum, inadequately resourced public schools, and increased workload due to paperwork. It was claimed that the consequence was primary school teachers' dissatisfaction, and a broken rapport between the Department of Basic Education, and the teachers. The authors posit that the teachers tend to rely more on their trade unions due to the circumstances mentioned above, resulting in strikes, thus delaying the education process. Moreover, Govender and Hugo (2020) discovered similar findings on how politics is hampering the literacy policies in South Africa. There seems to be a disagreement about the literacy assessments not being made available in all 11 South African languages to level the ground at the primary school level and obtain accurate literacy level data.

Therefore in connection to this study, what can be gleaned from the aforementioned literature (Molapo & Pillay, 2018; Govender & Hugo, 2020) is that the politicization of educational reforms can have profound implications for the provision of equitable, equal, and quality education in marginalized communities. Hickey and Hossain (2019) in their work sum up this dilemma by arguing that when educational reforms become entangled in political agendas, the focus may shift away from the genuine needs of these communities and towards political gain or ideology. This can potentially lead to a fragmented, inconsistent, and often inadequate approach to addressing educational disparities. Reforms may prioritize short-term political objectives over long-term, sustainable solutions, resulting in unstable policies that change with each political cycle.

Additionally, the authors contend that the politicization of education can perpetuate inequalities by favouring well-resourced schools and communities that have more political influence, leaving marginalized communities with limited access to essential resources and support. Furthermore, it was refuted that this practice tends to undermine the autonomy of educators and administrators, making it challenging to implement evidence-based strategies that promote equity and quality. The authors further explain that in order to provide truly equitable and quality education in marginalized communities, it is essential to depoliticize educational reforms and prioritize evidence-based, community-cantered approaches that address the unique needs of these populations.

In light of the reported deficiencies of educational policy practices, it is demonstrated that the policy formulation, and implementation phases compromise attainment of equitable quality primary school education in developing nations. Scholarly work produced by researchers such as Wales et al. (2016), Odukoya et al. (2017), Tromp and Datzberger (2019), Neupane (2020), and Rowell (2020) point to political interferences, and translating international policies to local ones as some of the key contributing factors. For instance, Wales et al. (2016) posit that the formulation, and implementation of educational policies is highly dependent on what is referred to as ‘political settlements’ of each nation. This is a dilemma for the education sector when introducing education reforms that aim for the attainment of SDG 4. The ‘Developmental States’ are inclusive, and are prioritizing important policies for the common good while ‘Predatory Settlements’ as policies are driven by corruption. Meanwhile, ‘Hybrid Settlements’ are a combination of the two previously mentioned political settlements which seem to focus on balance of probabilities to achieve harmony between the political dynamics kicked by the actors and attainment of the common good.

Furthermore, Rowell’s (2020) findings from an extensive literature review on this discourse corroborated that educational policies in developing countries (especially in Africa and Asia) are shaped by macro international, national, and local politics. For example, in

Thailand, the top-down nature of language education policies affects effective implementation in the classroom as staff at the primary school level are not involved in the policy formulation process (Thanyathamrongkul et al., 2018). Relatedly, in Bangladeshi primary schools, teacher training policies were found to be an issue due to primary school teachers receiving inadequate training on the provision of inclusive education to students with special needs which has not received supportive legislative emphasis (Siddik & Kawai, 2020).

As for the challenges in translating international policies to local ones, Tromp and Datzberger (2019) investigated how the Universal Primary Education (UPE), and Competency-Based Education (CBE) global policies were translated into practice within Uganda, and Mexico. The data from the study revealed that due to each nation's socio-political, and socioeconomic statuses, the attempt to contextualize the global policies in both contexts differed widely from the aims set at the global level, thus perpetuating pre-existing educational inequities, and creating new educational inequities. For instance, in the African context, Odukoya et al. (2017) also identified that the formulation and implementation of international educational policies in Nigeria was deficient due to undertrained policymakers in all government sectors as they lack the competencies required to translate, and implement international policies in their context.

In an exploratory study in Nepal, Asia, Neupane (2020) analysing the Nepalese educational policy state and its outcomes argued that translating international educational policies in Nepal remains a challenge due to policymakers being highly diverse, caste-based multi-ethnic, and of multi-linguistic backgrounds. Therefore, effective formulation, and implementation of educational policies at the local level is a challenge. The author suggested that the educational policy framework should be reviewed to ensure that it meets the educational needs of the diverse Nepali society. It is argued that for this to be effective, all policymakers at all government levels should be trained and consulted during policy formation.

Overall, the literature in this section has demonstrated that as much as educational policies often play a pivotal role in shaping access to, quality of, and outcomes within educational systems, it is also noted that sometimes, it can interfere with the achievement of equity, equality, and quality of education in marginalized communities. As observed in the South African context (Mestry & Ndlovu, 2014), one key issue is that policies can perpetuate historical inequalities in a society by inadequately addressing the peculiar and particular needs and challenges faced by marginalized populations, such as racial and ethnic minorities, low-income families, and students with disabilities. As identified by Mestry and Ndlovu (2014), funding disparities for instance can result from policies that exacerbate resource gaps between affluent and marginalized school districts.

Similarly, standardized testing and high-stakes assessments (de Freitas et al., 2019) which are often central to educational policy can disproportionately disadvantage marginalized students due to cultural biases and inadequate support systems. Moreover, as emphasised by de Freitas et al. (2019), curricular decisions seem to fail to incorporate diverse perspectives and experiences further excluding marginalized voices. Overall, it is crucial for educational policies to be designed and implemented with a clear commitment to addressing the unique challenges faced by marginalized communities in order to truly achieve equity, equality, and quality in education. This study proceeded to demonstrate the impact of non-governmental philanthropic primary schools on access to equitable and quality education compared to quintile one government primary schools.

Educational Policy Best Practices and Interventions that Promote the Attainment of Equitable Quality Primary School Education in Developing Countries

Even though there are no one-size-fits-all solutions to remedy the plethora of education policy challenges developing countries face to provide equitable quality primary school education, literature revealed interventions, and practices that seem to work. Empirical research conducted by UNESCO (2015) found that for the sake of attaining equitable quality primary school education through strategic school choice, it would be best for government education policymakers in developing countries to consider collaborating with no-fee or low-cost NGO schools. This collaboration would be a temporary solution while the states work on improving public schools' teaching, and learning conditions. In addition, education policies that allow for blended (state, private, and household) funding solutions are recommended to bridge the education inequities caused by financial constraints (Owuor, 2018). Education policy interventions such as reduced teacher-student ratios, renovating old public schools, and building new ones, and not limited to the provision of teacher performance incentives, have been found to be effective in developing countries (Damon et al., 2016).

The enforcement of strategic accountability measures in the formulation and implementation of educational policies in developing countries comes highly recommended as a measure that can be used to eradicate corruption when it comes to education funding (Kumi & Seidu, 2017). Furthermore, based on the findings from their study, Dzidza et al. (2018) recommended that developing countries must focus on the formulation and implementation of progressive educational policies with a particular focus on providing high-quality education through the no-fee or low-cost at all education levels, invest in teacher training, and in the provision of infrastructure.

Summary of Key Findings from the Literature

When the literature pertaining to the state of basic education in developing countries was examined, first, it was reported that the state of public primary school education is compromised by developing countries spending below the 26 percent annual budget which UNESCO recommended for effective implementation of SDG-4 goals (Amakom, 2016; Bassey & Ubi, 2017; Dube, 2017; Mawoyo, 2020). Evidence showed that developing countries that spent the 26 percent of their yearly budget towards primary school education achieved high primary school enrolment rates; consequently, positively impacting secondary school enrolment in terms of numbers transitioning from the primary level to secondary level of education (Birchler & Michaelowa, 2016; Oseni et al, 2020).

Second, previous studies found that inadequate provision of resources, and infrastructure including toilets, libraries, and classrooms in primary schools of developing nations negatively impacted teacher performance, student learning outcomes, educational attainment, primary school attendance rates, and primary school enrolment rates (Githaka et al., 2019; Kim & Rhee, 2019; Ruhyana & Aeni, 2019; Thaba-Nkadimene, 2020). Inadequate school facilities come with challenges that include overcrowded classrooms, lack of necessary teaching and learning aids like computers and tools for practical work, among others.

Third, teacher quality thematically emerged to be among the factors that play a significant role in the provision of equitable quality primary school education. Low teacher quality affects pedagogical processes in the schools of many developing countries. This undermines both teaching and learning in such schools. This was the case particularly at the government schools as most government schools lack funds to meet their needs. A correlation exists between poor teacher performance and stress that is induced by unfavourable work conditions such as heavy workload, under staffing, lack of educational resources and infrastructure, and poor student behaviour (Nambei & Mefi, 2020; van Niekerk et al., 2021). This situation underscores the weak performance of public schools especially, in areas like literacy and numeracy which provide a foundation for further learning at higher levels of education. In addition, the competences of the learners as adults is affected negating the benefits of primary education in the communities.

Lastly, some studies revealed that public primary schools in disadvantaged communities faced challenges of having teachers who lack pedagogical knowledge, and skills (Bold et al., 2017; Cueto et al., 2017). Lack of pedagogical skills and knowledge undermines the teacher's' ability to impart knowledge to the learners. This ultimately leads to lower educational outcomes and impact in the society. Such a situation would not permit the educational system bedevilled with such shortcomings to alleviate social inequity as they do not promote social justice in any form.

As far as the literature highlighting the importance of equitable and quality basic education in developing countries is concerned, very little is known of the actual benefits of attaining equitable, and quality basic education in developing countries as SDG 4 is still underway until 2030. Therefore, the existing body of knowledge has hypothesized the outputs of SDG 4 based on existing theories and literature that unpack the potential impact of achieving equitable, and quality basic education in developing countries. Scholars advocate for the provision of equitable quality education at the primary school level in developing economies as they believe that SDG 4 can give children the opportunity to fully develop, equalize the gender gap, close socioeconomic, health, nutritional, and educational attainment inequities

(Farooq et al., 2017; Ramesh & Dibaba, 2017; Nazar et al., 2018; Jemeli & Fakadu, 2019; Osangu & Odhiambo, 2019).

Furthermore, literature revealed the factors that are currently jeopardizing the provision of equitable quality primary school education in developing countries. The challenge of not spending 26 percent of the budget on primary education features prominently in the literature making it hard for the primary schools to afford the basic requirements to promote quality education and production of well-prepared learners that would make a contribution to their communities. It has been argued that access to primary school education is no longer a major issue, but provision of quality equitable education is (Garira et al., 2019; Tanaka et al., 2019). It may be inferred from the foregoing that achieving higher enrolment rates which denotes access to education does not translate into better quality education that promotes social justice.

Moreover, factors such as teacher quality, lack of teacher training, limited educational resources, and infrastructure, significant academic performance gaps between urban, and rural primary schools, imbalanced funding allocation, and poor educational policy implementation affected educational policies in achieving equity (Hungi, 2017; Farooq, 2018; Kurniawati et al., 2018; Kawuryan & Sayuti, 2021; Nakidien et al., 2021). Several studies made recommendations on how developing nations can create conditions that are conducive for the provision of equitable quality primary school education in developing nations. Partnerships of key educational stakeholders at all levels; investing in educational resources, and infrastructure; shifting away from exam-orientated teaching approaches; providing pre-service, and in-service teacher training; and developing policies that promote inclusive education for students with special needs were highly recommended as strategies that could support provision of equitable quality primary school education in developing countries (Muzvidziwa, 2015; Dreyer, 2017; Mackatiani, 2017; Abayasekara & Arunatilake, 2018).

According to literature, NGOs have made significant contributions in various ways in order to improve basic education in developing countries. Despite some political challenges, they have been collaborating with governments by filling in the gaps where the government efforts fall short in the provision of equitable quality primary school education, especially in the remote, and disadvantaged areas of developing nations (Choundhary, 2017). Additionally, NGOs have been collaborating with governments of developing nations by providing support in the development, and implementation of educational policies, providing education to children during humanitarian emergency events, providing social, and educational remedial interventions in communities to eradicate high numbers of out of school children, and they have been found to play an effective role in promoting community engagement in primary school education (Gali & Schechter, 2020; Win & Siriwato, 2020).

Some studies (Kieu & Singer, 2017; Rai, 2017; Tezel, 2017; Alam, 2018; Bold et al., 2018; Richard & Islam, 2018; Kolade, 2019; Lemma, 2019; Udo-Umoren, 2019; Iman & Kurram, 2021) found that NGOs have been supporting public primary schools by providing pedagogical training to primary school teachers, hiring of high-quality teachers, bridging the student gender gap, and providing school choice in marginalized, and underserved low-socioeconomic communities. Consequently, their interventions have been promoting the attainment of Education for Sustainable Development (ESD). As much as NGO have been making positive contributions towards the provision of equitable primary school education in developing countries, there are notable issues that hinder their effectiveness. Some governments are hesitant to collaborate with NGOs due to differences in political interests, and goals (Taylor, 2019). The biggest controversy highlighted by Taylor (2019) is that NGOs are only making contributions in developing nations to achieve their interests rather than those of the governments of the countries they are operating in. This implies that where quality education is not key interest of the NGO that runs and educational facility, it will provide low grade educational facilities and opportunities for purposes of social accountability other than genuine promotion of equitable education that benefits the communities where such NGOs operate. In addition, most governments in developing contexts struggle with monitoring, and evaluating the efforts made by NGOs to ensure that the interventions are contextually relevant, and sustainable (Gaustadsæther, 2020; Rana et al., 2020; Okine, 2021; Adu-Baffoed & Bonney, 2021). This creates a gaps of following up and following through the programmes of the NGOs to ensure that they contribute to the equitable development of the country.

Most early studies as well as current work on school choice, and equity revealed that school choice policies are under scrutiny globally. Some studies argued that school choice policies that are not strategically developed, and implemented cause geographic segregation especially in cases where student enrolment is residence-based, and when better schools are located in the more affluent residential areas where families from low-socioeconomic backgrounds cannot afford to send their children (Lee, 2016). It has been recommended that when school choice policies are formulated, nations should avoid educational, and social inequities by taking into consideration that school choice does perpetuate racial, and geographic segregation, avoid sorting students by ability, and socioeconomic status (Frankenberg, 2017; Rodriguez, 2017; Jabbar & Wilson, 2018; Potterton, 2018; OECD, 2019). High-performing charter schools as a form of choice have been found to be inaccessible to the underprivileged as the charter schools near their homes lack student diversity, and are known to be low-performing. Therefore, poor families due to a lack of transportation, enrolment processes, and funding cannot send their children to the high-performing charter schools outside their communities (Marshall, 2017).

Additionally, a lack of transparent political discourse around issues that result to educational, and social inequities when school choice policies are formulated impede the effective implementation of school choice. Consequently, this negatively impacts the disadvantaged communities (Silvennoinen, 2015). Further, highly educated parents have more advantage as they have a better understanding of school choice related data which enables them to make better choice for their children (Glazerman et al., 2018). It was noted that equitable quality education for all despite socioeconomic status can be achieved by ensuring that governments globally enforce education funding policies that promote high-quality education in public, private, and charter schools by taking into consideration the difference between ‘equity’ and ‘equality’ (Umpstead et al., 2016). A nexus between school choice reform policies, and practices in neoliberalism was noted in some studies (Ndimande, 2016; Bosetti et al., 2017; Dong & Li, 2019; Khan, 2019; Buyruk, 2020). Also, positive outcomes of school choice in some developing context emerged. In the Unites States, it was found that some educational policymakers have been making efforts to improve school choice policies, and practices by holding public, and charter schools holistically accountable for subpar policy implementation especially in low-income communities (Campbell et al., 2017; Yoon & Lubienski, 2017; Ferreyra & Kosenok, 2018). Moreover, in the some areas, policymakers were advocating community engagement to ensure that all parents are educated about school choice.

The literature review pertaining to education as a tool for social justice in underserved, and low-income communities strongly suggests that the way educational policies are formulated, and implemented determines whether education can truly be used as a means that eradicates social injustices (Kayani et al., 2017; Walker et al., 2019; Suhag & Khan, 2020). Some good examples of how educational policies can be used to address social injustices emerged in Pakistan. Despite the interference of political issues, it was found that during the periods when the Pakistani government increased public expenditure on education, the country benefited from noticeable socioeconomic shifts such as an increase of highly educated individuals from all backgrounds entering the labour market, and social issues such as women's education, health, and terrorism were addressed through education. However, in the African, and some developing country contexts, literature revealed some deficiencies in the formulation, and implementation of educational policies. These defects slowed down the attainment of social justice through education (Francis et al, 2017; Oghenekohwo et al., 2018; Smith, 2018; Makoelle & Burmistrova, 2020; Sayet et al., 2020).

Some scholars posited that social justice through education does not end with educational policymakers, stakeholders at the school level such as school leaders, school governing bodies' members, and teachers are just as liable. Some school leaders have been successful at promoting social justice through education because of their axiological philosophy, embedding social justice principles in their practices in their schools, and engaging in constructive educational discourse with stakeholders inside, and outside their schools (Jayavant, 2016; Kowalchuk, 2019; Zhang et al., 2018). In contexts where school leaders struggle to promote social justice through education, studies suggested that they be equipped with tools that will allow them to lead for social justice at the school level through educational leadership training programmes, and advocating for distributed leadership (Abushman, 2019; Hill-Berry, 2019; Warner, 2020; Koçak, 2021). Finally, teaching for social justice has been argued to be equally important. Researchers found that social justice can be promoted in the classroom through multicultural education practices, and training teachers on multicultural educational pedagogy (Cho, 2017; Spitzman & Balconi, 2019; Fabionar, 2020).

Finally, literature showed examples of educational policy practices that interfere with the attainment of equitable primary school education in developing countries. Educational funding policies such as the National Norms and Standards for School Funding (NNSSF) in South Africa was analysed, and it was found that its quintile school funding model exacerbated educational inequities instead of alleviating them as it was intended at the policy formulation phase (Mestry & Ndlovu, 2014). Additionally, the issue was worsened by under-trained school governing body (SGB) members serving government schools in the disadvantaged communities (Kiilu & Mugambi, 2019; Mutekwe, 2020). It was also found that school choice policies were compromised by poor planning especially, where spatial distribution of schools is concerned which creates geographical segregation (Etuk et al., 2018).

Moreover, studies show a relationship between policy formulation, and implementation of practices. For instance, ICT policies implementation at the ground level is compromised by a lack of ICT teachers, minimal provision of ICT pedagogy training, and the lack of knowledge, and skills on how to translate ICT policies into practice at the school level (Amosa, 2017; Sylvestre et al., 2018). Some studies showed that the implementation of educational policies in most developing nations is compromised by the polarisation of education reform initiatives (Molapo & Pillay, 2018; Govender & Hugo, 2020). Translating international educational policies in local contexts due to policymakers' lack of skills, and knowledge emerged as another primary issue (Wales et al. 2016; Odukoya et al., 2017; Thanyathamrongkul et al., 2018; Tromp & Datzberger, 2019; Neupane, 2020; Rowell, 2020; Siddik & Kawaii, 2020). Some studies aimed to identify developing nations with the best education policy practices. However, it is apparent that the biggest challenge is borrowing these best policy practices, and implementing them in other contexts wholesale as there is no one-size-fits-all solution to the educational policy flaws that exist in developing nations (UNESCO, 2015; Damon et al., 2016; Dzidza et al., 2018; Owuor, 2018;).

The literature review provides helpful insights about the educational policy landscape globally, on the one hand, and some specifics in South Africa on the other hand. Key issues emerge that inform this study as noted above. However, these studies could not answer the research questions posed by this study due to historical, conceptual, methodological, and contextual difference with this study. These limitations in the existing literature are examined further in the next section that warranted this study to proceed.

Limitations in the Existing Literature/Gaps

This section points out some of the problems encountered in the extant research. Methodological, theoretical, conceptual, philosophical, and contextual gaps were noted. Most studies relied on applying the qualitative and quantitative research approaches either independently, or in combination. However, those that combined them did not emphasise the philosophical underpinnings of mixing the methods. Therefore, ontologically, epistemologically, and axiologically, they were not designed to meet the desired rigour of mixed methods that this study was planned to achieve. Moreover, where the researcher does not explain how they perceived the real world, approached studying it and how knowledge of the reality was created, other researchers find it challenging to validate their knowledge. This study ensured that the researcher’s philosophical stance is clarified to guide future researchers.

Only a few studies (Zhang et al., 2018; Lemma, 2019; Alam, 2020) employed the mixed methods research approach. Some previous studies by Bassey and Ubi (2017), Farooq et al. (2017), Kayani et al. (2017), Etuk et al. (2018), and Kawuryan and Sayuti (2021), cannot be considered as conclusive because they solely relied on secondary data. In addition, previous studies covered in the subtopics related to this study have almost exclusively focused on investigating problems related to government public primary schools, private primary schools, and faith-based non-government primary schools in developing nations. As far as it is known, no previous research has conducted a comparative study on the educational impact of government primary schools versus non-government philanthropic primary schools in rural, and underserved low-income communities in the sub-Saharan African context let alone in the Kwa Zulu Natal Province of South Africa. This creates contextual, and conceptual omissions that needed an independent study such as this one to proceed, and uncover the intended policy issues.

Although there are many studies that covered the contributions made by NGOs in improving primary school education in developing nations, research that solely analyses the educational conditions of non-government philanthropic primary schools remains limited. This realisation called for new literature that would supplement and or update the existing knowledge about the phenomenon. Additionally, although studies have been conducted by many authors on school choice, a focus on non-government primary schools as form of choice, and the positive impact school choice has on low-income families remain insufficiently explored and policy guidance remains lacking. Despite decades of research, whether education can be successfully utilized as a social justice tool to attain equitable quality primary school education in developing nations continues to be debated among scholars. This therefore, created theoretical, conceptual, and philosophical point of departure from the cited studies. This justifiably created the room for application of the ‘Educational Equity Theory’ as a theoretical framework for explaining the findings and linking them with the existing body of knowledge about the study phenomenon.

Therefore, based on the previous points, this study addressed the need for (a) employing the mixed methods research approach when investigating the educational impact of quintile one government primary schools versus non-government philanthropic primary schools in rural, and underserved low-income communities in South Africa, and (b) a comparative study examining educational conditions of quintile one government primary schools versus those at the non-government philanthropic primary school, which are lacking in the scientific literature so far. This was intended to galvanise the knowledge about the state of the educational conditions in the study setting to contribute to policy information that could lead to better planning and targeting of the educational facilities to promote realisation of the international development commitments especially, the SDG-4 goals in South Africa specifically, and the developing world generally.

CHAPTER 3: RESEARCH METHOD

Introduction

This section provides the methods and materials used during this study. It highlights how the study was planned and executed including the research design adopted, population and sampling, data collection methods and instruments, data collection process, analysis, and reliability and ethical issues.

Accessible, inclusive, equitable, relevant, and high quality education for all are the ideal outcomes of an educational system implementing Vision 2030 Sustainable Development Education Goal four (SDG 4). However, according to Du Plessis and Mestry (2019), South Africa faces challenges with delivering equitable, and quality education for all as there is a substantial urban-rural education divide. Quintile one public schools in comparison to their affluent counterparts in urban areas struggle to deliver quality education due to challenges such as limited physical resources, necessary infrastructure for sanitation, water, roads, transport, electricity, and ICT. Perhaps the South African government does not recognize that education provided by schools in disadvantaged areas requires urgent attention.

This study that focuses on ascertaining whether non-government education institutions can positively bridge the urban-rural education divide could inform the South African government about what partners in the field are doing. Due to the urban-rural education divide, the study was framed along the postulations of the ‘Educational Equity Theory’ (EET) as it was concerned with addressing inequities in the provision of equitable and quality education for disadvantaged populations in the South African context. This would provide a lens that is able to trace whether equity exists in the provision of the education of not.

The purpose of this study was to investigate the impact of non-government philanthropic primary school serving remote rural, low-income, underserved, and marginalized communities in the KwaZulu-Natal province, South Africa in terms of providing equitable, and quality education in comparison to the quintile one government primary schools serving the same areas. Therefore, this study aimed to:

1. Investigate the education model provided by non-government philanthropic primary schools serving remote rural, low-income, underserved, and marginalized communities of the Kwa-Zulu Natal province, South Africa.
2. Identify the education gaps the non-government philanthropic primary schools are fulfilling compared to the quintile one government primary schools in the remote rural, low-income, underserved, and marginalized areas of South Africa.

The following research objectives facilitated the achievement of the previously mentioned research aims:

1. To analyse the nature, and impact of the education solutions provided by the non-government philanthropic primary schools in how they attempt to provide equitable and high-quality primary school education.
2. To identify factors impacting the provision of equitable and high-quality primary school education in the quintile one government primary schools.
3. To suggest recommendations to help guide or empower individuals, community leaders, governments, or other organizations in the South African context looking to establish non-government philanthropic primary schools in disadvantaged areas.
4. To introduce potential intersectoral partnership policies between the Department of Basic Education and the local non-government philanthropic primary school in South

Africa to accelerate the provision of equitable, and high-quality primary school education solutions that fit the United Nation's Vision 2030 Sustainable Development Goal four (SDG 4).

This section provides a rationale for choosing the mixed methods research design as an approach over the singular quantitative or qualitative approaches to unravel the social reality under investigation. Subsequently, the utilization of the convergent mixed methods design to collect data over other mixed methods designs, such as the explanatory and exploratory designs, will also be discussed and justified. Finally, the convergent mixed methods design steps will be described to guide the reader on how the study was conducted.

Research Approach and Design

This study employed the Case Study Mixed-Methods research design. Data were collected following the convergent mixed methods design with the case study embedded (Creswell & Clark, 2017). According to the literature, both the quantitative and qualitative research approaches alone have strengths, and limitations. Moreover, use of multiple methods and data sources helps develop a comprehensive appreciation of the study problem. Convergent mixed methods design may be described as a one phase design characterised by utilisation of both qualitative and quantitative approaches to inquiry. This includes collection of both qualitative and quantitative data, analysing them, and then comparing them to establish whether confirm or disconfirm each other. In this section, the rationale for selecting the mixed methods research approach over employing either the quantitative or qualitative research approaches singularly is discussed.

Selection of Mixed Methods over the Quantitative or Qualitative Approaches

According to Queirós et al. (2017), some of the significant limitations of employing the quantitative research method alone is that (a) it does not capture the emotions, and behaviour of the participants, (b) it is time-consuming, and can be expensive as it requires involvement of large samples, and (c) it can be rigid. On the other hand, Rahman (2020) claims that the qualitative research approach (a) on its own is considered to be less credible as it is perceived to be more subjective as it focuses on the participants' experiences, and (b) the nature of the smaller sample size limits the generalizability of the results to other contexts. Although the quantitative, and qualitative research approaches on their own have limitations, their strengths are advantageous under the mixed methods research approach. The mixed methods research approach was selected due to the following strengths as argued by Hafsa (2019): (a) the integration of the quantitative and qualitative research approaches provides the researcher with more in-depth findings, (b) it has the potential to provide validity, and reliability to the findings of a research, (c) provides a holistic view of the research phenomenon being studied, (d) the limitations of one method can be compensated by the strengths of the other through triangulation of data sources, data collection methods, tools, paradigms and perspectives.

The Convergent Mixed Methods Design over the Explanatory and Exploratory Sequential Designs

The convergent mixed methods design was deemed appropriate for this study based on the claims made by Creswell and Clark (2017). As they claim, the convergent mixed methods design is a convenient choice as the researcher for this study (a) had limited time to collect data in the field, (b) this design method allowed for the collection of both types of data from the field in one visit, and (c) the researcher sought to compare the quantitative data results to the qualitative findings to gain an in-depth understanding of the phenomenon being studied with the intent to triangulate the results from both data collection types. On the other hand, the explanatory, and exploratory sequential mixed methods designs were excluded as they require much time as the data is collected in multiple different phases, which would have not been convenient as the researcher had limited time to conduct the study.

The Convergent Mixed Methods Design Steps

When selecting the convergent mixed methods design, the research was informed by the claims of Creswell and Clark (2017), Creswell and Creswell (2018), Yin (2018), and Creswell (2021). Based on the expert views from the previously mentioned sources, the convergent mixed methods design steps as illustrated in the preceding explanations were adopted to investigate the impact made by quintile one government primary schools versus the non-government philanthropic primary school(s) serving disadvantaged areas of South Africa will be discussed.

Step 1 – Convergent Design Data Collection (Concurrently Collecting Both the Quantitative and Qualitative Data) and Participants

The researcher obtained internal UNICAF Research Ethics Committee (UREC) and external (Department of Basic Education, South African) institutional research ethics approvals, to answer the following research questions: **Q1.** What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa compared to quintile one government primary schools? **Q2.** What is the difference between the education conditions of the government quintile one, and non-government philanthropic primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

The researcher concurrently collected data from the quintile one government primary schools, and the non-government philanthropic primary schools serving disadvantaged areas of South Africa Kwa-Zulu Natal Province. The study participants were the education service providers such as the school management members, and the grades 1-6 teachers of the quintile one government primary schools, and the non-government philanthropic primary school serving disadvantaged areas of South Africa.

Data were collected from the school management members and grades 1-6 teachers. It was pertinent to collect data from these two subgroups several reasons. Firstly, the researcher deemed that these individuals possess valuable insights into the challenges and opportunities that exist within the education system of the communities they serve. School management members could provide critical information about issues such as resource allocation, infrastructure, and policies, which could shed light on systemic issues that affect the quality of education. Secondly, teachers in these grades are directly involved in the day-to-day education of young learners and could offer first-hand perspectives on teaching methodologies, curriculum relevance, and student needs. Their input was vital for understanding the unique circumstances and barriers that the marginalized communities they serve face, enabling the researcher to collect valuable data. Thirdly, by including these stakeholders in this research process, a more comprehensive and informed understanding of the challenges and potential solutions could be achieved.

The quantitative, and qualitative data were collected at the same time from the same individuals from the quintile one government primary schools and the non-government philanthropic primary schools. The sample size of the quantitative data was the same as the qualitative data sample as data were collected from the same individuals. To easily compare or merge the qualitative, and quantitative data, parallel questions in both the qualitative (structured interviews), and the quantitative (survey questionnaire) data collection tools were used.

Structured interviews and questionnaires were chosen as data collection methods during this study for several compelling reasons. First, the researcher took the consideration that they could provide a systematic and standardized approach to gathering information, ensuring that all participants were asked the same set of questions or provided with the same prompts. The researcher also thought that this uniformity would allow for consistency in data collection, making it easier to compare responses and draw meaningful conclusions. Additionally, structured interviews and questionnaires were thought to be efficient tools for collecting data from a large number of participants during a mixed methods study, which was particularly useful in this research projects due to the limited time and resources. Moreover, these methods are deemed to be less prone to researcher bias, as they minimize the influence of the interviewer on participants' responses (Creswell, 2021). Overall, structured interviews and questionnaires offer a rigorous and replicable means of collecting data, enhancing the reliability and validity of research findings (Creswell & Clark, 2017). Finally, the researcher observed COVID-19 measures as advised by the Department of Basic Education in South Africa and by the quintile one government primary schools, and the non-government philanthropic primary school standard operating procedures.

Step 2 - Convergent Design Data Analysis and Interpretation

Once the researcher had collected both the quantitative, and qualitative data, the data were analysed, and interpreted separately and integrated into a flowing thesis. The results were presented in three phases. In phase one, the quantitative data was uploaded on the PSPP quantitative data analysis software platform. After the quantitative data was analysed, the researcher presented the results in a cross tabulation format, and provided an interpretation of the results. In phase two, the qualitative data were cleaned during the transcription of the audio recordings from the structured interviews using the Otter.ai software uploaded on the TAGUETTE qualitative data analysis software. The qualitative data were coded, and categorized into themes, and subthemes. The themes were presented using a descriptive approach.

In phase three, the researcher identified common concepts between the quantitative, and qualitative data, this process is called ‘Triangulation’. Next, as recommended by Creswell and Clark (2017), the researcher determined how the results from the two datasets converged, diverged, and complimented each other. Subsequently, joint display tables that merged the data were developed to make data comparison easy in a side-by-side comparison whereby the quantitative results were displayed in numerical form, and the qualitative coded results in quotes. The researcher presented an evaluation of the results through a narrative discussion format to ensure that the mixed methods research questions were answered.

Population and Sample of the Research Study

This section covers the description of the target population, which is the larger population of school management members and grade 1-6 teachers from the government quintile one and non-government primary school(s), and the sampling techniques that were employed to estimate the suitable population sample sizes for the quantitative, and the qualitative parts of this convergent mixed methods study.

Description of the Population

The target population for this convergent mixed methods study comprised of two subsets. The first subset of the target population were school management members such as school principals, vice-principals, and Heads of Department from the quintile one government primary schools (variable 1), and non-government philanthropic primary schools (variable 2) serving the disadvantaged communities in the KZN Province, South Africa. The second subset of the target population were grades 1-6 teachers from the quintile one government primary schools (variable 1), and non-government philanthropic primary schools (variable 2) serving disadvantaged communities in the KZN province in South Africa as indicated in Table 1.

Table 1

The Profiles of the Participants and Data Collection Tools

Participant	Participants category	Data Collection Tools
Education Providers	• Five non-government philanthropic primary school grades 1-6 teachers • Ten quintile one government primary school grades 1-6 teachers • Two non-government philanthropic primary school management members • Ten quintile one government primary school management members	• Quantitative data were collected through a survey questionnaire. • Qualitative data were collected through interviews using interview guide while onsite observations used an observational checklist.
Total Sample Size = 27	Non-government philanthropic primary school = 2 SMTs and 5 grades 1-6 teachers Quintile one government primary schools = 10 SMTs and 10 grades 1-6 teachers	

The study aimed to include a sample population of both male, and female school management members, and grades 1-6 teachers between the ages of 26-58 who work in quintile one government, and non-government philanthropic primary schools serving disadvantaged communities in the KZN province, South Africa. A total of 27 participants were sampled from both school types (See **Table 1**).

Qualitative Sampling Technique

The qualitative sampling technique that was employed in this convergent mixed methods study as recommended by (Creswell, 2015; Creswell & Clark, 2017) was purposive sampling whereby the maximal variation purposeful sampling strategy was employed because individuals (school management members, and grades 1-6 teachers) who are different in age, gender, and role were interviewed thus diversifying the perspectives of the phenomenon being studied until data saturation occurred (Creswell, 2015). The representativeness of the required sample size of a total of 12 school management members (two non-government philanthropic primary school management members, and ten quintile one government primary school management members) and a total of 15 grade 1-6 teachers (five non-government philanthropic primary school grades 1-6 teachers, and ten quintile one government primary school grades 1-6 teachers) for the qualitative side of this convergent mixed methods study has been previously justified by several scholars (Guest et al., 2006; Clarke & Braun, 2013; Creswell, 2015; Fugard & Potts, 2015; Creswell & Clark, 2017) where it is recommended that in order to reach saturation in qualitative research, a minimum population sample size of 12 is required.

The difference in the number of participants for interviews between the two school types is attributed to the size and capacity of each school. Larger schools, such as the quintile one government schools have a more extensive pool of potential interviewees, including administrators, teachers, and staff members, due to their larger student populations and administrative teams. In contrast, the nongovernment philanthropic primary school is a smaller school and the only one of its kind in the province, therefore it has limited personnel, resulting in a smaller number of potential interview participants.

Quantitative Sampling Technique

The sampling technique for the quantitative part of this convergent mixed methods study was the random sampling technique. This technique was chosen because it provides allowances to statistically measure a subset of individuals who can be selected from a large target population like the larger population of school management members, and grade 1-6 teachers from the quintile one government primary schools, and non-government philanthropic primary school (Fitzner & Heckinger, 2010; Tomczak et al., 2014; Creswell, 2015; Creswell & Clark, 2017). The required quantitative sample size for this study’s survey questionnaire was estimated using the power analysis process to approximate the smallest sample size that is suitable to detect the effect of the phenomenon being studied.

The "power analysis process" in quantitative sampling was a fundamental step in the research design process, as it allowed the researcher to determine the statistical power of the study. Statistical power, as described by Creswell in his seminal works on research methodology (Creswell, 2014; Creswell & Creswell, 2017) refers to the ability of a research study to detect a true effect or relationship between variables. The previously discussed qualitative and quantitative population sample sizes were deemed appropriate to respond to the study problem and purpose as they were considered to be large enough to represent the wider target population, therefore, they should provide statistical stability, and validity that is required to address the research questions (Oribhabor & Anyanwu, 2019). Additionally, they have been carefully designed to ensure that they are practical to be executed in the field to ensure time, and cost-effectiveness. Moreover, in a mixed methods study, like this one, the most compelling logic is ability to explain the research phenomenon both widely and deeply which qualitative tools provide to augment the quantitative tools. This triangulation of data sources, methods, instruments and analytical approaches enhanced the validity of the findings.

Participants Recruitment Process

The education providers including grade 1-6 teachers, and school management members from the quintile one government primary schools were identified based on the records provided by the KZN Provincial Department of Education in South Africa. This was after the gatekeeper's letter were sent to the KZN Provincial Department of Education in South Africa and permission to conduct research at the schools was granted. They were approached, and recruited face-to-face, and telephonically (due to COVID-19) based on the schools' records. The grade 1-6 teachers, and school management from the non-government philanthropic primary schools in the KZN province, South Africa were approached, and recruited through the Foundation or NGO via email addresses and telephone numbers retrieved from the schools' or NGOs' websites after the gatekeepers' letter, and other research documents were sent, and permission permitted.

Materials/Instrumentation of Research Tools

As part of adhering to research ethics, the researcher obtained the research participants' consent by requesting them to complete the consent form provided by UNICAF University (see **Appendix**) before completing the survey questionnaire, and interview. Since this is a convergent mixed methods study, and data were collected from the same individuals, each participant's consent form covered both the completion of the qualitative, and quantitative data collection tools.

Qualitative Data Collection – Observation Checklist and Interview Questions

The researcher conducted structured interviews with participants utilizing the interview questions in **Appendix D**. This was designed by the researcher specifically for this study. It reflected the salient items that the researcher was interested in in relation to the study aims, objectives, and research questions. Moreover, the researcher utilized the 'Direct Observations Checklist' (see **Appendix D**) in a non-participatory capacity to gather data through direct observations without disrupting the participants in their work environments. The 'Direct Observations Checklist' was an adaptation of a similar observation checklist that was designed by Dominguez (2021) which the researcher found to be more relevant to the data needs of this study, already quality assured, and easier to follow. Additional comments augmented the researcher's observations, and statements that may or may not have been added to the checklist. The ‘Participants Recruitment Statement’ (see **Appendix D**) was utilized by the researcher to recruit participants for the in-person, telephonic or virtual interviews to gather both qualitative, and quantitative data.

Quantitative Data Collection – Survey Questionnaire

Quantitative data were collected using a survey questionnaire in **Appendix D** which was transferred to an electronic platform (Survey Monkey) to allow participants to complete it online. The questionnaire captured the key data items of interest to the study. The survey questionnaire was an adaptation from questionnaires that were in other doctoral dissertations by (Chasten, 1983; Robert, 1993; Simon, 1999 Robert, 1993; Simon, 1999; Kesoglou, 2016; Hamilton, 2017). The most relevant items were picked from these studies to develop the questionnaire that guided quantitative data collection during this inquiry.

Reliability and Validity of the Questionnaire, Interview Guide, and Observation Checklist

To enhance the reliability and validity of the questionnaire, the researcher adopted principles and practices applied in articles like "Strengthening the Reporting of Observational Studies in Epidemiology (STROBE)" (Vandenbroucke et al., 2007) to guide the development of clear and standardized survey items. To test for internal consistency and reliability, the Cronbach's Alpha Coefficient was used (Cronbach, 1951). This ensured that the questionnaire items measured the intended constructs consistently. For interview questions, the researcher followed best practices outlined in Creswell and Creswell (2017) "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" emphasizing open-ended and probing questions to elicit rich and in-depth responses. The questions set were checked by subject experts to ensure that they were relevant to the study and would enable the research collect and measure the intended variables. To enhance the validity of interviews, techniques like member checking, where participants reviewed and confirmed the accuracy of their responses, were employed (Lincoln & Guba, 1985). In the case of observation checklist used to assess the school environment, the researcher adopted the principles and practices applied in the "Observational Measurement of Behaviour" (Hersen & Barlow, 1976) to ensure that the checklist items were comprehensive and aligned with the research questions, theoretical framework, and objectives and were related to the study data collection and analysis strategy.

Pilot Study

Once the necessary permissions were received from UREC and the Kwa Zulu-Natal Department of Basic Education, the researcher chose a small (6 participants = 4 school management members and 4 grades 1-6 teachers) representative sample from the target population to participate in the pilot study from both school types. The participants in the pilot study were different from those in the larger study. The sample size for the pilot study resembled the demographics of the larger study (Gentles et al., 2015). The researcher administered the questionnaires to the participants and conducted interviews. The researcher paid close attention to challenges, ambiguities, or issues that arose during the data collection (Given, 2008). Once the pilot data collection process was concluded, the researcher analysed the pilot data collected from the questionnaires, interviews, and observation checklist (Miles & Huberman, 1994). The researcher looked for patterns, inconsistencies, and areas where the instruments needed refinement. Following guidance from literature by Artino et al. (2014), based on the findings from the pilot data analysis, the researcher made necessary revisions to the questionnaires, interview protocols, and observation checklist to enhance clarity and relevance of the research tools.

During the pilot study, the researcher experienced difficulty in recruiting participants, which caused delays. This prompted the researcher to refine the recruitment methods. For example, the researcher realised that it was best to go to the schools in-person instead of calling or emailing the potential participants. Participants were difficult to reach via phone or email due to the remoteness of their schools. When the questionnaires were administered and interviews were conducted, some of the participants found certain questionnaire and interview items unclear or confusing, leading to inaccurate responses. Ambiguities in question wording, response options, or instructions were noticed in both the questionnaire and interview items. Also, the number of items were reduced to ensure that the questionnaire and interviews were not too lengthy. There were logistical constraints that occurred when administering the questionnaire online due to the participants’ lack of internet access as a result of being based in marginalized communities. Also, the researcher learned that interviews would be best conducted in-person or over the phone in lieu of platforms such as Zoom due to lack of internet access.

Study Procedures and Ethical Assurances

This section provides the steps the researcher followed during the data collection process and how compliance with research ethical standards was ensured during the study.

Procedures

The study received approval from the UNICAF Research Ethics Committee (UREC) prior to data collection (see **Appendix A**). During the data collection of both the quantitative, and the qualitative data, the researcher ensured that the participants' information was kept confidential, and their identities remained anonymous throughout the study. It is advised that confidentiality should be safeguarded by the researcher from the recruitment phase, collection of data, use, and analysis of data collected, dissemination of the findings, storage, and retention of information, and when disposing of records or devices on which information is stored (Ryerson University Research Ethics Board, 2017). During the recruitment phase, the researcher received the participants' full names, telephone numbers, and email addresses in this study. This information has been, and will be safely stored in the researcher's laptop, where external parties cannot view it on the laptop itself or on other online record-keeping platforms to ensure anonymity and confidentiality. The softcopies are password protected. In cases where physical copies of this information were or will be printed, the researcher will ensure that the printouts are only accessible to the researcher.

During the quantitative data collection process, the data were collected using a survey questionnaire which was created, and distributed to the participants via Survey Monkey. Survey

Monkey maintains confidentiality, and anonymity by ensuring that collected data is transmitted over a secure HTTPS connection, and user logins are protected via TLS. Data at rest is encrypted using industry-standard encryption algorithms, and strength. During the qualitative data collection process where interviews were conducted in-person, confidentiality was maintained by conducting interviews in a private room where others could not overhear information shared by the participants. The researcher did not use the participants' names during the interviews to maintain anonymity in the recordings. Interview recordings were and will be kept safely. When using, analysing, and disseminating the data, the participants' information was kept confidential and anonymous by not mentioning information such as full names, and school names that could get the data traced back to them. The data were and will be stored in locked storage where no one but the researcher can easily access them. Additionally, online stored data were and will be kept safe through passwords and firewalls. Finally, data were and will be safely disposed of, for example, by shredding printouts, and ensuring that it is also deleted on the laptop's 'trash can after the data are deleted on the laptop.'

The study was low risk as it did not involve participants in physically, emotionally, and mentally harmful situations. Since this is a convergent mixed-methods study, the quantitative, and qualitative data were collected simultaneously. The researcher obtained permission to conduct research (see **Appendix**) at the educational institutions in the KwaZulu-Natal (KZN) Province from the KwaZulu-Natal (KZN) Provincial Department of Education, South Africa, before commencing with the data collection process. After receiving research approval from the UNICAF Research Ethics Committee (UREC), the researcher obtained the school list which is in public domain to randomly select the schools where school management members, and grades 1-6 teachers could be recruited from the government quintile one primary schools and from the non-government (NGO) philanthropic primary school. The researcher recruited (***N***=27 participants: two school management members, and five grades 1-6 teachers from the NGO primary school; ten school management members, and ten grades 1-6 teachers from the quintile one government primary schools). Due to the NGO primary school being the only one of its kind in the province, and the country, the researcher could not match the number of participants to that of the quintile one government primary schools. As most schools are located in rural, low-income, underserved areas, it would have been challenging to recruit participants remotely over the phone as reception, and internet access can be an issue in these areas. Therefore, recruitment over the phone was only done in cases where some participants dropped out of the study. In cases where participants could not be recruited remotely or over the phone, the researcher travelled to the schools.

During the recruitment process, the researcher explained all the study details to the participants and obtained their consent by giving them time to read the consent form issued by UNICAF Research Ethics Committee (UREC). After reading the consent form, the researcher checked if the participants had any questions or concerns. When the participants' consented to participate in the study, the researcher made sure that the participants signed the consent form. Where recruitment was done in the schools in-person, the researcher collected the physical copies of the consent forms, and in the case whereby recruitment was done remotely, the participants were requested to email the signed consent forms. The consent forms were and will be safely retained by the researcher, and filed away safely, and shredded after five years from completion of this study.

For the qualitative data collection process, the researcher contacted the participants to schedule suitable times for interviews. Coming to an agreement with the participants on suitable times aligned with some of the conditions in the research permission granted by the KwaZulu-Natal (KZN) Provincial Department of Education, which stipulated that the research process should not interfere with any educational processes. Due to Covid-19, some interviews were conducted remotely via the phone. When the interviews were conducted in person, the researcher visited the school, and requested that a private, and silent room be prepared prior to the interviews by the schools. Covid-19 measures were adhered to during the in-person interviews on school premises. Before starting the interviews, on record, the researcher double-checked that the participants were still willing to participate in the study, and that they were aware that the interviews were being recorded as stated in the consent form they had signed.

The researcher ensured that the participants were comfortable, and had enough time to talk before starting the interviews. During the interviews, the researcher maintained a tone, and an environment that was professional, respectful, and friendly to make sure that participants felt comfortable, and respected throughout the interview process. Additionally, the researcher complemented the audio-recorded interviews with field notes that were produced from the general observations the researcher made while on the school premises. These observation field notes allowed the researcher to maintain and comment upon impressions, environmental contexts, behaviours, and nonverbal cues that could have not been adequately captured through the audio recordings. Furthermore, the field notes provided important context to the interpretation of audio-recorded data, and helped remind the researcher of situational factors that were important during data analysis. These field notes were and will be kept secure just like any other data collected. The documents will be destroyed five years after completion of this study. The researcher distributed the survey questionnaire via Survey Monkey for the quantitative data collection process. The researcher sent emails to the participants to take the survey before or after their respective schedules. The researcher set a deadline for when the participants should complete the survey. The survey remained open until all responses were received according to the data collection deadline.

Ethical Assurances

As previously stated in the section above, as part of the researcher's role to maintain integrity, the researcher obtained all the necessary approvals to conduct the study. This included acquiring permission from the university to undertake this study and seeking consent from both the institutions where the study was to be conducted and the individuals that were intended to participate. Measures also to ensure that the research process did not harm the participants were undertaken. Furthermore, for the quantitative part of this convergent mixed-methods study, the researcher was responsible for remaining objective by maintaining the validity, reliability, and generalizability of the study (Capella University, 2022). For the qualitative part of this study, the researcher assumed an etic role. Meaning the researcher acted as an outsider, and observer who aimed to remain objective during the study (Simon, 2011). One of the roles of a qualitative researcher was to reduce bias to maintain the reliability, and validity of the data collected (Merriam & Grenier, 2019). Therefore, the researcher was responsible for reducing the bias of both the participants, and the researcher, as demonstrated in Table ***2***2 below (Capella University, 2022). Additionally, the researcher ensured that the surveys were administered in the absence of the researcher and the researcher minimised researcher bias as illustrated in Table 2 below.

Table 2

The Role of the Researcher Reducing Bias in a Qualitative Study

Reducing Participants' Bias	**Acquiescence bias:** occurs when the participants tend to agree with everything the researcher says to come across as being friendly rather than giving their honest opinion on the phenomenon being studied. The researcher encouraged the participants to answer all questions honestly without holding back (Wetzel et al., 2016) to reduce this bias.
	Social desirability bias: There was a chance that some participants could provide answers that they thought would result in being liked or accepted. The researcher mitigated this by informing participants that it was acceptable to answer in a way that was not socially desirable or by asking indirect questions to remove the participant from being directly connected to the question. That way, they would feel like they were talking about someone else (Bergen & Labonté, 2020).
	Habituation bias: This occurs when participants start feeling tired during the interview. Due to fatigue, they may answer questions on autopilot instead of thinking them through. The researcher reduced this bias by conversationally keeping the interview to keep participants engaged throughout (Lonsdorf, 2014).
Reducing Participants' Bias	**Sponsor or Funding bias:** This could have emerged when the study participants realized that the researcher had been permitted to conduct the research by the KwaZulu-Natal (KZN) Provincial Department of Education (see **Appendix**). Even though the study was not being sponsored or funded by the KwaZulu-Natal (KZN) Provincial Department of Education, the participants could have held back due to not wanting to offend the KwaZulu-Natal (KZN) Provincial Department of Education. The researcher reduced this bias by explaining that the study was not funded by the KwaZulu-Natal (KZN) Provincial Department of Education. Furthermore, whatever information the participants provided during the study would not be traced back to them as their identity will remain anonymous, and all other information will be kept confidential (Lexchan, 2012).
Reducing the Researcher's Bias	**Confirmation bias:** This bias stems from the assumptions of the study, whereby the researcher collects the data to use it to confirm the assumptions, therefore, ignoring any data that might disconfirm any data that opposes the assumptions (Mercier, 2017). During this study, the researcher reduced confirmation bias by continuously ensuring that the researcher's preconceived notions about the anticipated outcomes of the study would be statistically tested. The researcher remained open to being wrong both personally and professionally.
	Culture bias: occurs when the research process is done through the lens of the researcher's perceptions of a particular culture. This could be the researcher's culture or the participants' (Sindik, 2012). In this study, the researcher minimized culture bias by being constantly aware of assumptions based on the researcher's relativeness to the participants' culture.
	Question-order bias: This bias occurs when the participants' answers to one question may influence the answers to the subsequent questions (Thau et al., 2021). The researcher minimized question-order bias by carefully grouping questions in the survey and interviews.
	Leading questions and wording bias: This occurs when a researcher puts words in the mouth of the participants or summarizes what the participants said to confirm the assumptions (Allen, 2017). In this study, the researcher minimized this bias by avoiding elaborating on the participants' responses during the interviews and taking the participants' answers as they are.
	The halo effect: This bias occurs when the researcher sees a participant or a phenomenon in a positive light based on the researcher's personal and professional background, thus clouding sound execution and judgment during the research process (Sordi & Meireless, 2019). The researcher minimized this bias by executing the research process as objectively as possible in this study.

Data Collection and Analysis

The study used a small population sample size of this study (*n*=27) participants. These included two school management members and five grades 1-6 teachers from the NGO primary school, ten school management members, and ten grades 1-6 teachers from the quintile one government primary schools). The quantitative data for this study that were collected through the survey questionnaire. The data were analysed using *nonparametric* data analysis techniques that were deemed appropriate for the analysis of the continuous, ordinal, and nominal items in the questionnaire. The PSPP software was utilized for the analysis. Before data were entered from the questionnaire into PSPP, the researcher prepared a codebook in a Microsoft Excel document. The codebook was created by defining, and labelling each variable, and assigning numbers to each possible response as required.

Preliminary Quantitative Data Analysis Techniques

Descriptive Statistics – Frequencies and Percentages. Once the Codebook was prepared and checked for any errors, the researcher began the preliminary data analysis by looking at the descriptive statistics, which describe the characteristics of the population sampled in the study. Since the study has more nominal or categorical variables, the descriptive statistics technique that was used to analyse these variables was ‘Frequencies.' According to Pallant (2020), Frequencies provide information on how many participants gave each response such as how many NGO grade 1-6 teachers vs. grade 1-6 teachers from the quintile one government primary school responded to each item. As far as conducting a preliminary analysis of the few continuous variables like age present in this study's survey questionnaire, descriptive statistics were used. Once the preliminary data was analysed, the results were presented in cross tabulation format. After that, having closely examined the items and the variables in the survey questionnaire of this study, the following quantitative data analysis techniques were deemed appropriate for this study.

Qualitative Proposed Data Analysis Techniques

After transcribing the field interviews, and cleaning the data, a codebook or code list with a compilation of the codes, their content descriptions, and a brief data example for reference was produced. Saldaña (2016) advises that the codebook should be visited periodically during the coding process as it will provide the researcher with an opportunity to organize, and reorganize the codes into major categories, and subcategories. Finally, the data corpus from the interviews was uploaded onto TAGUETTE for electronic coding. For deeper analysis, Saldaña (2016) recommends that the coding process be conducted using codes under the 'First cycle coding methods', and 'Second cycle coding methods. The data coding process was done using a hybrid coding method called ‘Eclectic Coding,' which enables the researcher to employ multiple 'First cycle coding methods simultaneously' and ‘Second cycle coding methods’ deemed suitable for the study (Saldaña, 2016). The end goal of the coding process is to apply the ‘Thematic Analysis Approach.'

Eclectic Coding: Coding was done by selecting techniques from the following first, and second cycle methods. The first coding cycles methods that were employed were (a) Grammatical Methods, (b) Elemental Methods, and (c) Exploratory Methods. Grammatical coding methods do not refer to the grammar or language in the transcripts but the grammatical principles of the technique. Elemental coding methods help the researcher build a solid coding foundation as the techniques serve as filters through which the data corpus can be reviewed. Finally, the Exploratory coding methods helped the researcher conduct tentative codes before refined codes are developed (Saldaña, 2016). The second cycle method that were simultaneously employed with the previously mentioned first cycle coding methods was 'Pattern Coding,' used to develop codes into categories, and themes, or concepts.

Grammatical Methods: The first technique deemed suitable for this study under the grammatical coding methods was the ‘Attribute Coding’ technique. It allowed the researcher to code the participants’ socio-demographic items such as gender, ethnicity, occupation, and education level. According to Saldaña (2016), attribute coding is appropriate for mixed methods studies. It allowed the researcher to quantify or transform the socio-demographic data into nominal or categorical variables such as gender could be quantified as MALE=1, FEMALE=2) collected during the qualitative data collection phase. The second technique under the Grammatical Coding method is 'Magnitude Coding. Like attribute coding, it was another option that allowed the researcher to quantify qualitative data. Saldaña (2016) refers to the data analysis process of quantifying qualitative data as paradigmatic corroboration. This meant that by quantifying some of the qualitative data, the researcher could see if it corroborated the analysis from the quantitative data.

Elemental Methods: Structural Coding and In Vivo Coding were coding techniques applied in this study under Elemental coding methods. Structural coding enabled the researcher to determine the frequencies based on the number of participants who mentioned a particular theme. Vivo coding was appropriate as it allowed the researcher to code using the participants' words verbatim, thus deepening the line of inquiry.

Exploratory Methods: under this method, Holistic Coding was one of the coding techniques applied in this study. It allowed the researcher to do preliminary coding by chunking the text in the interview excerpts into broader topics (Saldaña, 2016). Meanwhile Pattern

Coding was used to summarize segments of the data. It helped to reduce the number of codes into fewer categories, resulting in emerging themes.

Proposed Data Triangulation Technique

Once both the quantitative and qualitative data have been analysed using the above data analysis techniques, Creswell and Clark (2017) provide guidance on data analysis integration procedures for mixed methods studies. Qualitative data were collected and analysed. Then qualitative data were also collected and analysed. Thereafter, the findings were compared with each other. After the comparison, the areas of convergence between quantitative and qualitative findings were discussed. Based on this guidance, for this convergent mixed-methods study, the quantitative, and qualitative data were integrated in the study's results section using a side-by-side comparison of the quantitative, and qualitative results. This section highlighted how the results are similar (converge), and differ (diverge) in answering the research questions.

Summary

This chapter highlights the research methods that were used to address the following research questions, and hypotheses:

Research Questions

Q1. What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa compared to quintile one government primary schools?

Q2. What is the difference between the education conditions of the government quintile one and non-government philanthropic primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

This was a convergent mixed methods study whereby the researcher collected both the qualitative, and quantitative data simultaneously following guidance provided in the literature by numerous scholars (Creswell & Clark, 2017; Creswell & Creswell, 2018; Yin, 2018). Data were collected from a total of 27 participants (see **Table**) who are the school management members, and grades 1-6 teachers from one non-government philanthropic primary school and randomly selected quintile one government primary schools serving rural, low-income, underserved, and marginalized communities in the KwaZulu-Natal province, South Africa.

The participants ranged between the ages of 23-55. For the qualitative data collection process, the researcher utilized structured interview questions, and an observation checklist that augmented the responses provided by participants during the interviews. In addition, the researcher disseminated a survey questionnaire consisting of multiple-choice questions for the quantitative data collection process. Both data collection instruments were administered to the same participants as advised by (Creswell & Clark, 2017; Creswell & Creswell, 2018) due to the small size of participants available at the non-government philanthropic primary school. Samples of data collection tools are appended to this thesis in **Appendix D.** The qualitative sampling technique that was applied was the purposive sampling strategy as it allowed the researcher to select participants that are deemed suitable to provide in-depth insights during the interviews (Clarke & Braun, 2013; Creswell, 2015; Creswell & Clark, 2017; Fugard & Potts, 2015; Guest et al., 2006). The quantitative sampling technique that was applied was the random sampling technique as it allowed the researcher to randomly select participants from the two school systems being studied Creswell, 2015; Creswell & Clark, 2017; Fitzner & Heckinger, 2010; Tomczak et al., 2014).

The researcher started the data collection process after receiving approval to conduct research from the Unicaf Research Ethics Committee (UREC), the KwaZulu-Natal Provincial Department of Education. In addition, the gatekeepers at the non-government philanthropic primary school, and government quintile one primary schools provided permission to enter the premises for data collection. After all permissions were obtained, the researcher started recruiting the participants telephonically, and in some cases by visiting the schools in-person. Participants were presented with the informed consent form provided by UREC. Once the participants had consented to participate in the study, the researcher scheduled interviews with them. Some interviews were conducted telephonically due to COVID-19 regulations, and some in-person following COVID-19 protocols. Throughout the data collection process, the researcher maintained stringent measures to ensure that the participants' identities were kept anonymous; and any information obtained during the research process was, and will be kept confidential (Capella University, 2022; Merriam & Grenier, 2019).

During the qualitative research process, the researcher remained aware of the strategies that must be practiced to minimize both participants', and researcher's bias (Lexchan, 2012; Sindik, 2012; Lonsdorf, 2014; Wetzel et al., 2016; Allen, 2017; Mercier, 2017; Sordi & Meireless, 2019; Bergen & Labonté, 2020; Thau et al., 2021). Once the data had been collected, the researcher started the qualitative, and quantitative data analysis process. The non-parametric data analysis techniques such as descriptive statistics, chi-square, and the Mann-Whitney U test were used to analyse the quantitative data that were collected using the survey questionnaire. The researcher used PSPP to analyse the quantitative data. Before uploading the quantitative data from the survey questionnaire, the researcher created a codebook whereby complete, and self-explanatory information was recorded for each variable in a data file (Pallant, 2020, Salkind & Frey, 2021). The qualitative data were transcribed, cleaned, and coded. A codebook was kept with all the emerging codes, categories, and themes. The researcher coded, and analysed the qualitative data utilizing the first, and second cycle coding methods (Saldaña, 2016). The researcher applied the eclectic coding methods which allowed for the incorporation of multiple coding methods from the first coding, which are (a) Grammatical Methods, (b) Elemental Methods, (c) Exploratory Methods; and the second cycle method. These were simultaneously employed with the previously mentioned first cycle coding method. Pattern Coding was used to develop codes into categories, themes, or concepts.

The findings were summarised in tables each highlighting the key issues found, how they converged and diverged and their implications in the study. The findings were then integrated to form a logically flowing thesis. These design aspects are evidenced in the findings provided in the next chapter.

CHAPTER 4: FINDINGS

Introduction

This section covers the elements of trustworthiness of the convergent mixed methods data such as the dependability, credibility, conformability, and transferability of both the quantitative, and qualitative data in this study. Thereafter, validity and reliability of both data sets will be discussed. Finally, the research results of both data sets will be presented in three phases. In phase one, the quantitative data are presented. In phase two, the qualitative data are presented. Triangulation or integration of both data sets will occur in section 4.4 ‘Evaluation of Findings and Reconnection with Literature.

Trustworthiness of Data

The Dependability of the Data: According to Moon et al. (2016), as part of establishing dependability of the data, the researcher can clearly document the research procedures, methodology employed, research design, and implementation, and not limited to the data collection process followed. Therefore, the measures of dependability were discussed in Chapter 3 – Methodology of this study. This allows other researchers to follow, audit, and critique the research process of this study.

The Credibility of the Data: Since credibility of the data can be established through triangulation, and member checking (Moon et al., 2016), due to this study being a convergent mixed methods study, it allowed room for triangulation of the quantitative, and qualitative data sources, collection methods and instruments, and processing. The data in this study have been presented in three phases. Phase one that is where the quantitative results are presented. In phase two, the qualitative data are presented. In phase three, triangulation or integration of data is done under the ‘Evaluation of the Findings’ section where the findings are evaluated in such a way that either the results are confirming or disconfirming the findings of the other. In phase 3, the researcher implements the ‘joint table’ comparison of the data in the discussion as recommended by Creswell and Creswell (2016). Secondly, member checking was established right after the researcher had transcribed the qualitative data which was collected through interviews. The finalised transcripts were emailed to each participant to crosscheck for the accuracy of the content.

The Conformability of the Data: The decision to use the convergent mixed methods design was based on the pragmatic research paradigm which allows the researcher to determine which research instruments will work best to solve the research problem (Kivunja & Kuyini, 2017). Thus, allowing the researcher to take both the Objectivist and Subjectivist ontological positions when collecting the data, analysing them, and interpreting the results of this study. This ensured that the results are not only based on the experiences, and preferences of the researcher, but on those of the participants (Ansari et al., 2016). Therefore, this study adopted acknowledging both positivists and phenomenological approaches when collecting the data, analysing the data, and interpreting them.

The Transferability of the Data: The findings of this study could have practical implications in developing nations that are looking to find sustainable solutions on how to achieve equitable, and quality education by 2030. The study provides suggestions on how to bridge the urban-rural education gap that is key to achieving equity in education. This may include making high quality schools accessible to low income, underserved, rural, and marginalized populations. The findings will also be relevant to state decision makers are contemplating partnering with non-government (NGOs) institutions to solve educational issues that are plaguing low income, underserved, rural and marginalized populations in their countries. Finally, the findings will be relevant to non-government (NGOs) institutions or individuals who are looking to establish non-government (NGOs) institutions that will work with governments to provide equitable and high-quality education.

Reliability, and validity of data: Implementing the convergent mixed methods study was a decision made to safeguard the reliability, and validity of the data which were collected using different tools to gain a better understanding of the phenomenon being studied. Additionally, the researcher took into consideration the effects of the sample size in a convergent mixed methods study. According to Creswell and Creswell (2016), providing unequal sample sizes may blur the picture of either the results of the qualitative or quantitative part of the study. Therefore, to address this issue, both the qualitative, and quantitative data were collected from the same participants.

However, it is essential when collecting both data sets from the same participants to safeguard the priming effect. According to Parking and Lavrakas (2008, p. 612) "priming is a psychological process in which exposure to a stimulus activates a concept in memory that is then given increased weight in subsequent judgment tasks." What this means for this convergent mixed methods study is that the researcher had to ensure that ample time was left between conducting the interviews, and disseminating the survey questionnaire, and vice versa. This was to ensure that the participants did not consciously or subconsciously recall the content of either one of these data collection tools. See Appendix E for the response time difference between when the interviews were conducted, and the survey questionnaires were disseminated. To track the response time difference was challenging for the participants who submitted their survey responses electronically as the participants were anonymous on the surveys versus those who took the paper-based ones or telephonically. The interviews were easier to track as the researcher was able to pinpoint the exact dates of when the interview with each participant was conducted. The researcher used a rough estimation of when the survey was sent out to when the responses were received, and compared it to when the interviews were conducted **(See** Appendix F **&** Appendix H**).**

Furthermore, data were obtained from both the school management members, and grades 1-6 teachers at both the non-government philanthropic primary school, and the quintile one government primary schools. Literature shows that to further augment the validity, and reliability of data, obtaining data from different sources is another effective manner this can be achieved (Zohrabi, 2013). Finally, when designing the instruments, the survey questionnaires consisted of both closed-ended, and open-ended questions, and the interviews consisted of open-ended questions. Therefore, the different ways of gathering the data allowed the instruments to supplement each other thus enhancing the chances of data validity, and reliability (Krawczyk, 2019).

Results

This section presents, analyses, and interprets the results in three phases where Phase One presents the quantitative results, Phase Two qualitative, and Phase Three triangulation of results as indicated in the next subsections.

Phase One: Quantitative Interpretation of Data – Analysis of Survey Questionnaires

A total of 27 questionnaires were distributed to two subsets of the sample population (*N* = 2 school management members, and *N* = 5 Grade 1-6 teachers at the non-government philanthropic primary school; *N* = 10 school management members, and *N* = 10 Grade 1-6 teachers at the quintile one government primary schools) serving low income, rural, underserved, and marginalized communities in the KwaZulu-Natal Province in South Africa. All 27 survey questionnaires were return, and analysed using PSPP which is an alternative to IBM SPSS. The response rate was 100%. Data gathered through the survey questionnaires was mostly subjected to frequency counts as most of the variables are nominal or categorical. In other words, the participants' responses for each individual question were added together to find the highest frequency of occurrence (i.e., the number of times that a particular response occurs). These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is presented in tabular form. The researcher uses tables containing a variable and, in some cases, combines two or more variables in a single table (cross tabulation). This section will present, analyse, and interpret the results for the quantitative findings of the demographic characteristics of the participants of this study. During presentation of the findings in tables 3 and 4, the percentage, and number of counts in each cell is the total number of concurrences for the intersection of the categories of the variables studied.

Table 3 presents the demographic characteristics of participants (School Management Members at Both School Types) while Table 4 the demographic characteristics of participants (Grades 1-6 Teachers at Both School Types). School Management Member Role at the Non-Government Philanthropic Primary School: As noted in Table 3, as part of the school management team, 1 (50%) of the participants serves as a principal, and the other participant 1 (50%) serves as Head of Department (HoD). The total number 2 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

Table 3

Demographic Characteristics of Participants (School Management Members at Both School Types)

Variable	**Non-government philanthropic primary school management members (n = 2)**		**Quintile one government primary school management members (n = 10)**	
School Management Member Role	**Percentage**	**Count**	**Percentage**	**Count**
Principal Head of Department	50%	1	50%	5
Head (HoD)	50%	1	50%	5
Other School Management Member Role:				
Classroom Manager or Subject	0%	0	50%	5
Teacher				
Principal				
Head of Department Head (HoD)	50%	1	50%	5
Gender				
Male Principal	0%	0	20%	2
Female Principal	50%	1	30%	3
Male Head of Department Head (HoD)	0%	0	10%	1
Female Head of Department Head (HoD)	50%	1	40%	4
Ethnicity: Black or other African descent				
Principal	50%	1	50%	5
Head of Department Head (HoD)	50%	1	50%	5
Highest Level of Education				
Principal				
Undergraduate degree / Bachelor's Degree	50%	1	30%	3
College Diploma	0%	0	10%	1
Other Postgraduate teaching degree (e.g., B.Ed Honours)	0%	0	10%	1
Head of Department Head (HoD)				
Undergraduate degree / Bachelor's Degree	50%	1	20%	2
College Diploma	0%	0	20%	2
Other Postgraduate teaching degree (e.g., B.Ed Honours)	0%	0	10%	1
Variable	**Non-government Philanthropic primary school management members (n = 2)**		**Quintile one government primary school management members (n = 10)**	
Employment Type: Full-time	**Percentage**	**Count**	**Percentage**	**Count**

Variable	**Non-government philanthropic primary school management members (n = 2)**		**Quintile one government primary school management members (n = 10)**	
	Percentage	**Count**	**Percentage**	**Count**
Principal	50%	1	50%	5
Head of Department Head (HoD)	50%	1	50%	5
Other School Management Member Role: Classroom Manager or Subject Teacher				
Principal	0%	0	50%	5
Head of Department Head (HoD)	50%	1	50%	5
Age				
Principal				
36	0%	0	0%	0
45	0%	0	0%	0
47	0%	0	10%	1
49	0%	0	10%	1
50	0%	0	10%	1
52	0%	0	0%	0
53	0%	0	10%	1
55	50%	1	0%	0
56	0%	0	0%	0
57	0%	0	10%	1
Head of Department Head (HoD)				
36				
45	0%	0	10%	1
47	0%	0	10%	1
49	0%	0	0%	0
50	0%	0	0%	0
52	0%	0	0%	0
53	0%	0	0%	0
55	0%	0	10%	1
56	50%	1	0%	0
57	0%	0	10%	1
	0%	0	10%	1

Time Spent (Longevity) at the Current School in Years				
	0%	0	0%	0
Principal	0%	0	0%	0
1	0%	0	0%	0
10	0%	0	10%	1
11	0%	0	10%	1
13	0%	0	10%	1
16	0%	0	0%	0
25	0%	0	20%	2
26	50%	1	0%	0
27				
30				
Head of Department Head	0%	0	20%	2
(HoD)	0%	0	10%	1
1	0%	0	10%	1
10	0%	0	0%	0
11	0%	0	0%	0
13	0%	0	0%	0
16	0%	0	10%	1
25	0%	0	0%	0
26	50%	1	0%	0
27				
30				

School Management Member Role at the Quintile One Government Primary Schools: Table 3 depicts an equal sample size of participants of which 5 (50%) being principals, and 5 (50%) being Heads of Department who serve as part of the school management team at the quintile one government primary schools were obtained. The total number 10 (100%) indicates the total sample size of the participants who in the school management team at the Quintile One Government Primary Schools.

Other School Management Member Role at the Non-Government Philanthropic Primary School: According to Table 3, it is revealed that 1 (50%) of the participants who serves as principal does not have another role at the school, and the other participant 1 (50%) serves as a Head of Department (HoD) as well as a classroom manager or subject teacher. The total number 2 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

Other School Management Member Role: School Management Member Role at the Quintile One Government Primary Schools. Table 3 reveals that 5 (50%) of the participants who serves as principal also serve as classroom managers or subject teachers at the school, and the Heads of Department (HoD) 5 (50%) also serve as a classroom managers or subject teachers. The total number 10 (100%) indicates the total sample size of the participants who serve in the school management team at the quintile one government primary schools.

SMT Gender at the Non-Government Philanthropic Primary School: As Table 3 depicts, both participants 2 (50%) who serve in the school management team are females. The total number 2 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

SMT Gender at the Quintile One Government Primary Schools: Revelations from Table 3 show that the highest number of the sampled principals, 3 (60%) are female, and the lowest number of principals 2 (40%) are male. On the other hand, the data also reveals that the highest number of sampled Heads of Department 4 (80%) are female, and the lowest number of Heads of Department 1 (20%) are male. The total number shows that more females in school management roles overall were sampled 7 (70%), and males 3 (30%) in this role were the least sampled from the quintile one government primary schools.

SMT Ethnicity at the Non-Government Philanthropic Primary School: Table 3 indicates that both participants 2 (50%) who serve in the school management team are female. The total number 2 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

SMT Ethnicity at the Quintile One Government Primary Schools: As revealed in Table 3, all the sampled school principals 5 (50%) as well as all the Heads of Department 5 (50%)

who serve in the school management team identify as being Black or other African descent. The total number 10 (100%) indicates the total sample size of the participants who serve in the school management team at the quintile one government primary schools.

SMTs Highest Level of Education at the Non-Government Philanthropic Primary School: Table 3 reveals that the principal 1 (50%) as well as the Heads of Department (HOD) 1 (50%) who serve in the school management team hold an Undergraduate degree/Bachelor's degree. The total number 2 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

SMTs Highest Level of Education at the Quintile One Government Primary Schools: The findings in Table 3 show that the highest number of the sampled principals 3 (60%) hold an Undergraduate degree/Bachelor's degree. Whereas 1 (20%) holds a college diploma, and 1 (20%) holds another postgraduate teaching degree (B.Ed. Honours). Some of the Heads of Department 2 (40%) hold an Undergraduate degree/Bachelor's degree, and an equal number of the Heads of Department 2 (40%) hold a college diploma. The lowest number of the sampled Heads of Department 1 (20%) hold another postgraduate teaching degree (B.Ed. Honours). The total number 10 (100%) indicates the total sample size of the participants who serve in the school management team at the quintile one government primary schools.

SMTs Employment Type at the Non-Government Philanthropic Primary School: Results in Table 3 show that the principal 1 (50%) as well as the Heads of Department Head (HOD) 1 (50%) who serve in the school management team are employed full-time or permanently at the school. The total number 2 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

SMTs Employment Type at the Quintile One Government Primary Schools: Table 3 shows that the principals 5 (50%) as well as the Heads of Department 5 (50%) who serve in the school management team are employed full-time or permanently at the schools. The total number 10 (100%) indicates the total sample size of the participants who serve in the school management team at the quintile one government primary schools.

SMTs Age at the Non-Government Philanthropic Primary School: As noted in Table 3, both the principal 1 (50%) as well as the Head of Department Head (HOD) 1 (50%) who serve in the school management team were 55 years old in 2021 when the data was collected. The total number 2 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

SMTs Age at the Quintile One Government Primary Schools: From Table 3, results reveal that both the oldest principal 1 (20%) was 57 years old in 2021 when the data were collected, and the youngest principal 1 (20%) was 47 years old. The oldest Head of Department 1 (20%) was 57 years old in 2021 when the data was collected, and the youngest 1 (20%) was 36 years old. The total number 10 (100%) indicates the total sample size of the participants was from the Quintile One Government Primary Schools.

School Management Members - Time Spent (Longevity) at the Current School - Non-Government Philanthropic Primary School: As can be noted from Table 3, both the principal 1 (50%) as well as the Head of Department Head (HOD) 1 (50%) have been working at this school for 30 years by 2021. The total number 2 (100%) indicates the total sample size of the participants worked at the non-government philanthropic primary school.

School Management Members - Time Spent (Longevity) at the Current School - Quintile One Government Primary Schools: Table 3 indicates that two of the principals 2 (40%) have spent 27 years at the current schools in 2021 when the data was collected. The least time spent by a principal at one of the schools was 13 years in 2021 when the data was collected. The longest time spent by one of the Departmental Heads or Heads of Department 1 (20%) at the current schools was 26 years in 2021, and the least time spent by two of the Heads of Department 2 (40%) at the current schools was 1 year. The total number 10 (100%) indicates the total sample size of the participants who serve in the school management team at the quintile one government primary schools.

Teacher Role at the Non-Government Philanthropic Primary School: The findings in Table 4 show that two of the teachers are multi-grading 2 (40%), the other two 2 (40%) are teaching grade 6 only, and the lowest number is one teacher teaching grade 2 only 1 (20%). The total number 5 (100%) indicates the total sample size of the participants who are teaching grades 1-6 at the non-government philanthropic primary school.

Table 4

Demographic Characteristics of Participants (All Grades 1-6 Teachers)

Variable	**Non-government philanthropic primary school grades 1-6 teachers (n = 5)**		**Quintile one government primary school grades 1-6 teachers (n = 10)**	
Teacher Role	**Percentage**	**Count**	**Percentage**	**Count**
No = multi-grading teachers	40%	2	80%	8
Grade 1 Teacher	20%	1	10%	1
Grade 2 Teacher	40%	2	0%	0
Grade 3 Teacher	0%	0	10%	1
Other Teacher Role: Classroom Manager or Subject Teacher				
No = multi-grading teachers	60%	3	0%	0
Other multi-grading 5and 6	20%	1	0%	0
Other multi-grading 1 and 3	20%	1	0%	0
Other multi-grading 5, 6 and 7	0%	0	10%	1
Other multi-grading 4, 6 and 7	0%	0	10%	1
Other multi-grading 2and 3	0%	0	10%	1
Other multi-grading 4, 5 and 6	0%	0	10%	1
Other multi-grading 4 and 5	0%	0	20%	2
Other multi-grading 4and 7	0%	0	20%	2
Grade 1 Teacher	0%	0	10%	1
Grade 3 Teacher	0%	0	10%	1
Gender				
Male	0%	0	0%	0
Female	100%	5	100%	10
Ethnicity: Black/ other African descent	100%	5	100%	10

Variable	**Non-government philanthropic primary school grades 1-6 teachers (n = 5)**		**Quintile one government primary school grades 1-6 teachers (n = 10)**	
Highest Level of Education	**Percentage**	**Count**	**Percentage**	**Count**
Undergraduate degree/Bachelor's Degree	100%	5	30%	3
College Diploma	0%	0	20%	2
Other Postgraduate teaching degree (e.g., B.Ed. Honours)	0%	0	50%	5
Employment Type: Full-time	100%	5	100%	10
Other School Management Member Role: Classroom Manager/Subject Teacher	0%		50%	
Principal/HoD	50%		50%	
Age				
26	20%	1	0%	0
35	20%	1	10%	1
36	0%	0	10%	1
39	20%	1	10%	1
40	0%	0	10%	1
47	20%	1	10%	1
48	0%	0	10%	1

54	0%	0	10%	1
56	0%	0	20%	2
57	0%	0	0%	0
58	20%	1	10%	1

Variable	**Non-government philanthropic primary school management members (n = 2)**		**Quintile one government primary school management members (n = 10)**	
Time Spent (Longevity) at the Current School in Years	**Percentage**	**Count**	**Percentage**	**Count**
1	20%	1	0%	0
2	0%	0	10%	1
3	20%	1	10%	1
4	0%	0	10%	1
5	20%	1	20%	2
6	20%	1	20%	2
7	0%	0	10%	1
10	0%	0	10%	1
11	0%	0	10%	1
28	20%	1	0%	0

Teacher Role at the Quintile One Government Primary Schools: it is revealed in Table 4 that eight of the teachers are multi-grading 8 (80%), one of the teachers 1 (10%) is teaching grade 1 only, and one 1 (10%) is teaching grade 3 only. The total number 10 (100%) indicates the total sample size of the participants who are teaching grades 1-6 at the quintile one government primary schools.

Other Teacher Role at the Non-Government Philanthropic Primary School: The findings as indicated in Table 4.2 illustrate that three of the teachers are not multi-grading 3 (60%), one of the teachers is multi-grading grades 5 and 6 1 (20%), and one teacher 1 (20%) is multi-grading grades 1 and 3. The total number 5 (100%) indicates the total sample size of the participants who are teaching grades 1-6 at the non-government philanthropic primary school.

Other Teacher Role at the Quintile One Government Primary Schools: According to findings in Table 4.2, the highest number 8 (80%) of the teachers are multi-grading. Two of the teachers are not multi-grading 2 (20%). The total number 10 (100%) indicates the total sample size of the participants who are teaching grades 1-6 at the quintile one government primary schools.

Teacher Gender at the Non-Government Philanthropic Primary School: As indicated in Table 4, all the sampled participants who are grades 1-6 teachers are females. The total number 5 (100%) indicates the total sample size of the participants who are grades 1-6 teachers at the non-government philanthropic primary school.

Teacher Gender at the Quintile One Government Primary Schools: As may be noted in Table 4, all the sampled participants who are grades 1-6 teachers are females. The total number 10 (100%) indicates the total sample size of the participants who are grades 1-6 teachers at the quintile one government primary schools.

Teacher Ethnicity at the Non-Government Philanthropic Primary School: Regarding teacher role, and ethnicity, Table 4 reveals that all the sampled participants who are grades 1-6 teachers identify as being black or other African descent. The total number 5 (100%) indicates the total sample size of the participants who are grades 1-6 teachers at the non-government philanthropic primary school.

Teacher Ethnicity at the Quintile One Government Primary Schools: As may be noted in Table 4, all the sampled participants who are grades 1-6 teachers identify as being black or other African descent. The total number 10 (100%) indicates the total sample size of the participants who are grades 1-6 teachers at the quintile one government primary schools.

Teacher Highest Level of Education at the Non-Government Philanthropic Primary School: Table 4 findings show that all the sampled participants who are grades 1-6 teachers hold an Undergraduate degree / Bachelor’s degree. The total number 5 (100%) indicates the total sample size of the participants who are grades 1-6 teachers at the non-government philanthropic primary school.

Teacher Highest Level of Education at the Quintile One Government Primary Schools: Regarding this construct, results in Table 4 indicate that highest number 4 (50%) of grades 1-6 teachers hold another postgraduate diploma or Bed. Honours and these teachers are multi-grading. Two of the multi-grading teachers 2 (25%) hold an Undergraduate degree / Bachelor's degree. The final two of the multi-grading teachers 2 (25%) hold a college diploma. The teacher 1 (100%) who teaches grade 1 holds another postgraduate diploma or B.Ed. Honours. The teacher 1 (100%) who teaches grade 3 an Undergraduate degree / Bachelor's degree. The total number bottom row indicates that overall, 50% of the sampled grades 1-6 teachers hold another postgraduate diploma or B.Ed. Honours. 30% hold an Undergraduate degree / Bachelor's degree. The lowest percentage of the teachers (20%) hold a college diploma. 5 (100%) indicates the total sample size of the participants who are grades 1-6 teachers at the quintile one government primary schools.

Teacher Employment Type at the Non-Government Philanthropic Primary School: The results as depicted in Table 4 show that all the sampled participants who are grades 1-6 teachers are employed full-time or permanently at the school. The total number 5 (100%) indicates the total sample size of the participants who are grades 1-6 teachers at the non-government philanthropic primary school.

Teacher Employment Type at the Quintile One Government Primary Schools: Regarding teacher employment type in this category, results in Table 4 depict that all the sampled participants who are grades 1-6 teachers are employed full-time or permanently at the school. The total number 10 (100%) indicates the total sample size of the participants who are grades 1-6 teachers at the quintile one government primary schools.

Teacher Age at the Non-Government Philanthropic Primary School: In respect of this construct, Table 4 shows that the oldest teacher 1 (50%) was 58 while the youngest was 26 years old. The total number 5 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

Teacher Age at the Quintile One Government Primary Schools: The findings on teacher role, and the teachers' age in Table 4 show that the oldest teachers 1 (12.5%) was 58 while the youngest was 35 years. The total number 10 (100%) indicates the total sample size of the participants who serve in the school management team at the quintile one government primary schools.

Teacher Time Spent (Longevity) at the Current School in Years - Non-Government Philanthropic Primary School: The results on this construct as indicated in Table 4 show that one teacher 1 (50%) has been working at the school for 28 years in 2021 when the data was collected. There is one teacher 1 (50%) with the shortest time spent at the school of a year in 2021 when the data was collected. The total number 5 (100%) indicates the total sample size of the participants who serve in the school management team at the non-government philanthropic primary school.

Teacher Time Spent (Longevity) at the Current School in Years - Quintile One Government Primary Schools: Regarding teacher role, and time spent (longevity) at the current school, Table 4 shows that the longest time spent by a teacher was 28 years 1 (10%), meanwhile the shortest time was two years 1 (10%). The total number 10 (100%) indicates the total sample size of the participants who serve in the school management team at the quintile one government primary schools.

Impact of the non-government philanthropic primary school in bridging the gap in rural, low income, underserved, and marginalised communities

This section presents, analyses, and interprets the results of the quantitative findings for the first research objective of this study: To analyse the nature, and impact of the education solutions provided by the non-government philanthropic primary schools in how they attempt to provide equitable and high-quality primary school education. The section also attempts to answer **Q1.** Of the study, which is “what is the impact of the non-government philanthropic primary school in bridging the gap in rural, low-income, underserved, and marginalized communities in South Africa?”

Data gathered through the survey questionnaires were mostly subjected to frequency counts as most of the variables are nominal or categorical. The participants’ responses for each individual question were added together to find the highest frequency of occurrence. These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is presented in tabular form. The researcher uses tables containing a variable and, in some cases, combines two or more variables in a single table. Table 4.3 provides sources of funding for the school.

Funding Source for the Schools

Results in Table 5 provide the sources of funding for the school as reported by the school management members. Findings as presented in Table 5 below indicate that the school does not receive any funding from the national government 2 (100%) but from both the provincial government, and the NGO 2 (100%). Further analysis in Table 5 suggests that this funding has a positive impact on the operations of the school as opined by the grades 1-6 teachers.

Table 5

Funding Source for the school (School Management)

Variable (s)		Response	Frequency	Percent
The national government	Valid	No	2	100.0%
	Total		2	100.0%
The provincial government	Valid	Yes	2	100.0%
	Total		2	100.0%
NGO	Valid	Yes	2	100.0%
	Total		2	100.0%

Impact of Funding on Teaching

Table 6 provides the impact of funding on teaching at the studied school.

Table 6

Impact of Funding on Teaching at the school (Grades 1-6 Teachers)

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positively	5	100.0%	100.0%	100.0%
Total		5	100.0%		

As indicated in Table 6, all teachers 5 (100%) reported that the funding the school received from the provincial department of education and the NGO impacts teaching positively. This is further supported by the revelations in Table 6 below where all respondents 2 (100%) from the school management were of the view that the funding had a positive impact on the quality of education.

Impact Funding on Quality of Education

Results in tables 7 and 8 represent the views on the impact of funding the quality of education offered by the NGO School from both school management members, and grades 1-6 teachers. The findings in Table 7 demonstrate that funding had a positive impact on the quality of education in the studied school.

Table 7

Impact of Funding on Quality of Education (School Management)

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positively	2	100.0%	100.0%	100.0%
	Total	2	100.0%		

The findings in tables 6 and 7 are further corroborated by views of the grades 1-6 teachers as indicated in Table 8.

Table 8

Impact of Funding on Quality of Education (Grades 1-6 Teachers)

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positively	5	100.0%	100.0%	100.0%
Total		5	100.0%		

As noted in Table 8, all the teachers sampled indicated that funding received by the school had an impact on the quality of education offered by the school in agreement with the views of the school management respondents.

Impact of Quality of Education on the Community

Tables 9 and 10 provide findings about the impact of quality of education on the community from both school management members, and grades 1-6 teachers.

Table 9

Impact of Quality of Education on Community (School Management)

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positively	2	100.0%	100.0%	100.0%
Total		2	100.0%		

It is also indicated that the school has a positive impact on the quality of education offered to the community as indicated by all the responses of the school management 2 (100%) in Table 9 above. This further supports the findings in tables 10 and 11.

Table 10

Impact of Quality of Education on Community (Grades 1-6 Teachers)

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positively	5	100.0%	100.0%	100.0%
Total		5	100.0%		

As noted in Table 10 above, all grades 1-6 teachers 5 (100%) reported that the quality of education the school delivers impacts the community positively. The opinions in

Table 10are consistent with those of the school management noted in

Table **9** on the positive impact of the Non-Government Philanthropic Primary School on the quality of education offered to the community.

Desired Changes on Existing School Infrastructure

The respondents consider the existing infrastructure provided by the school to be okay as they are of the opinion that there is much change needed on them. Tables 11 and 12 present the findings regarding the desired changes on existing school infrastructure from both school management members, and grades 1-6 teachers.

Table 11

Desired Changes on Existing School Infrastructure (School Management)

Variable (s)		Response	Frequency	Percent
Classrooms	Valid	No	2	100.0%
Sanitation	Valid	No	2	100.0%
Library	Valid	No	1	50.0%
		Yes	1	50.0%
Electricity	Valid	No	1	50.0%
		Yes	1	50.0%
Information Communication Technology (ICT)	Valid	No	1	50.0%
		Yes	1	50.0%
Other Change on Infrastructure	Valid	No	2	100.0%
	Total		2	100.0%

From the views of the school management members who serve at the non-government philanthropic primary school, as indicated in Table 11 all members 2 (100%) opined that there were no required changes on the existing classrooms, and sanitation facilities at the school suggesting that they are adequate. Perhaps, they are considered adequate for the current service level. Secondly, one of the SMTs 1 (50%) reported that there was a need to make some changes on the existing library, electricity, and Information Communication Technology (ICT) infrastructure at the school. Meanwhile, 1 (50%) reported that there are changes required regarding the same variables. Finally, both of the SMTs 2 (100%) reported that the there are no other or additional required changes on the existing school infrastructure beside the ones mentioned on the survey questionnaire. From the findings, the school needs to improve on the library, electricity, and ICT infrastructure.

Table 12

Desired Changes on Existing School Infrastructure (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Classrooms	Valid	No	4	80.0%
		Yes	1	40.0%
Sanitation	Valid	No	5	100.0%
Library	Valid	No	4	80.0%
		Yes	1	40.0%
Electricity	Valid	No	3	60.0%
		Yes	2	40.0%
Information Communication Technology (ICT)	Valid	No	3	60.0%
		Yes	2	40.0%
Other Change on Infrastructure	Valid	No	5	100.0%
	Total		5	100.0%

It may be noted from Table 12 that majority of grades 1-6 teachers 4(80%) who serve at the non-government philanthropic primary school reported that there is no need to make any changes on the existing classroom infrastructure at the school suggesting that they are adequate. This is consistent with the opinions of the school management members in Table 11. Only one teacher 1 (20%) reported that there was a need to make changes on the same. In addition, all teachers 5 (100%) were of the view that there was no need to make any changes on the existing sanitation facilities at the school. Meanwhile, 4 (80%) of the teachers reported that there was no need to make any changes on the existing library infrastructure at the school, compared to one teacher 1 (20%) who felt a need to make changes on the same. It is also noted that more of the respondents 3 (60%) see no need to make any changes on the existing electricity, and Information Communication Technology (ICT) infrastructure at the school, whereas 2 (40%) reported that there is a need to make changes on the same. Finally, all the teachers 5 (100%) reported that the there are no other or additional required changes on the existing school infrastructure beside the ones mentioned on the survey questionnaire.

School Safety

Results regarding the considered views of both school management members, and grades 1-6 teachers about the safety of schools are provided in tables 13 and 14.

Table 13

School Safety at the school (School Management)

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Safe	2	100.0%	100.0%	100.0%
Total		2	100.0%		

Regarding safety of the school it is noted from the opinions of the school management members, as indicated above that the school is considered safe.

School Safety

Results regarding the considered views of both school management members, and grades 1-6 teachers about the safety of schools are provided in tables 13 and 14.

Table 1 indicates that all of them 2 (100%) regard the school as safe for both teachers, and students. This view is further supported by the grades 1-6 teachers as indicated in Table 14 below.

Table 14

School Safety at the school (Grades 1-6 Teachers)

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Safe	3	60.0%	60.0%	60.0%
	Okay	2	40.0%	40.0%	100.0%
Total		5	100.0%		

Majority of the grades 1-6 teachers 3 (60%) as indicated in Table 14 consider the school to be safe for both teachers, and students in agreement with the school management committee opinion in Table 1. Meanwhile, 2 (40%) reported that school is considered to be okay for both teachers, and students which may be interpreted as considering the school not being a hundred percent safe nor is it posing threats to the community of teachers and students.

Teacher Professional Capacity

Table 15 presents the findings from school management members at the selected school regarding teacher professional capacity.

Table 15

Teacher Professional Capacity at the (School Management)

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	50.0%	50.0%	50.0%
	Acceptable	1	50.0%	50.0%	100.0%
	Total	2	100.0%		

Findings in Table 1 reveal that school management members were 50:50 in agreement regarding the professional capacity of the teachers at the school. Results in Table 1 indicate that 1 (50%) of the SMTs members reported that the professional capacity of the teachers at the school was excellent, compared to another 1 (50%) of the SMTs who was of the view that the professional capacity of the teachers at the school is acceptable. Acceptability denotes a satisfactory quality of the professional capacity of the teachers provided by the school which may reduce the educational gap. This aspect was further probed through the teachers themselves to elicit their opinions about their regard on the professional standards exhibited at the school. This was considered in regard to classroom management strategies that depict professionalism in class by the teachers. This included aspects such as document rules, allowing students to express themselves, giving praise, holding parties, engaging in growth mind-set, keeping students engaged, and encouraging equal participation of learners.

The findings in Table 15 suggest that some aspects of professionalism were noted through the strategies exhibited by the teachers. On document rules, majority of the grades 1-6 teachers 3 (60%) indicated that they followed documented school rules in class compared to 2 (40%) who indicated that they did not follow these rules. However, it was noted that all the teachers 5 (100%) seem not to allow students feel safe to express their ideas, do not support the idea of holding parties, and do not use keeping lessons engaging, and encourage equal student participation in their classroom management strategies. These aspects bring the level of professional conduct of teachers below par, hence lending credence to the opinion of the school management, which considered the level of professionalism satisfactory.

Classroom Management Strategies

Findings in Table 16 illuminate light on the classroom management practices at the selected school.

Table 16

Classroom Management Strategies at the School (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Document Rules	Valid	No	2	40.0%
		Yes	3	60.0%
Allow students to express their ideas in a safe environment	Valid	No	5	100.0%
Give praise	Valid	No	2	40.0%
		Yes	3	60.0%
Hold parties	Valid	No	5	100.0%
Encouraging the growth-mind set	Valid	No	2	40.0%
		Yes	3	60.0%
Keep lessons engaging and encourage equal student participation	Valid	No	5	100.0%

Variable (s)		**Response**	**Frequency**	**Percent**
Other Classroom Management Strategies	Valid	No	5	100.0%
	Total		5	100.0%

It is also noted in Table 16 that 2 (40%) of the teachers reported that they do not give praise as part of classroom management strategies, compared to the majority 3 (60%) who reported that they give praise as part of classroom management strategies. None of the teachers 5 (100%) mentioned any additional classroom management strategies that they could be using on the survey questionnaire.

Pedagogical Strategies Adopted at the School

As noted in Table 17, the pedagogical strategies adopted at the school as perceived by both school management members, and grades 1-6 teachers are presented.

Table 17

Pedagogical Strategies at the (School Management)

Variable (s)		**Response**	**Frequency**	**Percent**
Facilitating a Student-Centred Classroom	Valid	Yes	2	100.0%
Using Formative Assessment to Track Student Progression	Valid	No	1	50.0%
		Yes	1	50.0%
Delivering the curriculum to meet national and international expectations	Valid	No	1	50.0%
		Yes	1	50.0%
Differentiation	Valid	Yes	2	100.0%
None of the Above Teaching Strategies	Valid	No	2	100.0%
Other Teaching Strategies	Valid	No	2	100.0%
	Total		2	100.0%

Findings in Table 1 unanimity 2 (100%) from the SMTs that they have observed the grades 1-6 teachers at their school facilitating a student-centred classroom, and differentiation. They were also 50:50 about using formative assessment to track student progression, and delivering curriculum to meet the national, and international expectations. The respondents did not suggest other pedagogical strategies for the school. This was probed further with the grades

1-6 teachers to establish their opinions about the pedagogical strategies they applied in class. As noted in Table 1 below, there is consistence in the opinions of the school management members, and the teachers at the school. Both seem to agree that there is facilitation of student-centred classrooms at both schools, which is key to enhancing the quality of teaching, and learning at the school.

Table 18

Pedagogical Strategies at the School (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Facilitating a Student-Centred Classroom	Valid	No	1	20.0%
		Yes	4	80.0%
Using Formative Assessment to Track Student Progression	Valid	No	1	20.0%
		Yes	4	80.0%
Delivering the curriculum to meet national and international expectations	Valid	No	2	40.0%
		Yes	3	60.0%
Differentiation	Valid	No	5	100.0%
None of the Above Teaching Strategies	Valid	No	5	100.0%
Other Teaching Strategies	Valid	No	5	100.0%
	Total		5	100.0%

Most of the respondents 4 (80%) as indicated in Table 18 reported that they facilitate student-centred classroom, and use formative assessment to tack student progression compared to 1 (20%) who indicated that they neither facilitate a student-centre classroom nor do they use formative assessments to track student progression. In addition, majority of the respondents 3 (60%) reported that they focus on delivering the curriculum to meet national, and international expectations compared to 2 (40%) reported that they do not focus on delivering the curriculum to meet national and international expectations. The findings seem to corroborate those reported by the school management members in Table 17. There was unanimity among respondents 5 (100%) that they do not use differentiation in their classrooms. Finally, all the teachers 5 (100%) reported not using other strategies other than those enumerated in Table 18.

Significant Achievements by Grades 1-6 Teachers

Tables 19 and 20 provide the views of both school management and grades 1-6 teachers about the significant achievements at the school. Opinion of school management members regarding achievements of grades 1-6 teachers at the school as presented in Table 19, all respondents 2 (100%) reported that the grades 1-6 teachers at the school did not receive international recognition for any of the work they have been doing at the school.

Table 19

Significant Achievements by the Grades 1-6 teachers (School Management)

Variable (s)		Response	Frequency	Percent
Received International Recognition	Valid	No	2	100.0%
Received National Recognition	Valid	No	1	50.0%
		Yes	1	50.0%
Received District Recognition	Valid	Yes	2	100.0%
None of the Above Achievements	Valid	No	2	100.0%
Other Achievements	Valid	No	2	100.0%
	Total		2	100.0%

As noted in Table 19, half 1 (50%) of the SMT reported that the grades 1-6 teachers at the school did not receive national recognition for any of the work they have been doing at the school, whereas they confirmed that the grades 1-6 teachers received national recognition for the same. Further, 2 (100%) of them reported that the grades 1-6 teachers at the school received recognition from the district level for the work they have been doing at the school. This suggests that the school provides commendable services at district, and national levels.

Table 20

Significant Achievements by the Grades 1-6 teachers (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Received International Recognition	Valid	No	3	60.0%
		Yes	2	40.0%
Received National Recognition	Valid	No	3	60.0%
		Yes	2	40.0%
Received District Recognition	Valid	No	1	20.0%

Variable (s)		**Response**	**Frequency**	**Percent**
		Yes	4	80.0%
None of the Above Achievements	Valid	No	4	80.0%
		Yes	1	20.0%
Other Achievements	Valid	No	5	100.0%
	Total		5	100.0%

Majority of Grades 1-6 teachers 3 (60%) as indicated in Table 20 revealed that they did not receive international recognition for any of the work they have been doing at the school, and 2 (40%) reported that they did. In addition, 3 (60%) of them reported that they did not receive national recognition for any of the work they have been doing at the school compared to 2 (40%) who reported that they did. Majority of the respondents 4 (80%) reported that they received recognition from the district level for the work they have been doing at the school while 1 (20%) of them reported that they did not receive any recognition from the district level.

Performance of Grades 1-6 students in Key Subjects

Literacy in English and numeracy are key areas that representing the quality of education a school provides according to the educational system of South Africa. In tables 21, 22, and 23, the performance of the students in the key subjects of English and numeracy among students in grades 1-6 is provided. This performance reflects the quality of education received at the studied school.

Table 21

The Performance of the Grades 1-6 students in English (literacy) since 2017 to date at the School (School Management)

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Good	2	100.0%	100.0%	100.0%
	Total	2	100.0%		

Findings in Table 21 reveal that respondents consider the performance of the school in English literacy to have been good since 2017. This suggests that the school is having a positive impact on students' performance in this key study area. This was further probed through the teachers who handle the students in the grades 1-6. The results are as highlighted in Table 22 below.

Table 22

The Performance of the Grades 1-6 students in English (literacy) since 2017 to date at the School (Grades 1-6 Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	100.0%	100.0%	100.0%
Total		5	100.0%		

The findings in Table 22 seem to corroborate those in Table 21. There is consensus 5 (100%) that the students' performance in English (literacy) has been good since 2017.

Table 23

The Performance of the Grades 1-6 students in Maths (numeracy) since 2017 to date at the School (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	100.0%	100.0%	100.0%
Total		2	100.0%		

In the second crucial subject, which is mathematics or numeracy, there is consensus 2 (100%) as indicated in Table 23 that the grades 1-6 students' performance in maths (numeracy) has been good since 2017. This is further corroborated by the views of grades 1-6 teachers as indicated in Table 24 below.

Table 24

The Performance of the Grades 1-6 students in Maths (numeracy) since 2017 to date (Grades 1-6 Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	100.0%	100.0%	100.0%
Total		2	100.0%		

As noted from Table 24, all respondents 5 (100%) of the teachers reported that the students’ performance in maths (numeracy) has been good since 2017. This suggests that impact of the school on educational attainments in terms of literacy and numeracy is considered satisfactory.

Challenges that Compromise the quality of education at the Selected School

This section attempts to meet objective two of the study: “to identify factors impacting the provision of equitable, and high-quality primary school education in the NGO philanthropic primary school, and the quintile one government primary schools.” This section reports on the philanthropic primary school, and was investigated in terms of challenges that teachers faced when performing their expected duties, and other related factors that were deemed to affect provision of quality education to the targeted population.

Table 25

Challenges faced by the Grades 1-6 teachers at the School (School Management)

Variable (s)		Response	Frequency	Percent
Student Behaviour Issues	Valid	No	1	50.0%
		Yes	1	50.0%
Lack of Parental Support	Valid	Yes	2	100.0%
Lack of Support from School Management	Valid	No	2	100.0%
Overcrowded Classrooms	Valid	No	2	100.0%
Lack of Teaching Resources	Valid	No	2	100.0%
Lack of Learning Resources	Valid	No	2	100.0%
Heavy Workload	Valid	No	2	100.0%
Traveling Distance	Valid	No	2	100.0%
Poor Physical Infrastructure	Valid	No	2	100.0%
None of the Above Teacher Challenges	Valid	No	2	100.0%
Other Teacher Challenges	Valid	No	2	100.0%
	Total		2	100.0%

In Table 25, the study captures the challenges faced by Grades 1-6 teachers at the Non-Government Philanthropic Primary School as noted by the school management members. The findings also indicated that the respondents were 50:50 about the effect of behavioural issues as a challenge faced by the teachers. Meanwhile, all respondents 2 (100%) indicate lack of parental support as a challenge faced by the teachers at the school. Both of the SMTs 2 (100%) reported that lack of support from school management, overcrowded classrooms, lack of teaching resources, lack of learning resources, heavy workload, traveling distance, and poor physical infrastructure did not pose a challenge to the teachers at the school. This aspect was further probed to ascertain whether in the opinion of grades 1-6 teachers, the same factors were considered a challenge that compromised quality in the school as presented in Table 26 below.

As revealed in Table 26, the majority of the respondents 3 (60%) reported that one of the challenges that the grades 1-6 teachers face was the student behavioural issues, whereas 2 (40%) of the teachers reported that student behavioural issues did not compromise the teaching quality at the school.

Table 26

Challenges faced by the Grades 1-6 teachers at the School (Grades 1-6 Teachers)

Variable (s)		**Response**	**Frequency**	**Percent**
Student Behaviour Issues	Valid	No	2	40.0%
		Yes	3	60.0%
Lack of Parental Support	Valid	No	1	20.0%
		Yes	4	80.0%
Lack of Support from School Management	Valid	No	5	100.0%
Overcrowded Classrooms	Valid	No	3	60.0%
		Yes	2	40.0%
Lack of Teaching Resources	Valid	No	5	100.0%
Lack of Learning Resources	Valid	No	5	100.0%
Heavy Workload	Valid	No	5	100.0%
Traveling Distance	Valid	No	5	100.0%
Poor Physical Infrastructure	Valid	No	5	100.0%
None of the Above Teacher Challenges	Valid	No	5	100.0%
Other Teacher Challenges	Valid	No	5	100.0%
	Total		5	100.0%

Further, most of the teachers 4 (80%) indicated that lack of parental support compromises the teaching quality at the school compared to 1 (20%) who did not feel so.

Regarding the classrooms, majority of the teachers 3 (60%) reported that overcrowded classrooms do not compromise teaching quality at the school, on the other hand, 2 (40%) reported that it did. There was consensus 5 (100%) that the investigated factors of lack of support from school management, lack of teaching resources, lack of learning resources, heavy workload, traveling distance, and poor physical infrastructure did not compromise teaching quality at the school. This was in line with the opinions of the school management members' views in Table 26.

Therefore, as noted in tables 25 and 26, students' behaviour issues, and lack of parent support were factors considered by both to have an effect on quality of educational services offered by the school. The issue of overcrowding in classrooms seems to be noticed by some teachers as noted in Table 26.

Teacher Retention Strategies

It was noted that there were less supportive teacher retention strategies. Findings in tables 27 and 28 present the teacher retention strategies adopted by the school from the perspectives of both school management members and grades 1-6 teachers.

Regarding teacher retention strategies, Table 27 reveals a consensus 2 (100%) from the SMTs that the grades 1-6 at their school stay because they receive continuous support from the school management. However, all the respondents 2 (50%) reported that grades 1-6 teachers are not given financial.

Table 27

Teacher Retention Strategies at the School (School Management)

Variable (s)		Response	Frequency	Percent
School Management Providing Continuous Support	Valid	Yes	2	100.0%

Variable (s)		Response	Frequency	Percent
Giving Financial Rewards	Valid	No	2	100.0%
Giving Rewards such as certificates and trophies	Valid	No	1	50.0%
		Yes	1	50.0%
Community Providing Support	Valid	No	2	100.0%
None of the Above Teacher Retention Strategies	Valid	No	2	100.0%
Other Teacher Retention Strategies	Valid	No	2	100.0%
	Total		2	100.0%

In the meantime, regarding giving other rewards such as awarding certificates, and trophies, respondents were 50:50 about this staff retention strategy at the school**.** The schools do not seem to have other retention strategies for staff which could have an effect on the school's ability to retain staff.

As indicated in Table 28, there is consensus 5 (100%) that grades 1-6 teachers they do stay at the school due to school management providing continuous support. In addition, they were in common agreement 5 (100%) that they were not given financial rewards. Meanwhile, most of the teachers 4 (80%) reported that they do not stay at the school because of receiving rewards such as certificates and trophies while 1 (20%) concurred that they were staying due to receiving the same.

Table 28

Teacher Retention Strategies at the School (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
School Management Providing Continuous Support	Valid	Yes	5	100.0%
Giving Financial Rewards	Valid	No	5	100.0%
Giving Rewards such as certificates and trophies	Valid	No	4	80.0%
		Yes	1	20.0%
Community Providing Support	Valid	No	3	60.0%
		Yes	2	40.0%
None of the Above Teacher Retention Strategies	Valid	No	5	100.0%
Other Teacher Retention Strategies	Valid	No	5	100.0%
	Total		5	100.0%

Further, majority of the teachers 3 (60%) reported that they do not stay at the school because of receiving support from the community compared to 2 (40%) who were of the opinion that they are staying due to receiving the same.

Causes of High Teacher Turnover at the School

In tables 29 and 30, the results from both the school management, and the grades 1-6 teachers regarding causes of high labour turnover at the school are presented.

Respondents were 50:50 on student behaviour, and lack of parental support as causes of high teacher turnover at the studied school as indicated in Table 29 below. They seem to consider these two factors are contributing to the rate of staff turnover at the school studied.

Meanwhile, respondents were unanimous 2 (100%) that lack of support from school management, overcrowded classrooms, lack of teaching resources, lack of learning resources, heavy workload, traveling distance, and poor physical infrastructure were not the reasons for teacher turnover at the school.

Findings in Table 29 indicate that majority of the respondents 3 (60%) reported that student behaviour and lack of parental support could be the cause of high labour turnover at the school compared to 2 (40%) consider the aforementioned factors as not the cause of teachers leaving the school.

Table 29

Causes of High Teacher Turnover at the School (School Management)

Variable (s)		Response	Frequency	Percent
Student Behaviour	Valid	No	1	50.0%
		Yes	1	50.0%
Lack of Parental Support	Valid	No	1	50.0%
		Yes	1	50.0%
Lack of Support from School Management	Valid	No	2	100.0%
Overcrowded Classrooms	Valid	No	2	100.0%
Lack of Teaching Resources	Valid	No	2	100.0%

Variable (s)		Response	Frequency	Percent
Lack of Learning Resources	Valid	No	2	100.0%
Heavy Workload	Valid	No	2	100.0%
Traveling Distance	Valid	No	2	100.0%
Poor Physical Infrastructure	Valid	No	2	100.0%
None of the Above Causes of Teacher Turnover	Valid	No	1	50.0%
		Yes	1	50.0%
Other Causes of Teacher Turnover	Valid	No	2	100.0%
	Total		2	100.0%

Meanwhile, most of the teachers 4 (80%) reported that overcrowded classrooms, and travelling distance are not the cause of teacher turnover and 1 (20%) is of the opinion that they could be.

Table 30

Causes of High Teacher Turnover at the School (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Student Behaviour	Valid	No	2	40.0%
		Yes	3	60.0%
Lack of Parental Support	Valid	No	2	40.0%
		Yes	3	60.0%
Lack of Support from School Management	Valid	No	5	100.0%
Overcrowded Classrooms	Valid	No	4	80.0%
		Yes	1	20.0%
Lack of Teaching Resources	Valid	No	5	100.0%
Lack of Learning Resources	Valid	No	5	100.0%
Heavy Workload	Valid	No	5	100.0%
Traveling Distance	Valid	No	4	80.0%
		Yes	1	20.0%
Poor Physical Infrastructure	Valid	No	5	100.0%
		Yes	1	20.0%
Other Causes of Teacher Turnover	**Valid**	**No**	5	100.0%
	Total		5	100.0%

Respondents were unanimous 5 (100%) as indicated in Table 30 that lack of teaching, and learning resources, and poor physical infrastructure were not causes of teacher turnover. All respondents reported that there were no other factors that caused labour turnover at the school apart from those selected.

Factors Reducing the Capacity of SMTs

The study noted several factors that affect the capacity of SMTs in the studied school. These represent the views of both SMTs and the grades 1-6 teachers that participated in the study.

Table 31

Factors Reducing the Capacity of the SMTs (School Management)

Variable (s)		Response	Frequency	Percent
Student Behaviour Issues	Valid	No	1	50.0%
		Yes	1	50.0%
Lack of Parental Support	Valid	No	1	50.0%
		Yes	1	50.0%
Lack of Support from Executive Management	Valid	No	2	100.0%
Overcrowded Classrooms	Valid	No	2	100.0%
Lack of Teaching Resources	Valid	No	2	100.0%
Lack of Learning Resources	Valid	No	2	100.0%
Heavy Workload	Valid	No	2	100.0%
Lack of Funds	Valid	No	2	100.0%
Poor Physical Infrastructure	Valid	No	2	100.0%
Lack of School Management or Leadership or Administration Training	Valid	No	2	100.0%
None of the Above SMT Challenges	Valid	No	1	50.0%
		Yes	1	50.0%
Other SMT Challenges	Valid	No	2	100.0%
	Total		2	100.0%

Table 3 below presents the view of the school management members about what they consider to be the limiting factors to the capacity of SMTs at the school. Results from Table 3 reveal that respondents were 50:50 about the effect of student behaviour, and lack of parental support on reducing the SMTs' capacity. The results show that 1 (50%) of the SMTs reported that these variables do so while another said they do not affect the capacity of SMTs. Further, there was consensus 2 (100%) that lack of support from executive management, overcrowded classrooms, lack of teaching resources, lack of learning resources, heavy workload, lack of funds, poor physical infrastructure, and lack of school management or Leadership or administration training do not reduce the SMTs' capacity. To investigate the aspect further, the grades 1-6 teachers were asked to provide their views about whether the same factors are considered to reduce the capacity of SMTs. These results are revealed in Table 32 below.

Table 32

Reducing the Capacity of the SMTs (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Student Behaviour Issues	Valid	No	2	40.0%
		Yes	3	60.0%
Lack of Parental Support	Valid	No	1	20.0%
		Yes	4	80.0%
Lack of Support from Executive Management	Valid	No	5	100.0%
Overcrowded Classrooms	Valid	No	4	80.0%
		Yes	1	20.0%
Lack of Teaching Resources	Valid	No	5	100.0%
Lack of Learning Resources	Valid	No	5	100.0%
Heavy Workload	Valid	No	3	60.0%
		Yes	2	40.0%
Lack of Funds	Valid	No	5	100.0%
Poor Physical Infrastructure	Valid	No	5	100.0%
Lack of School Management or Leadership or Administration Training	Valid	No	5	100.0%
None of the Above SMT Challenges	Valid	No	4	80.0%
		Yes	1	20.0%
Other SMT Challenges	Valid	No	5	100.0%
	Total		5	100.0%

As noted from Table 32, majority 3 (60%) of the grades 1-6 teachers opined that student behaviour issues affected the capacity of the SMTs at the school. In addition, most of them indicated that lack of parental support was considered to reduce the capacity of the SMTs. They did not consider the other studied factors to reduce the capacity of the SMTs. These findings seem to corroborate the findings in Table from the views of the SMTs themselves.

Impact of National, and International Policies

In Table 33, an assessment is made of the impact of national and international policies on management and teaching at the NGO School.

Table 33

The Impact of National and International Educational Policies on Managing and Teaching (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positively	1	50.0%	50.0%	50.0%
	Neutrally	1	50.0%	50.0%	100.0%
Total		2	100.0%		

Results in Table 33 reveal that 1 (50%) of the respondents agreed that national, and international policies affected the management, and teaching at the school while another 1 (50%) indicated that they had a neutral effect perhaps, the effect was perceived to be neither positive, nor negative in terms of the quality of education provided by the school.

Support required by SMTs

In Table 34, the respondents provide the type of support school management leadership team requires to deliver high-quality education.

In Table 34 below, results show that all respondents 2 (100%) of the SMTs reported that they require community support, and parental support to enhance delivery of quality education. Further the respondents were 50:50 about support from the executive management. However, they all indicated that they not require support regarding the following variables addressing overcrowded classrooms, provision of teaching resources, provision of learning resources, reducing heavy workload, addressing funding issues, improving physical infrastructure, having quality teachers.

Table 34

Further Support Required by the SMTs (School Management)

Variable (s)		Response	Frequency	Percent
Community Support	Valid	Yes	2	100.0%
Parental Support	Valid	Yes	2	100.0%
	Total		2	100.0%
Support from Executive Management	Valid	No	1	50.0%
		Yes	1	50.0%
Addressing Overcrowded Classrooms	Valid	No	2	100.0%
Provision of Teaching Resources	Valid	No	2	100.0%
Provision of Learning Resources	Valid	No	2	100.0%
Reducing Heavy Workload	Valid	No	2	100.0%
Addressing Funding Issues	Valid	No	2	100.0%
Improving Physical Infrastructure	Valid	No	2	100.0%
Having Quality Teachers	Valid	No	2	100.0%
None of the Above SMT Further Support	Valid	No	2	50.0%
Other SMT Further Support	Valid	No	2	100.0%
	Total		2	100.0%

In Table 35, further support required is examined from the perspectives of the grade 1-6 teachers working the studied school.

Table 35

Further Support Required by the SMTs (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Community Support	Valid	No	1	20.0%
		Yes	4	80.0%
Parental Support	Valid	Yes	5	100.0%
Support from Executive Management	Valid	No	4	80.0%
		Yes	1	20.0%
Addressing Overcrowded Classrooms	Valid	No	4	80.0%

Variable (s)		Response	Frequency	Percent
		Yes	1	20.0%
Provision of Teaching Resources	Valid	No	4	80.0%
		Yes	1	20.0%
Provision of Learning Resources	Valid	No	4	80.0%
		Yes	1	20.0%
Reducing Heavy Workload	Valid	No	3	60.0%
		Yes	2	40.0%
Addressing Funding Issues	Valid	No	5	100.0%
Improving Physical Infrastructure	Valid	No	5	100.0%
Providing more SMT Training	Valid	No	4	80.0%
		Yes	1	20.0%
None of the Above SMT Further Support	Valid	No	5	100.0%
Other SMT Further Support	Valid	No	5	100.0%
	Total		5	100.0%

From the grades 1-6 teachers, as indicated in Table 35, most of the respondents 4 (80%) of the respondents indicated that they require community support compared to 1 (20%) of the teachers who reported that the SMTs' do not require further support from the community. Meanwhile, 5 (100%) of the teachers reported that the SMTs at their school require further parental support, most 4 (80%) respondents reported that the SMTs at their schools do not require further support from executive management, addressing overcrowded classrooms, provision of teaching resources, provision of learning resources, and more SMT training, compared to 1 (20%) who reported that the SMTs require more support in these areas.

It is also established that majority of the respondents 3 (60%) indicated that the SMTs at their school do not require further support with reducing heavy workload against 2 (40%) teachers who reported that the SMTs require further support with reducing heavy workload. The findings seem to suggest that the much as there was heavy workload at the studied school, it did not warrant support from the stakeholders.

Table 36

Community or Parental Engagement Strategies (School Management)

Variable (s)		Response	Frequency	Percent
Formulating Strategies to reach parents that are difficult to reach	Valid	Yes	2	100.0%
Connecting with local businesses	Valid	No	1	50.0%
		Yes	1	50.0%
Collaborating with other organizations such as NGOs	Valid	Yes	2	100.0%
Inviting parents and other community members to participate in school activities	Valid	No	1	50.0%
		Yes	1	50.0%
None of the Above Community or Parent Engagement Strategies	Valid	No	2	100.0%
Other Community or Parent Engagement Strategies	Valid	No	2	100.0%
	Total		2	100.0%

It is noted from the findings in Table 36 that 2 (100%) of the SMTs reported that they engage the community, and the parents by formulating strategies to reach parents that are difficult to reach, and collaborating with other organizations such as NGOs.

Meanwhile, 1 (50%) of the SMTs reported that they do not engage the community and the parents by connecting with local businesses or by inviting parents and other community members to participate in school activities 1 (50%). There was a 2 (100%) consensus among the participants that showed that they do use some of the strategies and that they do not apply other community and parent engagement strategies. In comparison, some of the participants were of the view that they use these strategies. The majority 2 (100%) formulate strategies to reach out to parents that are difficult to reach, followed by collaborating with other organizations such as NGOs. There was a 1 (50%) indication that the school was connecting with local businesses and inviting parents and other community members to participate in school activities. These findings are further supported by the responses from the grades 1-6 teachers in Table 37 below.

Table 37

Community or Parental Engagement Strategies (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Formulating Strategies to reach parents that are difficult to reach	Valid	No	3	60.0%
		Yes	2	40.0%
Connecting with local businesses	Valid	No	4	80.0%
		Yes	1	20.0%
Collaborating with other organizations such as NGOs	Valid	No	3	60.0%
		Yes	2	40.0%
Inviting parents and other community members to participate in school activities	Valid	Yes	5	100.0%
None of the Above Community or Parent Engagement Strategies	Valid	No	5	100.0%
Other Community or Parent Engagement Strategies	Valid	No	5	100.0%
	Total		5	100.0%

Majority of the respondents 3 (60%) indicated that the school does not formulate strategies to reach parents that are difficult to reach compared to 2 (40%) who thought the school did as indicated in Table 37. These findings contradict those in Table 36 as 2 (100%) confirmed to implement this strategy the most. Moreover, most of the respondents 4 (80%) were of the view that they were not connecting with local business and only a few 1 (20%) do. In Table 36 the participants were 50-50 divided on the implementation of this strategy. In Table 37, participants agreed that they collaborate with other organizations such as NGOs which proves that this indeed is the case where as in Table 37, there is a disagreement between participants with 3 (60%) indicating that they do not implement this strategy and with 2 (40%) indicating that they do. There is consensus 5 (100%) that the school invites parents and other community members to participate in school activities. As well as, a 5 (100%) consensus that shows that they implement almost all of the listed strategies and they do not use any other strategies besides those on Table 37. The findings suggest that efforts exist to reach out to the community, and the parents.

From the findings in Table 38 below, all respondents 2 (100%) indicated that the school promotes social justice by making school fees affordable, and focusing on producing learners who will become active, and successful adults in their communities.

Table 38

Strategies to Promote Social Justice at the School (School Management)

Variable (s)		**Response**	**Frequency**	**Percent**
Making School Fees Affordable	Valid	Yes	2	100.0%
Bridging school and home proximity by providing transportation to students who need it	Valid	No	2	100.0%
Making an equitable school environment	Valid	No	2	100.0%
Equipping students to be able to advocate for themselves	Valid	No	2	100.0%
Producing learners who will become active and successful adults in their communities	Valid	Yes	2	100.0%
None of the Above Social Justice Strategies	Valid	No	2	50.0%
Other Social Justice Strategies	Valid	No	2	100.0%
	Total		2	100.0%

However, both respondents were in agreement 2 (100%) that the school does not provide transport, equitable school environment, enhance students' voice, which affect promotion of social justice as school remain less accessible, the learning environment less supportive, and the students less able to voice out their concerns. This was further probed through the views of the grades 1-6 teachers as indicated in Table 39 below.

Table 39

Strategies to Promote Social Justice at the School (Grades 1-6 Teachers)

Variable (s)		**Response**	**Frequency**	**Percent**
Making School Fees Affordable	Valid	No	2	40.0%
		Yes	3	60.0%
Bridging school and home proximity by providing transportation to students who need it	Valid	No	5	100.0%
Making an equitable school environment	Valid	No	3	60.0%

Variable (s)		Response	Frequency	Percent
		Yes	2	40.0%
Equipping students to be able to advocate for themselves	Valid	No	2	40.0%
		Yes	3	60.0%
Producing learners who will become active and successful adults in their communities	Valid	Yes	5	100.0%
None of the Above Social Justice Strategies	Valid	No	5	100.0%
Other Social Justice Strategies	Valid	No	5	100.0%
	Total		5	100.0%

As findings indicate in Table 39, majority of the respondents 3 (60%) indicated that the school promotes social justice by making school fees affordable compared to 2 (40%) of the teachers who were of the view that the school does not promote social justice by making school fees affordable or by focusing on equipping students to be able to advocate for themselves. These findings are not too far off from those in Table 38. Further, it is reported that 3 (60%) of the teachers reported that the school does not promote social justice by making an equitable school environment which confirms the findings in Table 38 since the minority 2 (40%) of the teachers reported that they do. In addition, there is consensus 5 (100%) that the school does not promote social justice by bridging school, and home proximity by providing transportation to students who need it, once again based on the findings in both tables 38 and 39, this strategy is not implemented at all. Meanwhile, 5 (100%) teachers reported that the school promotes social justice by focusing on producing learners who will become active and successful adults in their communities. These findings tend to corroborate the views of SMTs as reported in Table 40 below.

Table 40

Strategies to Promote Student Well-Being at the School (School Management)

Variable (s)		Response	Frequency	Percent
Providing guidance and counselling	Valid	Yes	2	100.0%
Stimulating a positive teaching and learning environment	Valid	Yes	2	100.0%
Keeping open communication lines	Valid	No	1	50.0%
		Yes	1	50.0%

Variable (s)		Response	Frequency	Percent
None of the Above Student Well-Being Strategies	Valid	No	2	100.0%
Other Student Well-Being Strategies	Valid	No	2	100.0%
	Total		2	100.0%

Table 40 reports that the school provides guidance, and counselling, stimulating a positive teaching, and learning environment all respondents 2 (100%) agreed that these strategies exist at the school. Meanwhile, 1 (50%) of the SMTs reported that the school does not promote student well-being by keeping open communication lines, whereas 1 (50%) was of the view that the school uses this strategy. However, these findings tend to contradict what was reported in tables 38 and 39 on providing an equitable environment where respondents were of the view that it is not done.

Table 41

Strategies to Promote Student Well-Being at the School (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Providing guidance and counselling	Valid	No	2	40.0%
		Yes	3	60.0%
Stimulating a positive teaching and learning environment	Valid	No	1	20.0%
		Yes	4	80.0%
Keeping open communication lines	Valid	No	1	20.0%
		Yes	4	80.0%
None of the Above Student Well-Being Strategies	Valid	No	5	100.0%
Other Student Well-Being Strategies	Valid	No	5	100.0%
	Total		5	100.0%

As noted in Table 41, the more often used strategies to promote students' wellbeing are; stimulating a positive teaching and learning environment uses 4 (80%), keeping communication lines open 4 (80%), and to a greater extent 3 (60%) providing guidance, and counselling. Overall, there is a fairly consistent agreement between the responses given by participants in tables 40 and 41. This indicates that indeed these strategies are mostly being implemented at the school.

Conditions of the government quintile one primary schools

This section presents, analyses, and interprets the results for the quantitative findings that attempt to answer the second research question. **Q2.** "What is the difference between the education conditions of the government quintile one, and non-government philanthropic primary schools?" The findings provide the education conditions on the side of the Quintile One Schools. These are later compared with the findings in Section 4.3.2 on the "impact of the non-government philanthropic primary school in bridging the gap in rural, low income, underserved, and marginalised communities" in the evaluation of findings to ensure the question is comprehensively answered, and comparisons and generalisations drawn. Data were gathered through survey questionnaires. Data were analysed using descriptive statistics of frequency counts and percentages as the data were nominal or categorical. Additionally, since the second research question has a comparative element of comparing the educational conditions of the non-government philanthropic primary school, and of those at the quintile one government primary schools where the participants were sampled.

Funding of the Quintile One Primary Schools

The findings in this section provide the respondents' perception about the funding the school receives in terms of source, and impact as reported in tables 42 and 43 below. As noted in Table 42, most of the respondents 9 (90%) reported that the school does not receive funding from the national government, whereas 1 (10%) reported that the school receives funding from the national government.

Table 42

Funding Source Quintile One Government Primary Schools (School Management)

Variable (s)		Response	Frequency	Percent
National government	Valid	No	9	90.0%
		Yes	1	10.0%
Provincial government	Valid	No	1	10.0%
		Yes	9	90.0%
NGO	Valid	No	10	100.0%
Total			10	100.0%

Meanwhile, most of the respondents 9 (90%) in Table 42 reported that the school receives funding from the provincial government compared to 1 (10%) who considers the schools not to be receiving funding from provincial government. There was consensus 10 (100%) that the schools in this category were not receiving funding from NGOs. This suggests that the schools under study are funded from public resources from the provincial government.

Table 43

Impact of Funding on Quality of Education (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negatively	5	50.0%	50.0%	50.0%
	Positively	4	40.0%	40.0%	90.0%
	Neutrally	1	10.0%	10.0%	100.0%
Total		10	100.0%		

Findings in Table 43 suggest that half of the respondents 5 (50%) reported that the funding the school receives have a negative impact on the quality of education the school delivers while 4 (40%) were of the view that the funding the school receives have a positive impact on the quality of education the school delivers. Perhaps the findings on the negative impact suggest inadequacy of funding.

The impact of funding on teaching as perceived by grades 1-6 teachers is provided in Table 44 below.

Table 44

Impact of Funding on Teaching (Grades 1-6 Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negatively	4	40.0%	40.0%	40.0%
	Positively	1	10.0%	10.0%	50.0%
	Neutrally	5	50.0%	50.0%	100.0%
Total		10	100.0%		

The findings in Table 44 are close to those in Table 43. A half of the respondents 5 (50%) reported that the funding the schools receive has a neutral impact on teaching compared to 4 (40%) who view it as having a positive impact. It seems the funding is not adequate to finance the operations of the schools to have a demonstrable impact.

Quality of Education in Quintile One Primary Schools

This section presents results regarding the impact of quality of education as perceived by the school management members at Quintile One Primary Schools.

Table 45

Impact of Quality of Education on the community (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negatively	1	10.0%	10.0%	10.0%
	Positively	7	70.0%	70.0%	80.0%
	Neutrally	2	20.0%	20.0%	100.0%
Total		10	100.0%		

In the Quintile One Government Primary Schools, majority of the respondents 7 (70%) reported that the quality of education the school delivers has a positive impact on the community the school serves as indicated in Table 45 compared to 1 (10%) reported that the quality of education the school delivers had a negative impact on the community the school serve. Meanwhile, 2 (20%) of the SMTs reported that the quality of education the school delivers has a neutral impact on the impact on the community the school serves.

Table 46

Impact of Quality of Education to the community (Grades 1-6 Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negatively	3	30.0%	30.0%	30.0%
	Neutrally	7	70.0%	70.0%	100.0%
Total		10	100.0%		

Majority of the respondents 7 (70%) were of the view that the quality of education the schools offer has a positive impact on the community compared to 3 (30%) who thought otherwise as indicated in Table 46. Unlike the school management members in Table 46, who considered the impact positive, the grades 1-6 teachers seemed not sure of the impact the quality of education has on the community.

Desired changes to the existing infrastructure at the schools

The findings in this section present the respondents' views about the desired changes on the existing infrastructure at the studied schools.

Table 47

Desired Changes on Existing School Infrastructure (School Management)

Variable (s)		Response	Frequency	Percent
Classrooms	Valid	No	4	40.0%
		Yes	6	60.0%
Sanitation	Valid	No	4	40.0%
		Yes	6	60.0%
Library	Valid	No	2	20.0%
		Yes	8	80.0%
Electricity	Valid	No	10	100.0%
Information Communication Technology (ICT)	Valid	No	1	10.0%
		Yes	9	90.0%
Other Change on Infrastructure	Valid	No	10	100.0%
	Total		10	100.0%

Findings in Table 47 indicate that majority of the respondent's desire changes in the following areas: ICT 9 (90%); Library 8 (80%); Classrooms, and Sanitation 6 (60%). There is consensus from the respondents 10 (100%) that there is no need for change in the status of electricity, and other infrastructure. This aspect is further probed through the grades 1-6 teachers as indicated in Table 48 below.

Table 48 reveals that respondents were split 5 (50%) about the need for change to the current status of the classrooms, and sanitation. However, there was strong consideration that information and communications technology 10 (100%), and library 7 (70%) needed change. These seem to be crucial infrastructural aspects that the teachers find most lacking in the schools studied. Respondents did not consider other changes in the infrastructure 9 (90%). On respondent was of the view that rural schools be equipped to the same level as model schools in the country.

Table 48

Desired Changes on Existing School Infrastructure (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Classrooms	Valid	No	5	50.0%
		Yes	5	50.0%
Sanitation	Valid	No	5	50.0%
		Yes	5	50.0%
Library	Valid	No	3	30.0%
		Yes	7	70.0%
Electricity	Valid	No	9	90.0%
		Yes	1	10.0%
Information Communication Technology (ICT)	Valid	Yes	10	100.0%
Other Change on Infrastructure	Valid	No	9	90.0%
		Equipping rural schools in a similar way as Model C schools.	1	10.0%
	Total		10	100.0%

School Safety

This section provides respondents views about school safety in the schools they serve.

Table 49

School Safety (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Safe	3	30.0%	30.0%	30.0%
	Unsafe	7	70.0%	70.0%	100.0%
Total		10	100.0%		

The findings as reported in Table 49 indicate that majority of the respondents 7 (70%) consider the schools unsafe for learners compared to 3 (30%) who consider the schools safe. Perhaps there are no safety measures put in place to create a secure environment in public schools in the province from the experience of the respondents. This is further probed as indicated in Table 50 to capture the views of the teachers. In Table 50, majority 4 (40%) confirmed the schools to be safe.

Table 50

School Safety Quintile One Government Primary School (Grades 1-6 Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Safe	4	40.0%	40.0%	40.0%
	Unsafe	3	30.0%	30.0%	70.0%
	Okay	3	30.0%	30.0%	100.0%
Total		10	100.0%		

In Table 50, it is noted that more respondents 4 (40%) were of the opinion that the school environment was safe. In addition, a further 30 percent thinks it was okay compared to 3 (30%) who thought the environment was unsafe. One may claim that given the majority opinions of the respondents 4 (40%) considered the school environment as safe or okay, it may be taken that the environment at the schools is safe for the children and school communities. This however seems to contradict the views of the school management members in Table 49 as the majority 7 (70%) reported that the schools are unsafe.

Teacher professional Capacity

The findings about the perceived teacher professional capacity in the studied schools are reported in Table 51 below.

Table 51

Teacher Professional Capacity (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	3	30.0%	30.0%	30.0%
	Acceptable	6	60.0%	60.0%	90.0%
	Limited	1	10.0%	10.0%	100.0%
Total		10	100.0%		

Majority of the school management members as presented in Table 51 view teacher professional capacity as acceptable compared to 3 (30%) who think the capacity is excellent. This seems to suggest that teachers have satisfactory capacity to teacher at the studied schools.

Significant Achievements of Grades 1-6 teachers

Some of the significant achievements by the Grades 1-6 teachers in this school are noted in this section as presented in Table 52 below.

Table 52

Significant Achievements by the Grades 1-6 teachers (School Management)

Variable (s)		Response	Frequency	Percent
Received International Recognition	Valid	No	10	100.0%
Received National Recognition	Valid	No	10	100.0%
Received District Recognition	Valid	No	5	50.0%
		Yes	5	50.0%
Other Achievements	Valid	No	10	100.0%
	Total		10	100.0%

Findings as presented in Table 52 indicate that the teachers did not receive an international or national award in recognition of their services 10 (100%). This suggests that their achievements did not merit international or national award. Moreover, respondents were split 50:50 on district level awards. The findings seem to indicate that the performance of the teachers was not good enough.

Challenges that Compromise the Grades 1-6 Teacher Quality

School management members noted the challenges perceived to compromise teacher quality at the studied quintile one schools. In Table 53, most of the respondents 8 (80%) consider student behaviour, and travelling distance not to be challenges that compromise the teaching quality. Meanwhile, 7 (70%) reported that lack of parental support compromises their quality.

Table 53

Challenges that Compromise the Grades 1-6 teachers (School Management)

Variable (s)		**Response**	**Frequency**	**Percent**
Student Behaviour Issues	Valid	No	8	80.0%
		Yes	2	20.0%
Lack of Parental Support	Valid	No	3	30.0%
		Yes	7	70.0%
Lack of Support from School Management	Valid	No	10	100.0%
Overcrowded Classrooms	Valid	No	5	50.0%
		Yes	5	50.0%
Lack of Teaching Resources	Valid	No	5	50.0%
		Yes	5	50.0%
Lack of Learning Resources	Valid	No	5	50.0%
		Yes	5	50.0%
Heavy Workload	Valid	No	4	40.0%
		Yes	6	60.0%
Traveling Distance	Valid	No	8	80.0%
		Yes	2	20.0%
Poor Physical Infrastructure	Valid	No	4	40.0%
		Yes	6	60.0%
Other Teacher Challenges	Valid	No	8	80.0%
		The school is on top of the hill.	1	10.0%

Variable (s)	Response	Frequency	Percent
	Teaching special needs students.	1	10.0%
Total		10	100.0%

Respondents in Table 53 were split 50:50 on the perceived effect of overcrowded classrooms, lack of teaching resources, and lack of learning resources. Some consider them challenges while others do not think they are compromising teacher performance at the studied schools. It is also noted that majority of the respondents 6 (60%) viewed heavy workload, and poor physical infrastructure as challenges that compromise the teaching quality. Uniquely, the location of the school came up as a challenge from 1 (10%) of the respondents because the school up hill. Another noted challenge was about one of the respondents considering that teaching special needs children was also a challenge to the teachers. These challenges are further probed from the perspective of teachers as indicated in Table 54 below.

Table 54

Challenges faced by the Grades 1-6 teachers (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Student Behaviour Issues	Valid	No	5	50.0%
		Yes	5	50.0%
Lack of Parental Support	Valid	No	1	10.0%
		Yes	9	90.0%
Lack of Support from School Management	Valid	No	8	80.0%
		Yes	2	20.0%
Overcrowded Classrooms	Valid	No	6	60.0%
		Yes	4	40.0%
Lack of Teaching Resources	Valid	No	1	10.0%
		Yes	9	90.0%
Lack of Learning Resources	Valid	No	2	20.0%
		Yes	8	80.0%
Heavy Workload	Valid	No	2	20.0%
		Yes	8	80.0%
Traveling Distance	Valid	No	8	80.0%
		Yes	2	20.0%
Poor Physical Infrastructure	Valid	No	1	10.0%

Variable (s)		Response	Frequency	Percent
		Yes	9	90.0%
Other Teacher Challenges	Valid	No	9	90.0%
Teaching special needs students			1	10.0%
	Total		10	100.0%

Table 54 depicts a split of opinion 5 (50%) about the challenge of students behaviour on the performance of grades 1-6 teachers and showed a slight feeling that overcrowded classrooms affected teacher's performance. However, they seem to agree that lack of parental support 9 (90%), lack of teaching resources 9 (90%), lack of learning resources 8 (80%), heavy workload 8 (80%), and poor physical infrastructure 9 (90%) compromise the teaching quality at their schools.

The teachers did not find lack of support from the school management 8 (80%), and travelling distance as factors that compromised the teaching quality at their schools. One teacher noted that teaching special needs was challenge. This could suggest that either the teachers are not trained to handle special needs or the material and learning environment were not ideal for handling special needs students in the schools studied.

Training or Professional Development Support Needed

This section notes the professional development training that grades 1-6 teachers in the studied schools require as presented in Table 55. There seems to be stronger agreement from majority of the respondents that the teachers do not need professional training.

Table 55

Teacher Training Needs (School Management)

Variable (s)		Response	Frequency	Percent
Pedagogical Training Needs	Valid	No	9	90.0%
		Yes	1	10.0%

Variable (s)		**Response**	**Frequency**	**Percent**
Classroom Assessment Strategies Training Needs	Valid	No	7	70.0%
		Yes	3	30.0%
Classroom Management Training Needs	Valid	No	7	70.0%
		Yes	3	30.0%
Leadership tools and skills for teacher leaders training	Valid	No	8	80.0%
		Yes	2	20.0%
Standards-based marking, recording, reporting training	Valid	No	7	70.0%
		Yes	3	30.0%
Curriculum Training Needs	Valid	No	7	70.0%
		Yes	3	30.0%
Strategies for personalizing learning and differentiating instruction training	Valid	No	7	70.0%
		Yes	2	20.0%
Other Teacher Training Needs	Valid	No	6	100.0%
		Training on multi-grading	1	10.0%
		Technology related training and on Jake iMfundo.	1	10.0%
		Teaching students with special needs.	1	10.0%
		Our school struggles to attend the workshops because the location is very far.	1	10.0%
	Total		10	100.0%

For example, as indicated in Table 55 below, most of the respondents 9 (90%) reported that the teachers at their schools do not need pedagogical training; 7 (70%) reported that the teachers at their schools do not need classroom assessment strategies training; classroom management training; standards-based marking, recording, reporting training; curriculum training; and strategies for personalizing learning, and differentiating instruction training.

Further, 8 (80%) were of the view that the teachers do not need leadership tools, and skills for teacher leadership training. Very few respondents 1 (10%) suggested that the following professional training skills; training on multi-grading, technology related training, and on Jika iMfundo, and teaching students with special needs. This is further probed in Table 56 below.

Table 56

Teacher Training Needs at the School (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Pedagogical Training Needs	Valid	No	4	40.0%
		Yes	6	60.0%
Classroom Assessment Strategies Training Needs	Valid	No	6	60.0%
		Yes	4	40.0%
Classroom Management Training Needs	Valid	No	8	80.0%
		Yes	2	20.0%
Leadership tools and skills for teacher leaders training	Valid	No	6	60.0%
		Yes	4	40.0%
Standards-based marking, recording, reporting training	Valid	No	9	90.0%
		Yes	1	10.0%
Curriculum Training Needs	Valid	No	7	70.0%
		Yes	3	30.0%
Strategies for personalizing learning and differentiating instruction training	Valid	No	6	60.0%
		Yes	4	40.0%
None of the Above Teacher Training Needs	Valid	No	6	60.0%
		Yes	4	40.0%
Other Teacher Training Needs	Valid	No	7	70.0%
Teaching students with special needs			1	10.0%
How to teach or work in multi-grading rural schools.			1	10.0%
Using technology when teaching.			1	10.0%
	Total		10	100.0%

A part from the need for pedagogical training as indicated by the majority responses 6 (60%) in Table 56, most of the respondents are of the opinion that they do not need training in the highlighted areas. In Table 56, it is indicated that majority of the respondents 6 (60%) do not require classroom assessment strategies training, leadership tools, and skills for teacher leadership training, and strategies for personalizing learning, and differentiating instruction training; 8 (80%) do not require classroom management training, while 9 (90%) do not require standards-based marking, recording, reporting training.

Further, 7 (70%) reported that they do not require curriculum training. Some teachers reported isolated cases of special training needs not highlighted in the questionnaire such as teaching students with special needs, strategies for teaching or working in multi-grading rural schools, and using technology when teaching.

Table 57

Modes of Teacher Training (School Management)

Variable (s)		Response	Frequency	Percent
Continuous Teacher Training	Valid	No	2	20.0%
		Yes	8	80.0%
In-Service Training	Valid	No	2	20.0%
		Yes	8	80.0%
Pre-Service Training	Valid	No	10	100.0%
Other Training Frequencies	Valid	No	10	100.0%
	Total		10	100.0%

In the schools studied, there is teacher training done for professional development of teachers. Table 57 indicates that most of the school management members 8 (80%) viewed continuous teacher training, and in-service training as the main modes of teacher training at their schools. It is noted that the schools do not have pre-service training of teachers, and there is no other mode of teacher training that has been used other than continuous teacher training, and in-service training.

Table 58

Modes of Teacher Training at the Schools (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Continuous Teacher Training	Valid	No	2	20.0%
		Yes	8	80.0%
In-Service Training	Valid	No	10	100.0%
Pre-Service Training	Valid	No	10	100.0%
Other Training modes	Valid	No	8	80.0%
Maybe one training session per term			2	20.0%
	Total		10	100.0%

Teachers indicate as presented in Table 58 that they receive continuous training 8 (80%). However, respondents were unanimous 10 (100%) that they do not receive in-service or pre-service training at the schools. There was a suggestion by 2 (20%) of the respondents that one training session per term be provided at the schools.

Teacher Retention Strategies at the Schools

The schools adopt different methods to ensure that teachers are retained. Respondents' views about teacher retention strategies and staff turnover are presented in this section.

Table 59

Teacher retention strategies (School Management)

Variable (s)		Response	Frequency	Percent
School Management Providing Continuous Support	Valid	No	3	30.0%
		Yes	7	70.0%
Giving Financial Rewards	Valid	No	10	100.0%
Giving rewards such as certificates and trophies	Valid	No	8	80.0%
		Yes	2	20.0%
Community Providing Support	Valid	No	10	100.0%
None of the Above Teacher Retention Strategies	Valid	No	10	100.0%
Other Teacher Retention Strategies	Valid	No	10	100.0%
	Total		10	100.0%

Findings in Table 59 reveal that provision of continuous management support to teachers was the most recognised teacher retention strategy in the studied primary schools with majority of the respondents 7 (70%) agreeing to its use at the schools. Giving rewards is also indicated by 2 (20%) of the respondents. This suggests that it is not a commonly used strategy across the schools studied. The study notes that giving financial rewards, and support from the community are not applied in the studied schools 10 (100%).

A further probe with grades 1-6 teachers who experience the approaches used by the schools to retain teachers seems to corroborate the findings revealed in Table 59. As indicated in

Table 60, the findings demonstrate a similar perception as that of the management that financial rewards and community support were not considered as strategies used to retain teachers.

Table 60

Teacher Retention Strategies at the Schools (Grades 1-6 Teachers)

Variable (s)		**Response**	**Frequency**	**Percent**
School Management Providing Continuous Support	Valid	No	5	50.0%
		Yes	5	50.0%
Giving Financial Rewards	Valid	No	10	100.0%
Giving Rewards such as certificates and trophies	Valid	No	9	90.0%
		Yes	1	10.0%
Community Providing Support	Valid	No	10	100.0%
Other Teacher Retention Strategies	Valid	No	6	60.0%
It's due to the lack of employment			1	10.0%
We are staying due to a lack of teachers			1	10.0%
I stay because I want to make a difference and I fell in love with the kids			1	10.0%
I'm not happy, I am only staying at the school due to family commitments			1	10.0%
	Total		10	100.0%

Table 60 indicates a split 5 (50%) in opinion about school management providing continuous support to teachers as a retention strategy at the studied schools. It is also noted that teachers neither receive financial rewards from schools nor support from communities with a consensus view from teachers 10 (100%). It also observed that some schools use other strategies as indicated from 6 (60%) of the respondents. On why teachers remained at schools, varied reasons were provided including lack of employment, lack of teachers, need to make a difference and love for the kids, and family commitments.

Causes of high teacher turnover in the studied schools

The respondents' views about teacher turnover are provided in Table 61 below. The results indicate that the factors studied are not considered to cause high labour turnover at the studied schools from the views of the school management members.

Table 61

Causes of High Teacher Turnover at the Schools (School Management)

Variable (s)		Response	Frequency	Percent
Student Behaviour	Valid	No	10	100.0%
Lack of Parental Support	Valid	No	8	80.0%
		Yes	2	20.0%
Lack of Support from School Management	Valid	No	10	100.0%
Overcrowded Classrooms	Valid	No	9	90.0%
		Yes	1	10.0%
Lack of Teaching Resources	Valid	No	7	70.0%
		Yes	3	30.0%
Lack of Learning Resources	Valid	No	8	80.0%
		Yes	2	20.0%
Heavy Workload	Valid	No	8	80.0%
		Yes	2	20.0%
Traveling Distance	Valid	No	10	100.0%
Poor Physical Infrastructure	Valid	No	7	70.0%
		Yes	3	30.0%
Teachers rarely leave our school. When they do leave it's usually due to personal reasons or retirement.			2	20.0%
	Total		10	100.0%

Findings in Table 61 reveal that the investigated factors were not considered to cause high labour turnover at the studied schools. Respondents indicate that teachers at their schools do not leave due to student behaviour, and lack of support from the school management and traveling distance 10 (100%). Further, 8 (80%) of the SMTs reported that the teachers do not leave due to lack of parental support, lack of learning resources, and heavy workload. Meanwhile, 7 (70%) of the SMTs reported that the teachers do not leave due to lack of teaching resources, or poor physical infrastructure, while 9 (90%) reported that the teachers do not leave due to overcrowded classrooms. Some respondents suggested that when teachers leave, it is usually due to personal reasons or retirement.

In agreement with the findings in Table 61, the results in 62 below show that the grades 1-6 teachers consider the studied factors not to cause high labour turnover at the schools.

Table 62

Causes of High Teacher Turnover at the Primary Schools (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Student Behaviour	Valid	No	8	80.0%
		Yes	2	20.0%
Lack of Parental Support	Valid	No	7	70.0%
		Yes	3	30.0%
Lack of Support from School Management	Valid	No	9	90.0%
		Yes	1	10.0%
Overcrowded Classrooms	Valid	No	8	80.0%
		Yes	2	20.0%
Lack of Teaching Resources	Valid	No	8	80.0%
		Yes	2	20.0%
Lack of Learning Resources	Valid	No	8	80.0%
		Yes	2	20.0%
Heavy Workload	Valid	No	7	70.0%
		Yes	3	30.0%
Traveling Distance	Valid	No	8	80.0%
		Yes	2	20.0%
Poor Physical Infrastructure	Valid	No	7	70.0%
		Yes	3	30.0%
None of the Above Causes of Teacher Turnover	Valid	No	5	50.0%
		Yes	5	50.0%
	Valid	No	5	50.0%
They leave or left because they want or wanted to move back home as they came from other provinces			1	10.0%
Because of personal reasons			1	10.0%
Teachers stay because they have nowhere else to go			3	30.0%
	Total		10	100.0%

It is noted from Table 62 that 8 (80%) of the respondents reported that student behaviour, overcrowded classrooms, lack of teaching resources, lack of learning resources, and travelling distance do not cause teacher turnover. Further, 7 (70%) of the teachers reported that lack of parental support, heavy workload, and poor physical infrastructure do not cause teacher turnover compared to 3 (30%) who thought they do. Moreover, 9 (90%) of the teachers reported that lack of support from school management was not a cause of teacher turnover. It was noted that a few respondents suggested some of the factors that caused turnover in their schools, including wanting to move back home as they came from other provinces; and personal reasons.

Pedagogical strategies

In this section, the pedagogical strategies applied by the quintile one schools in KZN Province are indicated from both the school management members, and the grades 1-6 teachers. As noted in Table 63 below, majority of the respondents 6 (60%) reported that teachers facilitate student centred classrooms, and deliver curriculum that meets national, and international expectations, compared to 4 (40%) who indicated that they do not. Meanwhile, 9 (90%) of the SMTs reported that they have observed the teachers using formative assessment to track student progression.

Table 63

Pedagogical Strategies at the Primary Schools (School Management)

Variable (s)		Response	Frequency	Percent
Facilitating a Student-Centred Classroom	Valid	No	4	40.0%
		Yes	6	60.0%
Using Formative Assessment to Track Student Progression	Valid	No	1	10.0%
		Yes	9	90.0%
Delivering the curriculum to meet national and international expectations	Valid	No	4	40.0%
		Yes	6	60.0%
Differentiation	Valid	No	5	50.0%
		Yes	5	50.0%
None of the Above Teaching Strategies	Valid	No	10	100.0%
Other Teaching Strategies	Valid	No	8	80.0%
		Building a strong rapport with their students.	1	10.0%
		Developing lifelong learners.	1	10.0%
	Total		10	100.0%

While members were split 5 (50%) about teachers using differentiation. In addition, 1 (10%) of the respondents suggested that they have noted teachers building a strong rapport with their students, and develop lifelong learners opportunities. This issue is further probed with the teachers to ascertain whether the views are divergent or convergent on the same matter as indicated in Table 64.

Grades 1-6 teachers by consensus 10 (100%) as indicated in Table 6 below show that they facilitate a student-centred classroom. In addition, they use formative assessment to track student progression 9 (90%); focus on delivering the curriculum to meet national and international expectations 8 (80%); and use differentiation 7 (70%).

Table 64

Pedagogical Strategies at the Primary Schools (Grades 1-6 Teachers)

Variable (s)		**Response**	**Frequency**	**Percent**
Facilitating a Student-Centred Classroom	Valid	Yes	10	100.0%
Using Formative Assessment to Track Student Progression	Valid	No	1	10.0%
		Yes	9	90.0%
Delivering the curriculum to meet national and international expectations	Valid	No	2	20.0%
		Yes	8	80.0%
Differentiation	Valid	No	3	30.0%
		Yes	7	70.0%
Other Teaching Strategies	Valid	No	7	70.0%
Play-based teaching and singing.			1	10.0%
Using visual aids such as YouTube videos.			1	10.0%
I use games and songs. I also use visual aids such as flashcards and wall charts.			1	10.0%
	Total		10	100.0%

Grades 1-6 teachers suggested that other strategies include play-based teaching and singing; using visual aids such as YouTube videos; and using games, and songs. Though these strategies were reported by 1 (10%) of the respondents, it seems some teachers do apply them during teaching instruction.

Students' socioeconomic backgrounds

The section provides the socioeconomic backgrounds of the students in the quintile one schools in KZN Province from the perspectives of both the school management members and grades 1-6 teachers.

Table 65

Grades 1-6 Students' Socioeconomic Backgrounds at the Primary Schools (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high	1	10.0%	10.0%	10.0%
	low	9	90.0%	90.0%	100.0%
Total		10	100.0%		

The results in Table 65 show that most of the respondents 9 (90%) consider the students in the schools studied to be from low socioeconomic backgrounds compared to 1 (10%) who consider themselves to be from high socioeconomic background. As expected, majority of the rural residents are households with low socioeconomic background. This is further corroborated by the views of the grades 1-6 teachers as indicated in Table 66.

Table 66

Grades 1-6 Students' Socioeconomic Backgrounds at the Primary Schools (Grades 1-6 Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	10	100.0%	100.0%	100.0%
Total		10	100.0%		

There was consensus from the grades 1-6 teachers 10 (100%) that the students in the studied schools were from low socioeconomic backgrounds. The finding in Table 66 corroborates the findings in Table 65 from the school management members. This further implies that the schools are serving communities they are designed to serve in the province.

Impact of student behavioural issues

The study also reviewed the impact of students' behaviour on the schools studied. The findings are as revealed in Table 67.

Table 67

Grades 1-6 Impact of Students' Behavioural Issues at the Primary Schools (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negatively	6	60.0%	60.0%	60.0%
	Positively	3	30.0%	30.0%	90.0%
	Neutrally	1	10.0%	10.0%	100.0%
Total		10	100.0%		

Findings in Table 67 reveal that 6 (60%) of the MTs consider the students' behaviour at their schools to have a negative impact on the schools compared to 3 (30%) they have has a positive impact on the schools and 1 (10%) that consider the impact neutral.

Table 68

Grades 1-6 Impact of Students' Behavioural Issues on Primary Schools (Grades 1-6 Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negatively	5	50.0%	50.0%	50.0%
	Positively	3	30.0%	30.0%	80.0%
	Neutrally	2	20.0%	20.0%	100.0%
Total		10	100.0%		

As indicated in Table 68, half of the respondents 5 (50%) consider the students' behaviour in their schools to have a negative impact on the school compared to 3 (30%) view it as having a positive impact. The findings in Table 68 seem to corroborate those in Table 67 from the school management members.

Performance of the Grades 1-6 students since 2017 to date

The performance of students in the studied schools since 2017 from the perspectives of school management members and grades 1-6 members is provided in this section.

Table 69

Performance of the Grades 1-6 students in English (literacy) since 2017 to date (School Management)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	7	70.0%	70.0%	70.0%
	Poor	1	10.0%	10.0%	80.0%
	Average	2	20.0%	20.0%	100.0%
Total		10	100.0%		

It may be noted from Table 69 that the performance of the studied schools since 2017 in literacy is considered good by the majority of respondents 7 (70%). Meanwhile, 2 (20%) consider it average while 1 (10%) are of the view that it is poor. Overall, the performance is deemed good. This is further probed from the perspective of the teachers in the studied schools as indicated in Table 70.

Table 70

Performance of the Grades 1-6 students in English (literacy) since 2017 (Grades 1-6 Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	5	50.0%	50.0%	50.0%
	Average	5	50.0%	50.0%	100.0%
Total		10	100.0%		

The findings reveal a split opinion 5 (50%) regarding students' performance in the studied schools with half considering it poor, while the other half considering it average as indicated in Table 70. This seems to be contrary to what the school management members reported in Table 69.

Table 71

The Performance of the Grades 1-6 students in Maths (numeracy) since 2017 to date at the *Primary Schools (School Management)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	50.0%	50.0%	50.0%
	Poor	3	30.0%	30.0%	80.0%
	Average	2	20.0%	20.0%	100.0%
Total		10	100.0%		

Regarding numeracy, from Table 71, half of the respondents 5 (50%) were of the view that students' performance in maths (numeracy) was good compared to 3 (30%) who rated it poor, and 2 (20%) scored it average.

Table 72

Performance of the Grades 1-6 students in Maths (numeracy) since 2017 to date at the Primary Schools (Grades 1-6 Teachers)

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Good	1	10.0%	10.0%	10.0%
	Poor	1	10.0%	10.0%	20.0%
	Average	8	80.0%	80.0%	100.0%
	Total	10	100.0%		

Most of the teachers as indicated in Table 72 reveal that in the studied schools, 8 (80%) were of the opinion that grades 1-6 students' performance in maths (numeracy) was average compared to 1 (10%) who scored it poor, and equal number considered it average as noted in Table 72. This contrasts with the views of the school management members in Table 71. Perhaps, teachers being the ones that assess the students know better their strengths and weaknesses in maths, and their scores in both internal and external exams, which could have informed their opinions.

Factors that reduce the capacity of the school management or leadership to deliver high-quality education in the school

This section looks at the factors reducing the capacity of school management to deliver high quality education in the studied schools presenting both the views of the school management members and the grades 1-6 teachers.

Table 73

Factors Reducing Capacity of the SMTs (School Management)

Variable (s)		Response	Frequency	Percent
Student Behaviour Issues	Valid	No	10	100.0%
Lack of Parental Support	Valid	No	5	50.0%
		Yes	5	50.0%
Lack of Support from Executive Management	Valid	No	8	80.0%
		Yes	2	20.0%
Overcrowded Classrooms	Valid	No	7	70.0%
		Yes	3	30.0%
Lack of Teaching Resources	Valid	No	6	60.0%
		Yes	4	40.0%
Lack of Learning Resources	Valid	No	7	70.0%
		Yes	3	30.0%
Heavy Workload	Valid	No	5	50.0%
		Yes	5	50.0%
Lack of Funds	Valid	No	6	60.0%
		Yes	4	40.0%
Poor Physical Infrastructure	Valid	No	9	90.0%
		Yes	1	10.0%
Lack of School Management or Leadership or Administration Training	Valid	No	10	100.0%
Other SMT Challenges	Valid	No	9	90.0%
School vandalism which forces the school management to spend on replacing infrastructure that was already set in place, thus taking away from the school funding.			1	10.0%
	Total		10	100.0%

It is evident from the findings in Table 73 above that the factors investigated were not in the opinion of the school management members' factors that affected their capacity. Members were of split decision 5 (50%) regarding lack of parental support, and heavy workload as factors that affected them. All respondents 10 (100%) were of the view that student behaviour, and lack of school management or leadership or administration training do not reduce the capacity of the school management team at their schools.

Further, most of the respondents 9 (90%) did not view infrastructure as a negative factors, and 8 (80%) reported that lack of support from executive management did not affect their capacity. Also, overcrowded classrooms, and lack of learning resources were observed by the majority 7 (70%) compared to 3 (30%) that such factors did not affect them. Meanwhile, 6 (60%) of the SMTs reported that lack of funds, and lack of teaching resources did not reduce their capacity compared to 4 (40%) who reported that these two have a negative impact on the SMT capacity. It seems though that in some schools studied, lack of funds, and teaching materials affected them, though they are not a major hindrance to the capacity of the SMTs in all schools studied. A respondent 1 (10%) voiced out school vandalism as a challenge to the capacity of the SMTs as they are forced to spend on replacing infrastructure that was already set in place, thus reducing the pool of resources that would be used to fund other activities. This aspect is further investigated from the angle of the grades 1-6 teachers as indicated in Table 73.

There was consensus 10 (100%) from the respondents that heavy workload affects capacity of the SMTs in the studied schools as noted in Table 74 below. Other factors considered by the majority 8 (80%) to have an effect of the capacity of SMTs included lack of learning resources, lack of teaching resources, and lack of funds. In addition, lack of parental support was viewed by a slight majority of respondents 6 (60%) as affecting capacity of SMTs.

Table 74

Factors Reducing the Capacity of the SMTs (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Student Behaviour Issues	Valid	No	6	60.0%
		Yes	4	40.0%
Lack of Parental Support	Valid	No	4	40.0%
		Yes	6	60.0%
Lack of Support from Executive Management	Valid	No	5	50.0%
		Yes	5	50.0%
Overcrowded Classrooms	Valid	No	7	70.0%
		Yes	3	30.0%
Lack of Teaching Resources	Valid	No	2	20.0%
		Yes	8	80.0%
Lack of Learning Resources	Valid	No	2	20.0%
		Yes	8	80.0%
Heavy Workload	Valid	Yes	10	100.0%
Lack of Funds	Valid	No	2	20.0%
		Yes	8	80.0%
Poor Physical Infrastructure	Valid	No	2	20.0%
		Yes	8	80.0%
Lack of School Management or Leadership or Administration Training	Valid	No	5	50.0%
		Yes	5	50.0%
Other SMT Challenges	Valid	No	10	100.0%
	Total		10	100.0%

Meanwhile, respondents were split 5 (50%) about the effect of lack of support from executive management, and lack of school management on the capacity of SMTs. Meanwhile, 6 (60%) of the teachers reported that student behaviour issues do not reduce the SMTs capacity at their schools compared with 4 (40%) teachers reported that it does. Findings from grades 1-6 teachers seem to contradict the views of the school management members on what affects the SMTs.

Required support to school management in order to deliver high-quality education

Findings in Table 75 below indicate that school management members do not think the SMTs require further support to deliver quality education. Most of the respondents 9 (90%) indicated that they did not need quality teachers, while 8 (80%) opined that they did not need support from executive management, addressing overcrowded classrooms, and any other support. Most of the respondents 9 (90%) indicated that they did not need quality teachers, while 8 (80%) opined that they did not need support from executive management, addressing overcrowded classrooms, and any other support.

Table 75

Further Support Required by the SMTs at the Quintile One Government Primary Schools (School Management)

Variable (s)		**Response**	**Frequency**	**Percent**
Community Support	Valid	No	6	60.0%
		Yes	4	40.0%
Parental Support	Valid	No	6	60.0%
		Yes	4	40.0%
Support from Executive Management	Valid	No	8	80.0%
		Yes	2	20.0%
Addressing Overcrowded Classrooms	Valid	No	8	80.0%
		Yes	2	20.0%
Provision of Teaching Resources	Valid	No	5	50.0%
		Yes	5	50.0%
Provision of Learning Resources	Valid	No	7	70.0%
		Yes	3	30.0%
Reducing Heavy Workload	Valid	No	5	50.0%
		Yes	5	50.0%
Addressing Funding Issues	Valid	No	6	60.0%
		Yes	4	40.0%
Improving Physical Infrastructure	Valid	No	7	70.0%
		Yes	3	30.0%
Having Quality Teachers	Valid	No	9	90.0%
		Yes	1	10.0%
Other SMT Further Support	Valid	No	8	80.0%
		We need more training for both the SMTs and the educators.	1	10.0%
		Do away with multi-grading.	1	10.0%
	Total		10	100.0%

Further, results in Table 75 indicate that 7 (70%) do not consider provision of resources, and improving physical infrastructure as necessary support required. It is also revealed that 6 (60%) of the SMTs reported that they do not require further support with community support, parental support and addressing funding issues compared to 4 (40%) who expressed need for the said support. Respondents were split 5 (50%) about the need for further support with provision of teaching resources, and reduction of heavy workload. From a small fraction of respondents 1(10%), there is an expressed need for more training for both the SMTs, and the educators; and stopping multi-grading in schools. The findings seem to conclude that from perspectives of SMTs, there is little support required to deliver quality education.

Table 76 below reveals that unlike the views of the school management members who did not think they needed support, grades 1-6 teachers were of the opinion that there were areas that required further support. Most of the respondents 9 (90%) were of the view that reduction of the heavy workload was necessary compared to 1 (10%) who did not think so.

Table 76

Further Support Required by the SMTs at the Schools (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Community Support	Valid	No	4	40.0%
		Yes	6	60.0%
Parental Support	Valid	No	3	30.0%
		Yes	7	70.0%
Support from Executive Management	Valid	No	3	30.0%
		Yes	7	70.0%
Addressing Overcrowded Classrooms	Valid	No	3	30.0%
		Yes	7	70.0%
Provision of Teaching Resources	Valid	No	3	30.0%
		Yes	7	70.0%
Provision of Learning Resources	Valid	No	3	30.0%
		Yes	7	70.0%
Reducing Heavy Workload	Valid	No	1	10.0%
		Yes	9	90.0%
Addressing Funding Issues	Valid	No	2	20.0%
		Yes	8	80.0%
Improving Physical Infrastructure	Valid	No	3	30.0%
		Yes	7	70.0%
Providing more SMT Training	Valid	No	5	50.0%
		Yes	5	50.0%
	Total		10	100.0%

In addition, majority of the respondents 7 (70%) were of the opinion that their schools required more parental support, support from executive management, addressing overcrowded classrooms, provision of teaching resources, provision of learning resources, and improving of poor physical infrastructure compared to 3 (30%) who did not think so. Meanwhile, 6 (60%) of the teachers reported that the SMTs at their schools require more support from the communities the schools serve, whereas compared to 4 (40%) who thought otherwise. There was a split decision 5 (50%) regarding need for provision of more SMT training at their schools.

Community or Parental Engagement Strategies at the Quintile One Government Primary Schools (School Management)

This section presents the community or parental strategies presently adopted by the schools studied to reach out to parents and engage with the communities.

Table 77

Engagement Strategies with Community, and Parents

Variable (s)		Response	Frequency	Percent
Formulating Strategies to reach parents that are difficult to reach	Valid	No	4	40.0%
		Yes	6	40.0%
Connecting with local businesses	Valid	No	8	80.0%
		Yes	2	20.0%
Collaborating with other organizations such as NGOs	Valid	No	9	90.0%
		Yes	1	10.0%
Inviting parents and other community members to participate in school activities	Valid	No	2	20.0%
		Yes	8	80.0%
	Total		10	100.0%

It is noted from the findings that three strategies are applied by the schools to engage with the community and parents including inviting parents preferred by the majority 8 (80%), and other community members to participate in the school activities, and formulating strategies to reach parents that are difficult to reach 6 (40%), connecting with local business had a low representation of 2 (20%), and the lowest sample 1 (10%) confirmed to collaborate with other organizations such as NGOs as indicated in Table 77. Meanwhile, majority 8 (80%) of the

SMTs reported that they do not focus on connecting with local businesses as an attempt to engage both the community, and parents. While most of the respondents 9 (90%) reported that they do not focus on collaborating with other organizations such as NGOs as an attempt to engage both the community, and parents, 4 (40%) confirmed that they do not formulate strategies to reach parents that are difficult to reach, and finally with the lowest sample 2 (20%) confirmed that they do not invite parents and other community members to participate in school activities. This suggests that the studied schools have not been effectively utilising school, parents' and community networks in running the schools.

Promoting social justice, and well-being through education

This section presents the strategies that schools studied use to promote social justice in education as provided in the tables below.

Table 78

Strategies to Promote Social Justice at the Schools (School Management)

Variable (s)		**Response**	**Frequency**	**Percent**
Making School Fees Affordable	Valid	No	7	70.0%
		Yes	3	30.0%
Bridging school and home proximity by providing transportation to students who need it	Valid	No	10	100.0%
Making an equitable school environment	Valid	No	1	10.0%
		Yes	9	90.0%
Equipping students to be able to advocate for themselves	Valid	No	5	50.0%
		Yes	5	50.0%
Producing learners who will become active and successful adults in their communities	Valid	No	2	20.0%
		Yes	8	80.0%
Other Social Justice Strategies	Valid	No	7	70.0%
		There's a feeding scheme in our school.	2	20.0%
		We identify the learners in need and provide them with food parcels.	1	10.0%
	Total		10	100.0%

In Table 78, most of the respondents 9 (90%) view making an equitable school environment while 8 (80%) consider producing learners who will become active, and successful adults in their communities as strategies through which they promote social justice through education. There was a split view among members 5 (50%) regarding equipping students to be able to advocate for themselves. However, they did bridge school, and home proximity by providing transportation to students who need it 10 (100%), and making schools fees affordable 7 (70%) as a strategy for promoting social justice used in the schools. In addition, some members indicated that feeding scheme in the schools and identifying learners in need, and providing them with food parcels as additional strategies used by a few schools to promote social justice. It may be noted that there are strategies for promoting social justice in the schools studied. This is further probed from the perspective of teachers as indicated in Table 79 below.

Table 79

Strategies to Promote Social Justice (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Making School Fees Affordable	Valid	No	1	10.0%
		Yes	9	90.0%
Bridging school and home proximity by providing transportation to students who need it	Valid	No	9	90.0%
		Yes	1	10.0%
Making an equitable school environment	Valid	No	2	20.0%
		Yes	8	80.0%
Equipping students to be able to advocate for themselves	Valid	No	2	20.0%
		Yes	8	80.0%
Producing learners who will become active and successful adults in their communities	Valid	No	2	20.0%
		Yes	8	80.0%
Other Social Justice Strategies	Valid	No	8	80.0%
Getting other governmental departments involved.			1	10.0%
We nominate students in need and refer them to counsellors.			1	10.0%
	Total		10	100.0%

From the perspectives of the grades 1-6 teachers, the findings in Table 79 above show that most of the respondents consider the following strategies as promoting social justice in schools: making schools fees affordable 9 (90%); making an equitable school environment 8 (80%); equipping students to be able to advocate for themselves 8 (80%); and producing learners who will become active, and successful adults in their communities 8 (80%). However, respondents did not consider bridging school, and home proximity by providing transportation 9 (90%) an applicable strategy in the studied schools. Nonetheless, two respondents considered getting other governmental departments involved, and nominating students in need, and referring them to counsellor's strategies for promoting social justice in some schools. Regarding strategies to promote well-being at the quintile one government schools, views in Table 80 below indicate that there were efforts to promote well-being of the learners through the educational activities of the schools.

Table 80

Strategies to Promote Student Well-Being at the Schools (School Management)

Variable (s)		Response	Frequency	Percent
Providing guidance and counselling	Valid	No	4	40.0%
		Yes	6	60.0%
Stimulating a positive teaching and learning environment	Valid	Yes	10	100.0%
Keeping open communication lines	Valid	No	5	50.0%
		Yes	5	50.0%
None of the Above Student Well-Being Strategies	Valid	No	10	100.0%
Other Student Well-Being Strategies	Valid	No	9	90.0%
		Consulting with other government departments as well.	1	10.0%
	Total		10	100.0%

The most prominent one is stimulating a positive teaching, and learning environment 10 (100%). Table reports that majority of the respondents 6 (60%) were of the view that they promote student well-being by providing guidance, and counselling compared with 4 (40%) did not think such an activity promotes well-being. Respondents had a split opinion 5 (50%) that they promote student well-being by keeping open communication lines. Meanwhile, 1 (10%) SMT added that consulting with other government departments as well was adopted to promote students' well-being.

Table 81

Strategies to Promote Student Well-Being (Grades 1-6 Teachers)

Variable (s)		Response	Frequency	Percent
Providing guidance and counselling	Valid	Yes	10	100.0%
Stimulating a positive teaching and learning environment	Valid	No	4	40.0%
		Yes	6	60.0%
Keeping open communication lines	Valid	No	3	30.0%
		Yes	7	70.0%
Other Student Well-Being Strategies	Valid	No	8	80.0%
Collaborating with other governmental departments			2	20.0%
	Total		10	100.0%

As indicated in Table 81, there is consensus 10 (100%) from the respondents that providing guidance, and counselling was the strategies used by studied schools to promote students well-being. In addition, keeping communication lines open 7 (70%); and stimulating a positive teaching, and learning environment 6 (60%) were also applicable strategies in promoting students' well-being. Some respondents considered collaborating with other governmental departments to be a useful strategy 2 (20%). The findings suggest that the schools studied have in place efforts to promote students' well-being.

Effect of national, and international educational policies on managing the school and teaching

The next section investigates the effect of national, and international educational policies on managing the studied schools from the perspectives of the school management members.

Table 82

The Impact of National, and International Educational Policies on Managing, and Teaching School (School Management)

	Response	Frequenc	Percent	Valid Percen	Cumulative Percent
Valid	Negatively	2	20.0%	20.0%	20.0%
	Positively	4	40.0%	40.0%	60.0%
	Neutrally	1	10.0%	10.0%	70.0%
	Other - Curriculum and assessment policies are okay. But the Department must review the funding policies especially for rural schools.	1	10.0%	10.0%	80.0%
	Other - The funding policy needs reviewing. Others are okay.	1	10.0%	10.0%	90.0%
	We strive for excellence despite multi grading constraints.	1	10.0%	10.0%	100.0%
Total		10	100.0%		

As indicated in Table 82, it is revealed that 2 (20%) of the SMTs reported that the national, and international educational policies have a negative impact on managing the school, and on teaching while 4 (40%) reported that they have an effect, and 1 (10%) was of the view that the policies have a neutral impact. A respondent 1 (10%) SMT added that other curriculum, and assessment policies are okay. However, there was an opinion that the Department must review the funding policies especially for rural schools. In addition, 1 (10%) opined that the funding policy needs reviewing. The constraint of multi grading system was also noted. From the views in Table 81, it appears that not many respondents feel they are negatively affected by the policies in their management of the schools.

Phase Two: Qualitative Interpretation of Data – Thematic Analysis of Emerging Themes from Structured Interviews

Structured interviews were conducted with two subsets of the sample population (N = 2 school management members, and N = 5 Grades 1-6 teachers at the non-government philanthropic primary school; N = 10 school management members, and N = 10 Grades 1-6 teachers at the quintile one government primary schools) serving low income, rural, underserved, and marginalized communities in the KwaZulu-Natal province in South Africa. All 27 interviews were transcribed using Otter.ai, and coded, and analysed using Taguette. The qualitative data were coded and analysed using the data analysis techniques that were presented in Chapter 3 of this study. Themes are tabulated and then described. The first section presents, the results for the qualitative findings of the first research question.

Q1. What is the impact of the non-government philanthropic primary schools in bridging the gap in the provision of equitable and quality education in rural, low-income, underserved, and marginalized communities in South Africa?

The themes and sub-themes that emerged from the Non-Government Philanthropic Primary School, and Quintile One Primary Schools Qualitative Data Analysis are indicated in Table 83 below.

Table 83

Emerging Themes and Sub-Themes

Theme	Sub-Theme(s)
Theme One: Understanding the School Environment	• Sub-theme 1: Funding Source • Sub-theme 2: Impact of Funding on Quality of Education • Sub-theme 3: Impact of Quality of Education on Community • Sub-theme 4: School Infrastructure • Sub-theme 5: School Safety
Theme Two: Understanding the Teachers	• Sub-theme 1: Teacher Quality • Sub-theme 2: Teaching Strategies
Theme Three: Challenges Faced by the Grades 1-6 Teachers	-
Theme Four: Teacher Training Needs	-
Theme Five: Modes of Teacher Training	-
Theme Six: Teacher Retention Strategies	-
Theme Seven: Teacher Turnover	-
Theme Eight: Understanding Grades 1-6 Students	• Sub-theme 1: Student behaviour • Sub-theme 2: Students' socioeconomic backgrounds • Sub-theme 3: Students' performance in English (literacy) and Maths (numeracy)
Theme Nine: Understanding School Management	• Challenges faced by the school Management Teams • Further support required by School Management Team
Theme Ten: Impact of Educational Policies on Teaching and Managing School	-
Theme Eleven: Strategies for Promoting Students' Well-being	-
Theme Twelve: Community and Parental Engagement	-
Theme Thirteen: Using Education as a Tool for Social Justice	-

Excerpts on Issues related to Question One

This section relates to outcomes of the qualitative findings that contribute to answering Question One of the study. The findings are presented theme by theme. The tables in which the findings are drawn are appended to the thesis and referred to here in the text.

Excerpts from Theme One – Understanding the School Environment

The excerpts from this theme provide the views of the respondents from both respondent categories, that is, the school management members, and the grades 1-6 teachers. The details of the findings are contained in the appended tables to this thesis as indicated.

Theme 1: Sub-Theme 1 – Funding

From the excerpts presented in **Table A. 1** in **Appendix H**, it seems that the non-government philanthropic primary school's funding comes from three sources. Firstly, the participants mentioned that the school is funded through school fees paid by the parents (School Management Member 1). Secondly, another source of funds is the NGO which provides most of the money came from the NGO' (School Management 1). Thirdly, the school also receives funds from the Department of Basic Education 'With the Department of Education, the funding is R522 per learner' (School Management 2).

Theme 1: Sub-Theme 2 – Impact of Funding

According to the excerpts presented in **Table A. 2** in **Appendix H**, it seems that the funding the non-government philanthropic primary school receives from its funding sources generally has a positive impact on the quality of education the school delivers. Firstly, the participants mentioned that the funds from the NGO assist with the daily operations at the school as well as advancing the school (School Management Member 1, Teacher 2). Additionally, it seems that the combination of funds received from the Department of Basic Education and the NGO is instrumental in providing quality education (School Management Member 1).

Theme 1: Sub-Theme 3 – Impact of Quality of Education to the Community

As indicated in the excerpts presented in **Table A. 3** in **Appendix H**, it appears that the quality of education offered by the non-government philanthropic primary school has a positive impact on the community in three ways. Firstly, the participants mentioned that the school has produced professionals who come back, and contribute to the school (School Management Member 2). Secondly, it seems that the school provides the community with a better alternative in lieu of expensive private schools in urban areas, which are inaccessible to low-income communities such as rural areas, and townships (School Management Member 1, Teacher 3). Lastly, it seems that the school takes care of the children beyond learning as they are being given food parcels to take home (Teacher 4).

Theme 1: Sub-Theme 4 – School Infrastructure

Excerpts presented in **Table A. 4** in **Appendix H**, suggest that the existing school infrastructure at the non-government philanthropic primary school is in good condition. The findings indicate that the school has everything the staff, and students need. One of the respondents had this to say *"I cannot think of anything because everything is filled to the tee"* (Teacher 5). It seems that even though there were some gaps such as a lack of a playground, and inadequate ICT facilities, those gaps have been closed (Teacher 4, Teacher 1). This seems to suggest that the participants considered the situation to be okay regarding the school infrastructure.

Theme 1: Sub-Theme 5 - School Safety

Regarding this theme, as presented in **Table A. 5** in **Appendix H**, it seems that the non-government philanthropic primary school is considered to be safe even though there is a general concern about the safety of the school at night (Teacher 5, Teacher 2). It seems that the school's safety measures during daytime are based on having security guards, controlled entrances, and support from the community. However, there seems to be no safety measures for night-time and this puts the school property and individuals at school at risk.

Excerpts from Theme Two – Understanding the Teachers

This subsection provides views of the School Management Members at the Non-Government Philanthropic Primary School regarding teachers.

Theme 2: Sub-Theme 1 - Teacher Quality

According to the excerpts presented in **Table A.6** in **Appendix H**, it seems that the non-government philanthropic primary school has quality grades 1-6 teachers in terms of the quality parameters investigated during the study. Management considers the foundation teachers to be the best (School Management Member 1, School Management Member 2). It seems that the teachers are deemed to be of high quality due to the professional development sessions they receive, and their qualifications at the time they were employed. It is common to consider trained staff as being of the right quality.

Theme 2: Sub-Theme 2 – Teaching Strategies

As noted in **Table A.7** in **Appendix H**, the grades 1-6 teachers at the non-government philanthropic primary school have been using a wide variety of teaching strategies to ensure that high-quality education is delivered to the learners. They mentioned that to ensure that they engage themselves in teaching the students, they devise means that would ensure quality delivery of lessons (Teacher 5). They encourage individual and group participation as teaching strategies which are deemed to promote better learning as learners are more involved in learning

(Teacher 4). They use informal assessments and demonstration to gauge students' understanding which are considered to provide immediate feedback to the learners and to encourage them learn better (Teacher 3). Finally, Teacher 2 mentioned that technology is integrated in lessons such as using visual aids like videos when teaching. These aids are meant to assist educators demonstrate to the learners certain basic knowledge that they need to visualise better when demonstrated using teaching aids like videos.

Excerpts from Theme Three – Challenges faced by Grades 1-6 Teachers

From the School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School, as presented in **Table A.8** in **Appendix H**, it suggests that some teachers at the school have several challenges that could affect provision of learning. These include: the students' parents being illiterate which limits their support to the learning process especially, with doing homework (School Management Member 2); classroom overcrowding due to the school being on high demand affecting the teacher to learn ratio (Teacher 1, Teacher 2); and teachers having to deal with multifaceted issues related to external social pressures (Teacher 3).

Excerpts from Theme 4 – Teacher Training Needs

Views from School Management Members, and Grades 1-6 Teachers at the school as presented in **Table A.9** in **Appendix H**, seem to indicate that grades 1-6 teachers at the school mostly need training on Information and Communications Technology (ICT) to cope with the need to integrate ICT in the teaching and learning processes, and on dealing with students' behavioural issues which are influenced by their backgrounds.

Excerpts from Theme 5 – Modes of Teacher Training

Views from School Management Members, and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School in **Table A.10** in **Appendix H**, seem to indicate that the grades 1-6 teachers at the non-government philanthropic primary school receive in-service training continuously as the main means of training from both the NGO, and the Department of Basic Education.

Excerpts from Theme 6 – Teacher Retention Strategies

Regarding teacher retention strategies, the School Management Members, and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School were of the view that the school retains grades 1-6 teachers by creating a positive working environment which is supportive, and by introducing opportunities for staff to interact socially as part of team building (School Management Member 2). Further, as presented in **Table A. 1 1** in **Appendix H**, the school management organizes award ceremonies for the teachers to recognize them for their efforts in promoting learning in the school (School Management Member 1). The teachers seemed to be pleased with the work environment as they feel that they can express themselves about the matters that affect them as members of the school (Teacher 2, Teacher 3). Finally, some teachers stay longer at the school due to their love of teaching, and having a good rapport with their students which they would not wish to discontinue by moving to other schools (Teacher 5).

Excerpts from Theme 7 – Teacher Turnover

According to the excerpts presented in **Table A. 1 2** in **Appendix H**, it seems that the non-government philanthropic primary school does not have issues with high grades 1-6 teacher turnover as teachers stay longer until they retire from the school (School Management Member 2, Teacher 2, and Teacher 5). It seems the teacher retention strategies lead to lower teacher turnover hence, the need to replace staff who have left is low.

Excerpts from Theme 8: Challenges Faced by the Grades 1-6 Teachers

The findings about the perceived challenges in the school are provided in the sections that follow.

Theme 8: Sub-theme 1 – Students' behavioural issues

As presented in **Table A. 1 3** in **Appendix H**, it seems that the non-government philanthropic primary school does not appear to have major behavioural issue with the foundation phase students (grades 1-3). However, it seems that both the school management and teachers agree that the behavioural issues start from the intermediate phase (grades 4 and 5) up to the senior phase (grades 6 and 7). It seems that their home environments are the main cause of their bad behaviour.

Theme 8: Sub-theme 2 – Students' Socioeconomic Backgrounds

As indicated in the excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School presented in **Table A. 1 4** in **Appendix H**, it is noted that at the non-government philanthropic primary school, the students come from low socioeconomic backgrounds as they come from households that depend on social grant provided by the South African government (School Management Member 1). Given its location, the school would attract some of such students as the majority of the community members are low income earners meaning that most of the parents are of low social income class of the communities.

Theme 8: Sub-theme 3 – Students Performance

Excerpts presented in **Table A. 1 5** in **Appendix H**, suggest that at the non-government philanthropic primary school, the students' performance in English, and maths is generally average (School Management Member 2). This could be attributed to the facilities the school has that have the potential to promote basic literacy and numeracy. However, there seems to be a challenge in the students' performance in English, and maths from when they are in the foundation phase where they are doing well in comparison to when the transition to the intermediate phase where they start struggling with the subjects. This could be pointing put to the transitional challenges in learning that some learners face when the move up the educational ladder.

Excerpts from Theme 9 – Understanding School Management

The proceeding paragraphs provide the findings regarding understanding school management in the studied school.

Theme 9: Sub-theme 1 – Challenges by the School Management

As presented in **Table A. 1 6** in **Appendix H**, it seems that at the non-government philanthropic primary school, the School Management Team (SMT) considers the greatest challenge to be heavy workload for SMT who are Heads of Department (HoDs), and also serve as classroom managers or subject teachers (School Management Member 1). This seems to take much of their time as they have to balance management needs and teaching needs during the same time frame. Further, it seems that the SMT is struggling to deal with classroom overcrowding (Teacher 1) which affects learning and also stresses the teachers. Finally, disengaged parents is also an issue. This limits the contribution of parents to their children's learning like helping them with homework and other school related activities.

Theme 9: Sub-theme 2 – Further Support Required

According to the excerpts presented in **Table A. 17** in **Appendix H**, at the non-government philanthropic primary school, the School Management Team (SMT) seems to require less support as they claim to be offered support when issues arise (School Management Member 2). However, the teachers seem to think that the SMTs should receive more leadership training (Teacher 5) to enhance their competencies in steering the school affairs. It appears this gaps is more apparent to the teachers than the SMTs thus the observation.

Excerpts from Theme 10 – The Impact of Educational Policies on Teaching, and Managing the School

As noted in **Table A. 18** in **Appendix H**, at the non-government philanthropic primary school, the School Management Team feels that the way the policies are deigned is not end user friendly as they end up adding to their workload (School Management Member 1), which means the educational policies have a negative impact on teaching, and managing the school. Additionally, it seems that before the school was permanently adopted by the NGO, the school used to run out of funds fairly quickly which seems to have affected the effectiveness of the schools management team (School Management Member 2).

Excerpts from Theme 11 – Strategies to Promote Students' Well-being

According to the excerpts presented in **Table A. 19** in **Appendix H**, referring the students to outside counsellors is part of the strategies that are used to promote student well-being as this would focus on their emotional needs as learners who face emotional challenges that would necessitate attention from counsellors (School Management Member 2). There are also programmes designed for learners in need to ensure inclusivity in a community where there are many disadvantaged families (School Management Member 1, Teacher 3). The school has a feeding scheme sponsored by the NGO, and the Department of Basic Education which seems to be effective (Teacher 1). It seems that the staff addressed current issues such as bullying that put students at risk by communicating with them about it (Teacher 2). Further, the student's Social Emotional learning needs are being addressed by the teachers at school (Teacher 5).

Excerpts from Theme 13 – Community, and Parent Engagement Strategies

In **Table A. 20** in **Appendix H**, it seems that at the school, they use the school facilities to offer skills development opportunities as part of the strategies to promote community, and parent engagement though it had earlier been noted that parental engagement was low (School Management Member 2). In addition, parents are engaged by being invited to attend school meetings (School Management Member 1, Teacher 4). Teachers also seem to use social media platforms to communicate with parents which ensures instant communication between the parties in lieu of using old methods such as writing letters or circulars to the parents (Teacher 1, Teacher 2, and Teacher 5).

Excerpts from Theme 14 – Using Education as a Tool for Social Justice

According to the excerpts presented in **Table A.21** in **Appendix H**, education is used as a tool to promote social justice by ensuring that school fees are not a barrier to access to education (School Management Member 1) thus closing the gap between those who have, and those who do not. Moreover, teachers seem to encourage the growth-mind-set in the classroom through educational content which promotes better appreciation of the role they will play in society as adults (Teacher 1, Teacher 5). Further, the teachers seem to provide social, and emotional support to their students to address social issues that might compromise the students' holistic well-being like counselling services to those who have emotional challenges as learners from such communities usually have emotional development problems (Teacher 2, Teacher 3). Finally, teachers seem to create an equitable learning environment by making students feel the same while at school (Teacher 5).

Excerpts that contribute to answering Question Two of the study

Question Two of the study stated that: “What is the difference between the education conditions of the government quintile one and non-government philanthropic primary schools?” To answer the second research question, only the qualitative data from the quintile one government primary schools were collected. This data were later compared to the one reported under the first research question from the non-government philanthropic primary school thus achieving the comparative element of the second research question. The comparison of the findings is presented during the triangulation of both the quantitative, and qualitative data in section 4.6 of Chapter 4.

Excerpts from Theme 1: Understanding school environment

This section examines the funding sources, and the impact of funding on the quality of education offered by the schools studied as illustrated in the subsequent subsections.

Theme 1: Sub-Theme 1 – Funding source

Table A.22 in **Appendix H**, indicates that in the schools studied, funding comes from the government through the Department of Basic Education (School Management Member 9, Teacher 3). However, it seems that in some isolated situations, some of the farm schools receive funding from the farmland owners (Teacher 1). Funding that is allocated by the Department of Basic Education is said to be rationed based on the enrolment which causes issues as some of the students lack identifying documents (IDs) making it hard to access the funds (School

Management Member 3, Teacher 5). This could probably lead to underfunding of the school as the recognised number of students might be below the actual numbers in the schools.

Theme 1: Sub-Theme 2 – Impact of funding on quality of education

As illustrated in **Table A.23** in **Appendix H**, it seems that the funding the quintile one government primary schools receive from the funding sources generally has a negative impact on the quality of education the schools deliver. Firstly, the participants mentioned that the funds are not enough to fulfil the needs of the schools which directly affects access, quality and relevance of the education provided by such schools (School Management Member 6, School Management Member 8). Secondly, Teacher 6 and Teacher 7 mentioned that the schools cannot offer high quality education due the inadequate funding which supplements the claims by Teacher 6 and 8 (which is associated with students who do not have Identity Documents) as they cannot be provided with the necessary teaching, and learning materials thus constraining those of the students that have the required identity documents.

Theme 1: Sub-Theme 3 – Impact of quality of education on the community

According to the excerpts presented in **Table A. 24** in **Appendix H**, there seems to be mixed perspectives about the quality of education offered by the quintile one government primary schools and its impact on the community. On the one hand, the schools alleviate the financial burden on the parents as they do not have to pay fees since the schools are public and offer free education for all children of school going age in the communities where they are located (School Management Member 6). Secondly, the presence of the schools provides access to education, and general well-being for the communities they serve (School Management Member 7). According to Teacher 1, some of the students who went to the school managed to become graduates which is a positive contribution to the community the schools serve.

On the other hand, there is room for improvement as the enrolment rate in some of the schools seems to be dropping due to parents sending their children to better schools due to the quintile one government primary schools not affording to provide some of the requirements like the scholastic materials (School Management Member 9, Teacher 4). This perhaps increases the accessibility gaps when the parents fail to meet the school requirements in the schools where they send their children.

Theme 1: Sub-Theme 4 – School infrastructure

As noted in **Table A. 25** in **Appendix H**, it seems that the existing school infrastructure at some of the quintile one government primary schools is in a good condition (Teacher 7). However, most of the schools need changes with regard to being provided with science laboratories that can be operational to meet the growing need to teach science based subjects in the public schools in such communities (School Management Member 3). They seem to be having challenges with toilets, internet access, and libraries (School Management Member 3, School Management Member 2, and Teacher 10) which are vital for proper functioning of the schools in these areas. It is also suggested that the quintile one government primary schools' conditions are not up to standard in so much that the children are not exposed to better conditions as they have limited funding and facilities (Teacher 9).

Theme 1: Sub-Theme 5 – School safety

Table A. 26 in **Appendix H**, demonstrates that most of the quintile one primary schools are not considered to be safe both during daytime, and at night-time (School Management Member 6, School Management Member 7). It seems that safety issues stem from poor fencing, and school break-ins (School Management Member 1, Teacher 8). On a positive note, some of the schools are considered to be safe during daytime due to good security measures that some schools have put in place (Teacher 3).

Excerpts from Theme 2 – Understanding teachers

Theme two examined how respondents perceived the quality of teachers, and the factors that affect their service delivery in the studied schools.

Theme 2: Sub-theme 1 – Teacher quality

As noted from **Table A.27** in **Appendix H**, schools studied seem to have quality grades 1-6 teachers in terms of their qualifications and experience. Management considers the foundation teachers to be the best since they are considered qualified for the job (School Management Member 6, School Management Member 7, and School Management Member 8). In addition, it appears that the teachers are deemed to be of high quality due to the teamwork, sharing of knowledge, and peer mentoring which are considered to be vital in promoting the quality of the teachers in the schools (School Management Member 1).

Theme 2: Sub-Theme 2 – Teaching strategies

According to the excerpts presented in **Table A.28** in **Appendix H**, it indicates that the grades 1-6 teachers at the studied schools use a wide variety of teaching strategies to ensure that high-quality education is being delivered. They seem to deliver engaging lessons by using games while teaching to ensure that learners are interested and learn better (Teacher 10). They do group studies based on mixed abilities and share experiences that enhance their learning (Teacher 9). They use songs to reinforce the curriculum content and make it more interesting and motivating to the learners (Teacher 8). Further, school management confirms that they have observed some of the teachers having a very good rapport with their students which keeps the students engaged, motivated and committed to their studies (School Management Member 6).

Also, some of the school management members double as classroom or subject teachers so they are aware of the teaching strategies being implemented by the teachers and how these impact the learning process in those schools (including themselves). Lastly, they gauge student understanding through Concept Checking Questions which can reveal whether learning has taken place or learners are still grappling with the taught material after the lessons this enabling the teachers to help them better (School Management Member 3).

Excerpts from Theme 3 – Challenges faced by Grades 1-6 Teachers

As illustrated in **Table A.29** in **Appendix H**, the grades 1-6 teachers at the studied schools cite a number of challenges that affect their work. According to most of the participants, the most prominent challenge seems to be lack of parental support due to grandparents headed homes as they do not have the capacity to provide academic support to the students. This results into students lacking support to read and handle numeracy tasks thus lowering their literacy and numeracy abilities, and some report back to school the next day with undone homework for the previous day as the parents are not able to guide them through the homework usually, due to low levels of education by the guardians.

Excerpts from Theme 4 – Teacher training needs

Table A. 30 in **Appendix H** demonstrates that grades 1-6 teachers at the schools need training on how to teach maths which is a core subject in the grades 1-6 (School Management Member 3). Also, they require training on teaching student with special needs to ensure all learners benefit regardless of their abilities (School Management Member 6). Teacher 9 mentioned that “*they would like training on how to thrive in a multi-grading school system”*. While teacher 4 said that *“they would like to be trained on how to manage students who come* *from challenging backgrounds so that they are able to cope with the learning expectations for their grades".*

Excerpts from Theme 5 – Modes of teach training

According to the excerpts presented in **Table A. 3 1** in **Appendix H**, grades 1-6 teachers at the studied schools appear not to be receiving adequate in-service, and continuous training during the academic year. There seems to be an inconsistency on how much training the teachers should be receiving during the academic year.

Excerpts from Theme 6 – Teacher retention strategies

According to the excerpts presented in **Table A. 3 2** in **Appendix H**, participants indicated that the studied schools retain grades 1-6 teachers by providing continuous support, and encouragement (School Management Member 6). Some stay because of enjoying the atmosphere of the workplace (School Management Member 7). School management seems to encourage teamwork (School Management Member 1). Some teachers stay due to the love of the profession, and their students (Teacher 9). However, there are those who would like a change, but it seems challenging to move on as perhaps there fewer jobs available (Teacher 8).

Excerpts from Theme 7 – Teacher turnover

Table A. 3 3 in **Appendix H**, demonstrates that the quintile one government primary schools do not have issues with high turnover among the grades 1-6 teachers. They noted that teachers stay longer. Some teachers may leave when the student enrolment rates drop. However, it seems that some would like to move on, but they cannot due to the complex process of transferring.

Excerpts from Theme 8 – Understanding the Grades 1-6 students

This section examines the students at the studied schools in terms of their behaviour.

Theme 8: Sub-theme 1 – Understanding students' behaviour

As illustrated in **Table A. 3 4** in **Appendix H**, the grades 1-6 teachers have mixed experiences with student behaviour. In some cases, behaviour is under control, and at the foundation phase, it is not a big issue. However, the intermediate phase, and senior phase have been highlighted to have major student behavioural issues due to transitioning into puberty. Where student behaviour is an issue, it seems to be influenced by the students' backgrounds.

Theme 8: Sub-theme 2 - Socioeconomic background

As noted in **Table A. 3 5** in **Appendix H**, the students at the studied schools come from low socioeconomic backgrounds. They belong to households that depend on social grant provided by the South African government.

Theme 8: Sub-theme 3 – Students' performance in English, and Maths

According to the excerpts presented on **Table A. 3 6** in **Appendix H**, it seems that at the quintile one primary schools, the students' performance in English and maths generally seems to be an issue especially in the intermediate and senior phases. Teachers seem to think that literacy both in their mother tongue which is isiZulu (L1) and in English which is their second language (L2) is an issue.

Excerpts from Theme 9 – Understanding school management

This theme examines the school management issues in the studied schools as demonstrated in the next paragraphs.

Theme 9: Sub-theme 1 – Challenges faced by the school management members

As observed in **Table A. 3 7** in **Appendix H**, in the studied schools, the School Management Team's (SMTs) challenges include heavy workload for SMTs as they also serve as classroom managers or subject teachers. In addition, the SMT are struggling with a majority of grandparents led homes which spills over into the students' school life.

Theme 9: Sub-theme 2 – Further support required by the management team members

It may be noticed in **Table A. 3 8** in **Appendix H**, that at the quintile one government primary schools, the School Management Team's (SMTs) require more support as they seem to have a heavy workload in addition to other challenges.

Excerpts from Theme 10 - The impact of educational policies on teaching and managing the school

As observed in **Table A. 39** in **Appendix H**, the School Management Teams at the studied schools feel that the way the policies are deigned is not end user friendly as they are too broad, and not designed for quintile one schools in rural areas (School Management Member 8, School Management Member 3). Some would like to see the funding policy amended (School Management Member 1). Additionally, it seems that they would like a more stabilised curriculum (School Management Member 3).

Excerpts from Theme 11 – Strategies for promoting students' well-being

According to the analysis in **Table A. 40** in **Appendix H**, as part of the strategies that are used to promote student well-being, studied schools provide meals for the students (School Management Member 6). They also collaborate with other governmental departments (School Management Member 7). There are specialists who take care of the Social Emotional Learning needs of the students who observe the students (School Management Member 1). Teachers make themselves available to the students by availing themselves to students, and offering personal resources to ensure that they are taken care of (Teacher 10, Teacher 5). It seems that student's Social Emotional Learning needs are being addressed (Teacher 5).

Excerpts from Theme 12 – Community, and parent engagement strategies

According to the excerpts presented in **Table A. 4 1** in **Appendix H**, it is noted that the school use school facilities to offer economic development opportunities to engage with the parents, and communities (School Management Member 9). In addition, parents are engaged by being invited to attend school meetings, and special events (Teacher 2, Teacher 8). Further, teachers appear to use social media platforms to communicate with parents in lieu of using old methods such writing letters (School Management Member 7). However, in some cases, it becomes a challenge to get the community, and parents involved in school activities (Teacher 8).

Excerpts from Theme 14 – Using education as a tool for social justice

It may be noted as illustrated in **Table A. 4 2** in **Appendix H**, that at the studied schools, education is used as a tool to promote social justice by collaborating with other governmental departments (School Management Member 7, Teacher 5). The feeding scheme helps with bridging the resource gap students from poor families are given food parcels (School Management Member 10, School Management Member 2). It is also noted that teachers use their own resources to provide for the students in need (Teacher 2, Teacher 3). Finally, teachers seem to create an equitable learning environment by making students feel the same (Teacher 5, Teacher 6).

Evaluation of Findings

This section provides an evaluation of the findings in relation to research aims, questions, and objectives. It relates the results to the existing body of knowledge including the theoretical framework, and other debates about the study phenomenon.

Phase Three: Evaluation of Findings through Triangulation of Quantitative, and Qualitative Data

This section of Chapter 4 appraises the salient findings in relation to the research questions, aims, and objectives of the study. It also links the study to the Educational Equity Theoretical Framework (EETF), and body of literature in an expositional manner. The findings of the research questions from both quantitative and qualitative approaches are triangulated showing where the results are convergent, divergent, and complementary. The triangulation will be done using a joint display format. These findings are contained in Appendix I from Table A. 42 to Table A. 84.

According to Morgan (2019) convergence, divergence, and complementarity of data are the three alternatives that can be used when comparing qualitative and quantitative results which enable the researcher to give equal importance to both data sets. Convergence and divergence data mean two opposing nuances of meaning from the analysed data. One the one hand, Creswell and Plano Clark (2017) explain convergence as the discussion of points of where the agreement of data occurs when comparing the quantitative, and qualitative results from a research. On the other hand, the authors explain divergence as the opposite of convergence whereby it is the discussion of points where the disagreement of data occurs when comparing the quantitative, and qualitative results. Meanwhile, Morgan (2019) argues that complementarity of results allows the researcher to answer the research questions, and meet the aims and objectives of the study in a way that it would be difficult for each method to do on its own. In addition, it enables the researcher to isolate those aspects of the study where commonalities exist to validate the findings by corroboration of the quantitative data by the qualitative data. It enhances triangulations of findings and provides a mechanism for providing a convincing explanation of the findings from the two data collection methods.

Research Question - What is the impact of the non-government philanthropic primary schools in bridging the gap in rural education in South Africa?

This section evaluates the findings to the first research question. It provides evidence about the status of the impact of the non-government philanthropic primary schools in bridging the gap in rural education in South Africa. This comes after analysing the quantitative, and qualitative datasets from the school management members, and grades 1-6 teachers at the non-government philanthropic primary school, the results from each dataset were compared to identify points of convergence (similarity), divergence (difference), and complementarity (add meaning) to determine the impact the non-government philanthropic primary schools have in bridging the education gap in rural, low income, underserved, and marginalized communities in South Africa. The tables mentioned in this section can be found in Appendix **H** of this paper.

Theme 1: Understanding the School Environment – Sub-theme 1: Funding Source

Use of multiple funding strategies. The findings demonstrate that the school uses multiple funding strategies to access a number of funding sources. This enables the school to elicit funds to run the school and access adequate financial resources. According to Organisation for Economic Cooperation and Development (2012), in order to provide equitable, and quality education, it is imperative to have funding strategies that are responsive to both students’ and schools’ needs are adopted in order to raise enough funds to run the institutions. As shown in **Appendix H**, it is evident from the findings that by having multiple sources of funding, the non-government philanthropic primary school ensures access to equitable, and quality education to children from disadvantaged families as well as meeting the needs of the school. The schools with multiple strategies are in position to afford better structures, school facilities, hire the right quality of staff and meet the needs of the students. These findings seem to support the literature, which shows that in developing economies, access to quality education may be supported by non-government organizations through funding, operation of schools especially, in the disadvantaged communities, and adoption of other means of supporting education (Brophy, 2020).

Theme 1: Understanding the School Environment – Sub-theme 2: Funding has an impact on quality of education

As noted in Appendix H, the school has multiple funding strategies, which have allowed it to meet the children’s, and school’s needs by delivering high quality teaching, and educational services to the students overall. Therefore, through its funding efforts, as claimed by Brophy (2020), the non-government philanthropic primary school has a positive impact in serving rural, low income, underserved, and marginalized communities in the KwaZulu-Natal province in South Africa. This is also in support of OECD (2019) postulation that funding plays a vital role in the provision of equitable, and good quality education especially through philanthropic giving for education in developing countries. It further noted that where such schools are located in underserved areas of poor communities, the benefits of education are demonstrable. In the first place, education becomes accessible, its quality improves and the relevance to the community is demonstrable. It may be averred that existence of NGO support or operated schools in a community has a positive impact on education.

Theme 1: Understanding the School Environment – Sub-theme 3: The school has an impact on the quality of education on community

Equity and quality go hand in hand as young learners are influenced by the quality of education they receive as it translates into benefits to both the individuals and their communities. Benefits like better employment opportunities, and livelihoods in the adult lives of the children are noticeable (Thangeda et al., 2016). Moreover, their contribution to their communities also improves as the children are in position to contribute to the development of their communities, support social services like the healthcare of their families and enhance household incomes through social support to their parents and siblings. Therefore, when schools provide good quality education to children, especially to those from disadvantaged backgrounds, they are equipped with the needed skills to become successful adults who will contribute to the economy, and their communities as revealed in Table A.1. This finding supports the position demonstrated by (OECD, 2012) that philanthropic schools in rural communities bridge the education gap, and improve the livelihoods of communities from where the schools operate. From the foregoing, it is safe to say that the school has a positive impact on bridging the educational gap in rural, low income, underserved, and marginalized communities in the KwaZulu-Natal province in South Africa.

Theme 1: Understanding the School Environment – Sub-theme 4: School infrastructure at the primary school is in a good condition with minimal changes needed

Evidence from literature showed that the condition of school facilities has an impact on education equity, and quality. It is argued that when teachers, and students are subjected to subpar academic conditions, this can negatively impact student achievement, teacher performance, and satisfaction, and may also jeopardise the health of children, and adults in schools ([Re] Build America’s School Coalition, 2018). As the findings suggested, absence of facilities such as water, sanitation, adequate physical accommodation and safety of the children profoundly affects the learners. Based on the mixed methods findings of this study (as shown in excerpts Table 1), even though there is room for improvement on some of the existing school facilities, based on the current school infrastructural conditions at the non-government philanthropic primary school, it is safe to say that the school is making positive strides towards bridging the educational by making the education accessible to the rural, low income, underserved, and marginalized communities in the KwaZulu-Natal province in South Africa. These findings concur with the postulations of Adu-Baffoe & Bonney (2021) which demonstrates that schools operated by NGOs play a vital role in bridging the gap by improving school infrastructure in developing countries. This finding therefore confirms that the same impact is existing in the community served by the studied school.

Theme 1: Understanding the School Environment – Sub-theme 5: School Safety – the Primary school is safe during day-time, but night-time is not presumed safe

As part of achieving Sustainable Development Goal 4 (SDG 4) by 2030, one of the SDG 4 indicators (4.A.1) puts an emphasis on ensuring that all children have access to a safe, inclusive, and effective learning environment by 2030. Cowan et al. (2015) argue that when schools are aiming to provide a safe school environment for the staff and students, the best practice of achieving this is to not only consider physical safety measures such as security devices, but securing a strong commitment from the community, and school staff. Even though the findings as shown in Table 13 from this study indicate an acceptable level of safety at the school, there seems to be a lack of an integration of collaborative efforts that can improve the level of school safety more especially, during the night. If schools are not physically, and psychologically safe, any efforts towards the provision of equitable, and quality education can be compromised (Osher et al., 2018).

Therefore, one may argue that even though there is perceived security during the day, the doubt in security situation at night compromises the impact of the school in ensuring a safe learning environment. It is documented that schools in South Africa, especially those based in low-income areas, are vulnerable to criminal activities such as vandalism due to socioeconomic issues like poverty (Xaba, 2006). One may claim that regarding this aspect, the school is not effectively bridging the educational gap in the provincial rural, low income, underserved and marginalized communities in KwaZulu-Natal.

Theme 2: Understanding the Teachers – Sub-theme 1: Teacher quality - school teachers are of good quality due to being qualified, and trained continuously

The global development agenda through SDGs, especially, SDG-4 enjoins all subscribing countries to provide equitable, and quality education for all regardless of background. This includes schools having highly qualified teachers who are subject experts in their areas of instruction. This would arguably lead to better educational outcomes, and a reduction in the social effects of poor educational attainment (Thompson & Thompson, 2018). Given the data gathered from this study (as shown Table 15) about the school having qualified, and well-trained grades 1-6 teachers, one can claim that the non-government philanthropic primary school is bridging the educational gap in rural, low income, underserved and marginalized communities in the KwaZulu-Natal province in South Africa. It further demonstrates that the practices at of school align with the SDG 4 indicators “4.c.1 – proportion of teachers with the minimum required qualifications, by education level” (UNstats, 2022).

Theme 2: Understanding the Teachers – Sub-theme 2: Teaching Strategies promote an equitable learning environment

To achieve the provision of equitable, and quality education, schools need to create equitable learning environments by focusing on inclusive classroom instruction like accommodating diverse learning styles, access to advanced coursework materials that support differentiation, and discipline procedures including setting clear expectations for student learning, and behaviour (Hanover Research, 2017). From the data evaluation presented in Table A.7, there is evidence of attempts to implement classroom management, and teaching strategies that promote equitable, and quality education. These include aspects like teach-student engagement and students-student engagements. This may be considered as a positive impact that enhances bridging the educational gap in rural, low income, underserved and marginalized communities in the KwaZulu-Natal province in South Africa. These results complement earlier findings of Miller-Grandvaux et al. (2002) which demonstrate that NGOs support equitable basic education in Africa in many ways including up skilling teachers with modern pedagogical strategies, making quality education more affordable to the poor communities, and ensuring that the children in the communities receive an education that meets their expectations for the development. However, a reservation is noted on some NGOs that go to rural communities to promote their own interests without providing for the needs of the vulnerable communities which negates the impact such schools would have on the communities where they are located.

Theme 3: Challenges faced by the Grades 1-6 Teachers – the school lacks parental support/involvement

A healthy school environment requires involvement from the educators, students, and the parents. Studies show that when parents are involved in their children’s education, students’ learning outcomes are positively impacted, relationships between parents, and educators are strengthened, and overall problem solving is faster, and effective. This ultimately promotes the provision of equitable, and quality education (Barton et al., 2021). The findings are also consistent with studies on parental involvement in rural areas, low-income, underserved, and marginalized communities (Banovcinova, 2018). It is noted that parents in such communities are usually illiterate, which leads to low self-efficacy for getting involved in their children's education. Additionally, the findings support the postulations of Unity et al. (2013) who asserted that schools with children from low-income communities tend to face issues related to bad behaviour in school due to being exposed to harsh living conditions at home, and in their communities. Finally, classroom overcrowding was also expected as the school as it is one of its kind in the area. These challenges as shown in Table A.8, when not addressed in time might reverse, or slow down the impact the school has on bridging the educational gap in rural, low income, underserved and marginalized communities in the KwaZulu-Natal province in South Africa.

Theme 4: Grades 1-6 Teacher Training Needs - school teachers are well-trained

There is evidence that the school has well trained teachers as demonstrated in Table A.9, it may be claimed that existence of well trained teachers leads to effective teaching, which closes educational inequities more especially in rural, low income, and underserved communities (Khan & Irshadullah, 2018). Table A.9 shows that even though the grades 1-6 teachers require training in some areas, for the training that has been provided the non-government philanthropic primary school is making a positive impact on bridging the educational gap in rural, low income, underserved and marginalized communities in the KwaZulu-Natal province in South Africa. This claim is consistent with the postulations of Kieu and Singer (2017) level of training received by the teachers was expected as many studies have shown that NGOs (especially in developing and underdeveloped economies) among other issues tend to invest in teacher training.

Theme 5: Grades 1-6 Modes of Teacher Training – School teachers receive training more frequently

The process of providing equitable, and quality education involves empowering teachers through the provision of Continuous Professional Development sessions (Ucan, 2016). According to literature, teachers tend to be both the subjects, and agents of change. As they claim it is imperative that teachers are provided with adequate skills, and knowledge to be successful in their roles (Saleem & Dogar, 2021). It is evident from the findings that the teachers are provided with a wide range of training, and frequently enough. As a result, it may be asserted that the non-government philanthropic primary school is bridging the educational gap in rural, low income, underserved, and marginalized communities in the KwaZulu-Natal province in South Africa. In concert with the findings of Kieu and Singer (2017), NGOs make professional development of teachers a priority hence ensuring that they offer quality education in the communities they serve.

Theme 6: Grades 1-6 Teacher Retention Strategies - Teacher retention is not an issue at the school

Increasing teacher retention has the potential of increasing student achievement whereas high teacher turnover or attrition has the opposite effect (Carver-Thomas & Darling-Hammond, 2017). Therefore, in order to provide equitable, and quality education, teacher retention is important (Kavenuke, 2013). Table A.11 shows that the school does not suffer challenges with teacher retention, hence is in position to bridge the educational gap in rural, low income, underserved and marginalized communities in the KwaZulu-Natal province in South Africa. In agreement with the claims of Kavenuke (2013), retention of teachers ensures accessible, and quality education.

Theme 7: Grades 1-6 Teacher Turnover – Is not an issue

Findings indicate that there is low teacher turnover at the school as seen in Tables 29 and 30. This suggests that educational services are reliable and accessible as the school has teachers all the time. This means that the school is making positive strides towards bridging the educational gap in rural, low income, underserved and marginalized communities in the KwaZulu-Natal province in South Africa. This is in agreement with the claims of Loeb and Luczak (2013) who asserted that presence of teachers in schools ensures service reliability and accessibility which are critical to bridging the education gaps. Moreover, for teachers to be present at schools depends on the working conditions.

Research shows that high teacher turnover is one of the factors that can impede the provision of equitable, and quality education as it negatively impacts quality of instruction, forces governments, and funders to spend more money on recruitment efforts. Where funds are lacking, schools remain without teachers for a long time (Sorensen & Ladd, 2020). Inevitably, student attainment gets affected thus widening educational inequities in disadvantaged communities (Oke et al., 2016).

Theme 8: Understanding the Grades 1-6 Students – Sub-theme 1: Student Behaviour – The school experiences student behaviour issues from the intermediate to senior phase

Negative student behaviour can have a negative impact on student success in the classroom, and teachers' performance, thus negatively impacting the efforts of achieving equitable, and quality education (Kirkpactrick, 2019). As noted in Table A. 13, the school needs to address the behavioural issues at the intermediate, and senior phase as this could have a negative impact on areas such as teacher retention, student outcomes, and overall school environment. Unfortunately, it seems that these student behavioural challenges at the intermediate, and senior, if not addressed, might slow down the school's efforts towards bridging the educational gap in the communities.

Theme 8: Understanding the Grades 1-6 Students – Sub-theme 3: Students' Socioeconomic Backgrounds - Most students are from low socioeconomic backgrounds

The findings as depicted in Table A.14 illustrates factors that might threaten the efforts of the school's efforts in bridging the educational gap in community. As previously shown, in the community studied, factors such as poor student behaviour, and student attendance are due to a lack of parental support, which are associated with people of low socioeconomic backgrounds that are common in rural, low-income, underserved, and marginalised communities (Banovcinova, 2018; Kirkpactrick, 2019; Sloan, 2019). Therefore, these findings reveal that South Africa, like other developing economies has the burden of dealing with learners from low socioeconomic backgrounds to realise the benefits of education (Rea & Zinskie, 2017).

Theme 8: Understanding the Grades 1-6 Students – Sub-theme 4: Students' Performance in English (literacy) and Maths (numeracy) – Affected by lack of home literacy

The findings presented in **Appendix H** are expected about children from such communities characterised by parents with low-income. The children from these families tend to struggle with reading, and numeracy due to not being exposed to home literacy as their parents have no time, and sometimes skills to read aloud to the children (Law, 2012). Since literacy is one of the indicators of SDG 4 (indicator 4.1.1), which all member countries should achieve by 2030 and beyond, the findings of this study show a major concern regarding the achievement of this indicator by the country with learners from such communities (UNstats, 2022). While the school attempts to bridge the educational gap in the studied communities, its efforts to achieve an equitable, and quality education seem jeopardised by the home environment. Challenges in literacy, especially English might threaten the efforts of the school towards bridging the educational gap in the communities of the KwaZulu-Natal province in South Africa.

Theme 9: Understanding the School Management – Sub-theme 1: Challenges Faced by the School Management Team Members - School management faces minimal challenges that need to be curbed

Results in **Appendix H**, seem to suggest that the school management team at the school is not facing many challenges. However, notable challenges such as lack of parental support, heavy workload, and classroom overcrowding can reduce their capacity to implement the changes that need to be made in order to achieve an equitable, and quality education in their school (Wise, 2015). These challenges might threaten the efforts of the school towards bridging the educational gap in the studied communities.

Theme 9: Understanding the School Management – Sub-theme 2: Further Support Required by the School Management Team Members - School management requires further support in various areas

The data revealed that the school management members require further support from the community, parents, executive management, and training tailored towards developing their leadership skills. As part of providing equitable and quality education, schools should have leaders who are supported well in order to perform at their highest capacity (OECD, 2008). According to the findings presented in **Appendix H** if the areas where the school management team members need further support, they might threaten the efforts of the non-government philanthropic primary school's efforts towards bridging the educational gap in rural, low income, underserved and marginalized communities in the KwaZulu-Natal province in South

Africa. These findings did not come as a surprise as it is inevitable for school leadership to face some challenges especially in schools serving disadvantaged communities (Jacobson, 2008).

Theme 10: The Impact of Educational Policies on Teaching and Managing the School - Mixed perceptions on the impact of educational policies

Based on the participants' responses from the interviews being negative, and from the quantitative data being positive to neutral about the impact of the educational policies on teaching, and managing the school, the findings can be perceived to communicate that the school management members at the studied school require more time to reflect on the impact of the policies on teaching, and managing the school. For an equitable and quality education to be achieved through the lens of the educational equity theory, school leaders need to be trained on how to scrutinize the existing educational policies to ensure that they are not in violation of the attainment of an equitable and quality education, especially for schools serving disadvantaged communities (Levin, 2003). Therefore, it seems that there is a need to empower the school management at the school in this area. It may be argued that the school's efforts on bridging the educational gap in the communities of the KwaZulu-Natal Province could be threatened when the school leaders do not have the knowledge, and skills to ensure that educational policies advocate for educational equity.

Theme 11: Strategies for Promoting Student Well-Being – The School has a wide range of strategies that promote student well-being

The educational equity theory argues that equity can be increased by building supportive learning environments that meet all students' social, and emotional needs (Grossman, 2021). From Grossman's assertion, and based on the participants' responses from the interviews, and survey questionnaires, the school promotes students' well-being by providing for students' social needs through the feeding scheme, providing uniforms, and providing food parcels.

Emotional needs are provided for through having a guidance counsellor on-site. Based on this evidence, it may be claimed that school has an impact on bridging the educational gap in the studied communities.

Theme 12: Community and Parent Engagement Strategies – The school has a wide range of strategies that promote community and parental involvement

Studies show that educational equity among other things is about schools positively engaging parents, and the communities in order to increase student success (Baquedano-López, 2013). From the evidence gathered in this study, it is apparent that the studied school has practical approaches on how to engage both the parents, and the communities the school is serving. However, as shown on **Appendix H**, parental involvement is still an issue despite the wide ranges of approaches the school has in place. It seems that the efforts towards bridging the educational gap in the communities in the KwaZulu-Natal Province could be threatened when there is no improvement in its community, and parental engagements. The centrality of community and parental engagement is emphasised by Epstein (1996) as a means of bringing the educational gap in rural communities, and among students from low socioeconomic backgrounds.

Theme 13: Using Education as a Tool for Social Justice – The school makes positive strides towards promoting social justice through education

The educational equity theory states that socially just schools must have approaches that are oriented towards challenging inequities which can be done through school climate, policies, and practices (Hytten & Bettez, 2011). From this claim, it is noted that the school by having practical approaches such as the feeding scheme, collaborating with the NGO, working with parents on school fees, and pedagogical practices, it is promoting social justice through education. It may be inferred that school is making positive efforts towards bridging the educational gap in the KwaZulu-Natal Province. Based on the body of literature, these findings confirm that the NGO School in South Africa like NGO philanthropic schools in other contexts, contribute to improving the lives of the poor, and advocating for social justice (Matthews, 2017).

Overall, based on the findings in this study, the dominant indicators that equitable and quality education is being provided by the non-government philanthropic primary school are; a) multiple sources of funding, b) good infrastructures, c) funding positively impacting the quality of education provided, and d) high teacher quality. Consequently, the presence of these indicators at the non-government philanthropic primary school, the marginalized communities experience significant positive impacts. Firstly, when schools have diverse sources of funding, including government allocations as provided by the Kwa Zulu-Natal provincial department of basic education and private donations from the NGO, they are better equipped to address the specific needs of the marginalized students. This leads to better school choice for the families in these communities due to reduced class sizes, personalized learning programmes, and increased access to extracurricular activities. Such diversity in funding sources can be seen in studies like the National Centre for Education Statistics (NCES) report by Irwin et al. (2022) which highlights the correlation between funding diversity and improved educational outcomes for marginalized communities.

Secondly, due to adequate funding, the non-government philanthropic primary school has good infrastructure. Good infrastructure is a crucial indicator for equitable and quality education for marginalized students as it provides a safe and conducive learning environment. Schools with well-maintained buildings, updated technology, and adequate resources create an atmosphere where students can thrive. Research from the National Clearinghouse for

Educational Facilities (NCEF) by Lumpkin (2016) underscores the importance of infrastructure in improving educational equity.

Thirdly, funding it is demonstrated that positively impacts the quality of education as perceived by the respondents in the case of the non-government philanthropic primary school, offered results in enhanced curriculum, teacher training, and instructional resources. This allowed the school to make quality investments in up-to-date textbooks, digital learning tools, and innovative teaching methods. Research by the National Centre on Education and the Economy (NCEE) demonstrates the link between increased funding and improved educational outcomes for disadvantaged students (Dragoset et al., 2017). Lastly, high teacher quality plays a pivotal role in the success of marginalized communities. Schools that attract and retain skilled educators with adequate compensation and professional development opportunities can better address the unique challenges faced by marginalized students. Evidence from studies like the National Bureau of Economic Research (NBER) reveal that highly qualified teachers significantly impact student achievement, particularly in underprivileged communities (Adnot et al., 2017).

In conclusion, both empirical findings from this study and the corroborating literature demonstrate that schools with multiple sources of funding, good infrastructure, funding that positively impacts educational quality, and high teacher quality have a profound and positive impact on marginalized communities. These factors contribute to narrowing educational disparities such as providing school choice for these communities, improving academic outcomes, and ultimately fostering greater opportunities for success among underserved students and their communities long-term. It is therefore evident that the NGO philanthropic school has an impact on the equitable access to high quality education to the disadvantaged communities in the Kwa Zulu-Natal Province.

The difference between the education conditions of the government quintile one and nongovernment philanthropic primary schools

To answer the second research question, only the findings from the quintile one government primary schools are compared to the ones reported under the first research question from the non-government philanthropic primary school thus achieving the comparative element of the second research question.

Theme 1: Understanding the School Environment – Sub-theme 1: Funding Source – Quintile One Government Primary Schools Have a single source of funding

The findings from this study show that there is a big difference between the funding strategies of the non-government philanthropic primary school, and the quintile one government primary schools. As previously presented in **Appendix H** the non-government philanthropic primary school has multiple funding strategies, and sources, whereas the quintile one government primary schools are only funded by the Department of Basic Education. The quintile one government primary schools are no fee schools, therefore school fees for parents are not a source of funding as most quintile one schools in South Africa serve disadvantaged communities (White & Van Dyk, 2019).

Therefore, as previously argued by Organisation for Economic Cooperation and Development (2012) that in order to provide equitable, and quality education, it is imperative to have funding strategies that are responsive to both students', and schools' needs. In the case of the quintile one government primary schools, limited funding sources could impede the South African government's efforts to achieve equitable, and quality education by 2030. These findings complement White and Van Dyk’s (2019) who demonstrated that single source of funds affects the schools’ ability to provide quality educational services.

Theme 1: Understanding the School Environment – Sub-theme 2: Impact of Funding on quality of education Quintile One Government Primary Schools single source funding strategies negatively impact on quality of education

It seems that having a single source of funding as shown in **Appendix H** limits the quintile one government primary schools from meeting the children’s, and school needs as the funds are insufficient to provide the teachers with teaching materials, and for schools to fulfil some of their needs as shown on **Appendix H** Based on this information, there is a big difference between the non-government philanthropic primary school, and the quintile one government primary schools in terms of the perceived quality education offered by both schools. Low funding can widen the educational inequities as show on **Appendix H** thus slowing down the South African government’s efforts to achieve equitable and quality education by 2030 (Matthews, 2011). In addition, in line with the findings of White and Van Dyk’s (2019), the results demonstrate that the quintile ranking system in South Africa as a basis for funding allocations is flawed as it does not ensure that those communities with schools in need of funding to offer quality education to the disadvantaged groups receive them.

Theme 1: Understanding the School Environment – Sub-theme 3: Impact of Quality of Education on Community - Quintile One Government Primary Schools mixed perceptions on the impact of quality of education on communities

As previously posited that equity, and quality go hand in hand as young learners are influenced by the quality of education they receive, which translates to their adult lives (Thangeda et al., 2016). Therefore, when schools provide good quality education to children, especially to children from disadvantaged backgrounds, it makes them equipped with skills that they will need to become successful adults who can contribute to the economy, and their communities as revealed Organisation of Economic Cooperation and Development (2012). Based on these arguments, and the finding presented on **Appendix H**, it may be demonstrated that by reducing the financial burden on the parents by being no fee schools; having the schools in the communities; and having produced students who eventually graduate from tertiary education, the impact of the quality of education offered by the quintile one government primary schools would have an impact on the communities they serve. This would promote equity. However, other factors also influence the impact like the external socioeconomic issues. In this case, there might not be a big difference between the impact the quality of education offered by the non-government philanthropic primary schools, and the quintile one primary schools on the communities they serve. This is due to the fact that both schools serve disadvantaged communities (OECD, 2012).

Theme 1: Understanding the School Environment – Sub-theme 4: School Infrastructure - Quintile One Government Primary Schools Requires a Substantial Amount of Infrastructure Changes

Evidence from the literature show that school facilities, and conditions impact provision of equitable and quality (Organisation of Economic Cooperation & Development, 2012). When facilities are poor, the teachers and students are subjected to subpar academic, and physical conditions, it negatively impacts student achievement, teacher performance, and satisfaction. Ultimately, this limits the academic health of children and adults in schools ([Re] Build America’s School Coalition, 2018). Based on the mixed perceptions demonstrated in this study about school infrastructure as shown on **Appendix H**, there is a difference in terms of the infrastructure at the quintile one primary schools, and the NGO School. This supports the findings by Amsterdam, 2010) who demonstrated that in terms of school infrastructure, the South African government has a lot of catching-up to do to ensure that the quintile one government primary schools meet the required standards needed to provide equitable and quality education by 2030 (Amsterdam, 2010).

Theme 1: Understanding the School Environment – Sub-theme 5: School Safety - Quintile One Government Primary Schools are fairly safe during the day-time, but not at night-time

As part of achieving SDG- 4 by 2030, one of the progress indicators (4.A.1) puts an emphasis on ensuring that all children have access to a safe, inclusive, and effective learning environment by 2030. Cowan et al. (2015) argued that schools to provide a safe school environment for the staff, and students, it is imperative that the focus is on physical safety measures such as security devices, and guards, and a strong commitment from the community, and school staff. The findings as shown in **Appendix H** indicate a great deal of concern about the safety of the students, and staff at the quintile one government primly schools. It may be noted that there is not a big difference between the level of school safety at the non-government philanthropic primary school studied, and at the quintile one government primly schools. When schools are not physically, and psychologically safe, any efforts towards the provision of equitable, and quality education can be compromised (Osher et al., 2018). The findings confirm what Xaba (2006) illustrated that in South Africa, there is less security at night, among schools especially those based in low-income areas. They are always vulnerable to criminal activities such as vandalism due socioeconomic issues.

Theme 2: Understanding the Teachers – Sub-theme 1: Teacher Quality - Quintile One Government Primary Schools Teachers are of good quality due to being qualified, and experienced

As part and parcel of providing equitable, and quality education, it is imperative for students regardless of their background to have access to highly qualified teachers who are subject experts in their areas of instruction (Thompson & Thompson, 2018). Given the data gathered from this study as illustrated in **Appendix H**, the schools are perceived to have qualified, and experienced grades 1-6 teachers. It demonstrates that the quintile one government primary schools are on the right track to providing equitable, and quality education. Based on this data, it may be claimed that the practices at both the non-government philanthropic primary school, and quintile one government primary schools align with the SDG 4 indicator “4.c.1: Proportion of teachers with the minimum required qualifications, by education level” (UNstats, 2022). Evidently, in terms of the quality of teachers between the two school types, there are no major differences.

Theme 2: Understanding the Teachers – Sub-theme 2: Teaching Strategies - Quintile One Government Primary Schools pedagogical strategies promote an equitable learning environment

To achieve the provision of equitable, and quality education, schools need to create equitable learning environments by focusing on inclusive classroom instruction for example accommodating diverse learning styles, access to advanced coursework like differentiation, and discipline procedures including setting clear expectations for student learning, and behaviour (Hanover Research, 2017). From the data evaluation presented in **Appendix H**, even though there is always room for improvement in terms of implementing classroom management, and teaching strategies that promote equitable, and quality education, it seems that the there is no big difference between the pedagogical practices at the non-government philanthropic primary school, and the quintile one government primary schools.

Theme 3: Challenges Faced by the Grades 1-6 Teachers - Quintile One Government Primary Schools Challenges are not limited to lack of parental support/involvement

A healthy school environment requires involvement of the educators, students, and parents. Studies show that when parents are involved in their children’s education, students’ learning outcomes improve, the relationships between parents, and educators get stronger, and overall problem solving becomes effective, when all parties are involved (Barton et al., 2021). This promotes the provision of equitable, and quality education in the community. The findings show that the quintile one government primary schools mainly struggle with a lack of parental involvement. This complements the claims of Banovcinova (2018) who established that in rural areas, with low-income, underserved, and marginalized communities, parents are usually illiterate, and reserved, which leads to low self-efficacy in terms of getting involved in their children's education.

More challenges such as schools struggling with classroom overcrowding, lack of teaching, and learning resources, heavy workload, and poor physical infrastructure are a common feature in the communities such as the ones in the province studied. These findings extend prior research findings of Modisaotsile (2012) who posited that the rural communities are usually underserved and face numerous challenges similar to those uncovered by this study. Comparatively, when measured against the list of challenges faced by the two school types, there is a big difference as the quintile one government primary schools have more challenges related to providing equitable quality education compared to the non-government philanthropic primary school. These findings are evidence of the factors that jeopardise the achievement of equitable, and quality education in rural, low income, underserved and marginalized communities in developing countries world over South Africa inclusive. It is evident that they are the challenges that the quintile one primary schools in rural communities of Kwa Zulu Natal in South Africa face. This assertion confirms that rural public schools compared to others funded and controlled by NGOs face parental challenges due to the status of the parents especially, the limited education of parents and their inability to take part in school activities as expected.

Theme 4: Grades 1-6 Teacher Training Needs - Quintile One Government Primary Schools Teachers Require Training on Many Areas

Schools to provide quality education require adequately trained teachers especially, in pedagogical competences in order to handle learners effectively. As the Ajani (2020) claims, well trained teachers become effective when delivering lessons than the less trained ones thus producing successful. This reality in educational service delivery ensures that the final products are in position to contribute better to the development of their communities which is part of closing educational inequities (Khan & Irshadullah, 2018). **Appendix H** shows that grades 1-6 teachers require training in several important areas to ensure attainment of equitable, and quality education in the quintile one government primary schools in South Africa (Ajani, 2020). The training includes pedagogical skills, ICT, and how to handle special need learners. These skills are critical to promoting inclusive education that is a basis for equitable education. Based on these findings, while the NGO philanthropic school teachers demonstrated that they do not need much training, the quintile one government primary school teachers require training in a number of areas as noted in the foregoing.

Theme 5: Grades 1-6 Modes of Teacher Training - Quintile One Government Primary Schools Teachers do not receive certain modes of training frequently

The process of providing equitable, and quality education involves empowering teachers through the provision of Continuous Professional Development sessions (Ucan, 2016). According to literature teachers tend to be both the subjects, and agents of change. Therefore, it is imperative that they are provided with adequate skills, and knowledge to be successful in their roles (Saleem & Dogar, 2021). It is evident from the findings in **Appendix H** that the teachers require training in many areas, and they are currently not being trained regularly enough. As a result, it seems that there is a big difference between the non-government philanthropic primary school, which conduct more trainings than the quintile one government primary schools in South Africa. Again, based on studies conducted on the South African context, the findings on the few modes and the poor frequency of teacher training in government schools are common (Hartell, 2015).

Theme 6: Grades 1-6 Teacher Retention Strategies - Quintile One Government Primary Schools have retention strategies

Increasing teacher retention has the potential of improving student achievement whereas high teacher turnover or attrition has the opposite effect (Carver-Thomas & Darling-Hammond, 2017). It may be noted that high teacher turnover affects service continuity of teachers in a school and brings in new staff that may require time to get used to the new environment and the learners. This development may affect relationship development between the students and the teachers as they get used to each other, the teacher leaves and a new one comes in and it becomes a vicious cycle. In order to provide equitable, and quality education, teacher retention is important (Kavenuke, 2013). **Appendix H** shows that with regard to teacher retention, it seems that despite the plethora of challenges faced by the quintile one government primary schools, teacher retention is not one of them. The findings tend to converge on the existence of teacher retention strategies that have probably led to high teacher retention in both types of schools. These findings seem to contradict those of Mampane (2012), which showed that there was a crisis with regard to high teacher turnover in South Africa due to weak teacher retention strategies. Perhaps, over time, the situation improved and quintile one schools developed, and sustained teacher retention strategies that are more effective than the situation prior to and during Mampane’s investigation. The findings reveal that there were no notable differences between the NGO philanthropic school, and the quintile one schools regarding strategies to retain teachers in the respective schools. One would aver that the type of school does not affect turnover as strategies in place would ensure that the teachers are retained. This would guarantee provision of equitable and quality education other factors remaining constant.

Theme 7: Grades 1-6 Teacher Turnover - Quintile One Government Primary Schools High Teacher Turnover is not an Issue

Research shows that high teacher turnover is one of the factors that can impede the provision of equitable, and quality education. It negatively impacts quality of instruction, forces governments to spend more money on recruitment efforts, and where funds are lacking, schools may remain without teachers for a long time (Sorensen & Ladd, 2020). This situation ultimately affects student attainment. In addition, high teacher turnover widens educational inequities in disadvantaged communities as teaching effectiveness declines due to limited teaching staff, or replacement of qualified staff with less qualified ones (Oke et al., 2016). Given the evidence presented in **Appendix H** indicating low teacher turnover, and that teachers mainly stay at the schools due to the quality of support they receive from the school management, it seems that the quintile one government primary schools do not have issues with teacher turnover. These findings were not expected due to literature on high teacher attrition in South Africa (Mampane, 2012). However, given the time lag between Mampane’s study, and this one, a lot may have changed including obtaining factors that promote teacher retention in the studied schools in the Kwa Zulu Natal province of South Africa. Other factors remaining constant, teacher turnover in the investigated schools is not a challenge and does not seem to affect provision of equitable and quality education. In a nutshell, there is no worthwhile difference between the perceived teacher turnover in NGO philanthropic school, and the quintile one schools and one may not make a claim on its impact on equitable and quality education among the studied schools.

Theme 8: Understanding the Grades 1-6 Students – Sub-theme 1: Student Behaviour - Primary Schools experience student behaviour issues from the intermediate to senior phase

Negative student behaviour can have a negative impact on student success in the classroom, thus negatively impacting on the efforts of achieving equitable, and quality education (Kirkpactrick, 2019). For example, withdrawn behaviours like truancy, social isolation, and anxiety; and disruptive behaviours such as fighting in class, refusing to follow instructions, and bullying negatively affect learning of the individual involved and those that influenced by such behaviours. These behaviours seem to be common among children from rural settings and households characterised by low social economic status. Based on the findings presented in **Appendix H**, the quintile one government primary schools need to address the behavioural issues at the intermediate, and senior phases of education as this could have a negative impact on areas such as teacher retention, student outcomes, and overall school environment. Ultimately, these would lead to lower levels of equitable access to education. Findings shown in **Appendix H**, depict similarities in student behavioural challenges at both the quintile one government primary schools, and the non-government philanthropic primary school. Hence, there is no remarkable difference between the two school types regarding this observable construct of the study. This could be associated with the communities within which these children reside. As noted by Kirkpactrick (2019), rural communities have challenging environment characterised by poverty, alcohol and drug abuse, marital problems and uncomfortable home factors that create behavioural disorders among children. Therefore, the two school types face similar behavioural challenges among the children perhaps due to their background as rural community dwellers.

Theme 9: Understanding the Grades 1-6 Students – Sub-theme 2: Students' Socioeconomic Backgrounds - Quintile One Government Primary Schools most students are from low socioeconomic backgrounds

The findings presented in **Appendix H** sheds better understanding on the findings that show factors that might threaten the efforts of the quintile one government primary schools to achieve equitable, and quality education. As previously demonstrated, factors such as poor student behaviour, a lack of parental support, and teachers facing challenges of dealing with illiterate parents are common among schools serving rural, low-income, underserved, and marginalised communities (Banovcinova, 2018; Kirkpactrick, 2019; Sloan, 2019). Therefore, these findings reveal that under-developed, and developing economies have the burden of not only resolving educational issues, but they are also challenged by multifaceted socioeconomic issues that negatively impact the education system (Rea & Zinskie, 2017). These findings are common both in the quintile one government primary schools and the non-government philanthropic primary school as they are both serving disadvantaged communities. One would safely assert that in agreement with the extant literature cited, the rural communities studied create circumstances that affect provision of equitable and quality education. Perhaps, in the design of school policies, background issues should be put into consideration so that the policies are in position to simultaneously handle both socioeconomic factors that underscore the nature of the learners and the educational processes themselves.

Theme 8: Understanding the Grades 1-6 Students – Sub-theme 3: Students' Performance in English (literacy) and Maths (numeracy) - Quintile One Government Primary Schools lack of home literacy negatively affects performance at school, and poor performance in Maths is attributed to lack of teacher training

The findings presented in **Appendix H** confirm claims that children from low-income families tend to struggle with reading because they are not exposed to home literacy, which itself is caused by their parents' lack of time to read aloud to the children (Law, 2012). Since literacy, and numeracy are some of the indicators of SDG 4 (indicator 4.1.1), which all member countries should achieve by 2030 and beyond, the findings of this study show a major concern regarding the achievement of this indicator by the quintile one government primary schools due the fact that the children seem to be only exposed to literacy at school and not at home; and teachers require more training in teaching maths (UNstats, 2022). This learning gap jeopardises the achievement of an equitable, and quality education in the Kwa Zulu Natal Province.

These findings further confirm the arguments of Aunio et al. (2016) that young learners in South Africa demonstrated poor performance in numeracy at primary school level. Pretorius and Klapwijk (2018) collaborated this adding that indeed young learners in the South African schools struggle with both literacy, and numeracy. This seems not limited to Kwa Zulu Natal Province but an all pervasive challenge. What is not known, however, is whether it is limited to disadvantaged rural communities or it is an all pervasive issue. Based on this evidence, the study seems to isolate a slight difference between the quintile one government primary schools, which report challenges with literacy, and numeracy abilities among learners compared to the non-government philanthropic primary school which is perceived to be doing better in the same subjects. While issues with the children's background were highlighted and it was noted that students in both school types are exposed to the same background characteristics, the suggestion that students in NGO philanthropic school were better at numeracy and literacy than those in quintile one primary schools is instructive. Perhaps, the school based factors have an input to this noted variation in performance in both numeracy and literacy skills between the NGO philanthropic school and the quintile one government primary schools in Kwa Zulu Natal Province.

Theme 9: Understanding the School Management – Sub-theme 1: Challenges Faced by the School Management Team Members - Quintile One Government Primary School Management faces many challenges that need to be addresses urgently

From the findings presented in **Appendix H**, it seems that the school management teams at the quintile one government primary schools are facing a long list of challenges. In agreement with the claims of Wise (2015), they include a lack of parental support, heavy workload, and lack of teaching, and learning resources, among others, which reduce their capacity to implement the changes that need to be made to deliver an equitable, and quality education in their schools. Further, Mouton et al. (2013) assert that the educational conditions of the public schools in South Africa are characterised by challenges revealed by this study. Considering these findings, the quintile one government primary schools face more challenges regarding management teams than that in the non-government philanthropic primary school.

Theme 9: Understanding the School Management – Sub-theme 2: Further Support Required by the School Management Team Members - Quintile One Government Primary School Management requires further support in various areas

The findings revealed that the school management members require further support from the community, parents, and the executive management. They also need support to deal with heavy workload, provision of teaching, and learning resources, and limited funds. This is in line with the claims of Organisation of Economic Cooperation for Development (2008) which claimed that schools in developing countries face similar challenges when attempting to provide equitable, and quality education. These conditions are mostly noted in public school than private ones. In Kwa Zulu Natal Province, quintile one primary schools compared to NGO School, depict a big difference as exhibited in **Appendix H.** The support required by the school management members in the quintile one government primary schools is bigger compared to the NGO School. These findings are consistent with literature on provision of equitable, and quality education to disadvantaged communities by both the state and non-state schools (Jacobson, 2008). As earlier noted in tables A.1 and A.2, the funds at the disposal of the NGO School are adequate to meet the school needs compared to the quintile one primary schools. This disparity in funding creates differences in areas where such schools need further support.

Theme 10: The Impact of Educational Policies on Teaching and Managing the School - Quintile One Government Primary Schools - mixed perceptions on the impact of educational policies

Based on the qualitative findings being negative and the quantitative being positive to neutral about the impact of the educational policies on teaching, and managing the school, it may be claimed that the school management members at the quintile one government primary schools require more time to reflect on the impact of the policies on teaching, and managing the school. For an equitable, and quality education to be achieved through the lens of the educational equity theory, school leaders need to be trained on how to scrutinize the existing educational policies to ensure that they are not in violation of the attainment of an equitable and quality education. This is critical for schools serving disadvantaged communities (Levin, 2003). One may infer from the foregoing that there is a need to empower the school management at the quintile one government primary schools in this area. There seems to be no difference between the quintile one government primary schools versus the non-government philanthropic primary school on the perceived impact of educational policies on teaching, and managing schools.

Theme 11: Strategies for Promoting Student Well-Being - Quintile One Government Primary Schools have a wide range of strategies that promote students' well-being

The educational equity theory argues that equity can be increased by building supportive learning environments that meet all students' social, and emotional needs (Grossman, 2021). Based on the participants' findings, the quintile one government primary schools promote students' social needs through the feeding scheme, providing uniforms, and teachers sharing their personal resources. Emotional needs are provided for through having a guidance counsellor on-site, and teachers building a good rapport with the students. Based on this evidence, it seems that there is no difference between the non-government philanthropic primary school quintile one government primary schools on promoting students' wellbeing at the studied schools.

Theme 12: Community and Parent Engagement Strategies - Quintile One Government Primary Schools have a wide range of strategies that promote community, and parental involvement with room for improvement

Studies show that educational equity, among other things, is about schools positively engaging parents and the community in order to increase student success (Baquedano-López, 2013). From the evidence gathered in this study, it is apparent that the quintile one government primary schools have practical approaches on how to engage both the parents, and the community the school is serving. However, as shown in **Appendix H**, parental involvement is still an issue despite the wide range of approaches the schools have in place. It seems that there is no big difference between the non-government philanthropic primary school, and quintile one government primary schools. Therefore, the quintile one government primary schools also need devise means to improve its community, and parental engagement approaches like by forming partnerships with the private sector such as NGOs and businesses.

These findings seem to support Epstein (1996) who demonstrated that promoting equitable, and quality education is not always about what the school is like or can do, it is also about the community it serves which can determine whether the community, and parental involvement approaches work or not. given that both school types studied operate in the disadvantaged communities, socioeconomic issues seem to negatively impact community, and parental involvement approaches making both quintile one government primary schools, and NGO philanthropic school adopt similar strategies for parental, and community engagements and face same challenges.

Theme 13: Using Education as a Tool for Social Justice - Quintile One Government Primary Schools - The school is making positive strides towards promoting social justice through education

The educational equity theory states that socially just schools must have approaches that are oriented towards challenging inequities which can be done through school climate, policies, and practices (Hytten & Bettez, 2011). Based on the findings from this study, the quintile one government primary schools have practical approaches such as the feeding scheme, collaborating with other government departments, removing school fees from being a barrier to education, and pedagogical practices that promote social justice through education. Even though there is room for improvement, there is not big difference between the social justice approaches practiced by the non-government philanthropic primary school, and quintile one government primary schools. Given the communities the quintile one government primary schools serve, the approaches the schools are using to promote social justice are not a surprise as Hlalele (2012) reveals that in rural areas, social justice through education is inevitable as families face socioeconomic challenges. Such a context challenges schools to put in place mechanisms to ensure that children’s education is not affected. Comparing the two school types studied, there is no remarkable difference in the strategies adopted to promote social justice through education.

Summary

The first section of Chapter 4 presented the trustworthiness of data. The dependability of the data which documented the research procedures, methodology, research design steps, and implementation, ethical considerations, and data collection were presented in Chapter 3 of this thesis. Credibility of data was demonstrated through triangulation of the data, and by member checking. The data were presented in three phases. In phase one, the quantitative results of both research questions were presented. In phase two, the qualitative results of both research questions were presented. In phase three, both the quantitative, and qualitative results were presented in a triangulated format to demonstrate convergence, divergence, and complementarity of the two data sets.

Conformability of the data was demonstrated by using the pragmatic research paradigm which allowed the researcher to take both the Objectivist, and Subjectivist ontological positions during data collection, analysis, and interpretation. It was argued that the data from this study could be relevant in other developing countries, and organisations that are looking for sustainable solutions to attaining equitable, and quality primary school education by 2030 and beyond in rural, low-income, underserved, and marginalized communities. To ensure reliability, and validity of the data, certain considerations were undertaken. First, data were collected using different tools to gain a better understanding of the phenomenon being studied. Secondly, since this was a convergent mixed methods study, the researcher ensured that both the quantitative, and qualitative data were collected from the same participants to avoid the negative effects of having unequal sample sizes for the two data sets.

The second section of Chapter 4 presented the reliability, and validity of the study. First, the priming effect was considered since both the quantitative, and qualitative data were collected from the same participants. Therefore, to ensure that the participants did not consciously or subconsciously recall the content of either one of these data collection tools, the researcher closely monitored response time difference between when the survey questionnaires were distributed and retrieved, and when the structured interviews were conducted. Secondly, data were obtained from different sources such as the school management members, and grades 1-6 teachers at both school types.

The third section of Chapter 4, phase one presented the quantitative interpretation of findings to address both research questions one and two. The quantitative data were analysed using PSPP which was an alternative to IBM SPSS. The data that were gathered through the survey questionnaires, which were subjected to frequency counts as most of the variables were nominal or categorical. The quantitative data analysis was presented in tabular form. This section continued by presenting phase two of the findings. The qualitative data from the structured interviews were presented to answer both research questions. The qualitative data were refined by transcribing the structured interviews using Otter.ai, and the transcribed data were coded, and analysed using Taguette as an alternative to Nvivo. Through thematic analysis, 13 qualitative themes were identified. Some of the themes had sub-themes.

The final section of Chapter 4 presented a detailed evaluation of the findings of this study through the triangulation of the two data sets which was phase three of data presentation. Through data triangulation, for the first research question it was found that the non-government philanthropic primary school mostly has a positive impact promoting equitable, and quality primary school education to rural, low-income, underserved, and marginalized communities in the KwaZulu-Natal province in South Africa. However, there were a few themes that showed that there were areas that required improvement, and those that required urgent attention.

Findings for the second research question revealed that there were areas where the data showed some differences in the educational conditions of the non-government philanthropic primary school, and the quintile one government primary schools serving rural, low-income, underserved, and marginalized communities in the KwaZulu-Natal province in South Africa. Also a few slight differences were revealed. Mostly, the data showed that the non-government philanthropic primary school had better educational conditions than the quintile one government primary schools, and it was able to create an impact on promoting equitable, and quality education because of those extra features that they had which were either lacking or in limited presence among the quintile one government primary schools. Key among the impacts of the NGO philanthropic on equitable and quality education was the realisation that it enhanced literacy and numeracy schools among the learners compared to the quintile one government primary schools in KwaZulu –Natal Province.

CHAPTER 5: IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In Chapter 1, it was noted that within the South African context, there are challenges with delivery of equitable, and quality education for all. Du Plessis and Mestry (2019) determined that rural public schools in comparison to their affluent counterparts in urban areas struggle to deliver quality education. The main factors revealed are; a lack of adequate physical resources, the necessary infrastructure for sanitation, water, roads, transport, electricity, and information and communication technology (ICT). This is mainly occasioned by a presence of a substantial urban-rural education divide. Relatedly, Oluwaseun (2019) revealed that non-government education institutions can positively bridge the urban-rural education divide. This revelation supports earlier claims by Rose's (2007), and Blum's (2009) works which examined the impact of small-scale NGO schools in unserved, and underserved rural communities in developing countries.

It was exhibited that these schools bridge the educational provision gap in areas where the government has fallen short in providing quality education. It may be inferred that educational gaps exist, and should be closed to ensure equitable, and quality education. As they claim, Du Plessis and Mestry (2019), when these challenges remain unaddressed, their existence overshadows the educational investments made during the MDGs era, and potentially threaten the achievement of the SDG 4 goals by 2030 – of ensuring that education is accessible, of quality, and relevant to the communities. It is incumbent upon such countries to devise evidence based educational policies intended to close such gaps, and ensure equitable, and quality education for all.

Therefore, it was the purpose of this study to investigate the impact of the philanthropic non-government primary school serving low-income, rural, underserved, and marginalized communities of South Africa. The main focus was on whether the school’s impact leads to providing equitable, and quality education in comparison to the quintile one rural government primary schools. The investigation was done using the convergent mixed methods approach by distributing survey questionnaires to the school management, and grades 1-6 teachers who serve at the philanthropic non-government primary school, and the quintile one rural government primary schools. Structured interviews were also conducted with a sampled target population at both school types.

During this investigation, several ethical steps were followed. For instance, before the data were collected from the participants, the researcher ensured that the participants understood what the study was about, and what was expected from them. Participants were given a consent form to read through, sign, and submit to the researcher. On the quantitative side of the study, the researcher maintained the participants' anonymity on the survey questionnaires. On the qualitative side, the researcher ensured that the participants' identity was anonymous on the interview transcripts. All research data including interview schedule forms, consent forms, and interview transcripts were kept confidential, and in a secure place only accessible to the researcher. Shortcomings of this study such as the use of a single theory, small sample size, and a limited gender diversity of the participants were addressed as illustrated in the next paragraphs.

Implications

First, this chapter covers the implications of this study in terms of its limitations, theoretical implications, methodological implications, practical implications in the field of rural primary school education in developing countries, and its contributions to the body of literature. Second, the recommendations for application and future research will be presented. Finally, it will conclude with the main points of the entire study.

Limitations

The findings of this study must be seen in light of its limitations as theoretically, conceptually, philosophically, methodologically, and contextually construed. The study was conducted through the lens of a single theoretical perspective, which is the Education Equity Theory. The decision to apply a single theory in this study was to allow the researcher the ability to understand, and explain the phenomenon under study more accurately as using multiple theories could be time-consuming, and complex. Even though using a single theory is not necessarily a major disadvantage, the researcher is aware that if this study consisted of multiple theories, it would have had added value in terms of multiple perspectives. When the relationship between the combined theories is clearly defined, it allows the researcher to focus on different aspects of the phenomenon under study. Multiple theories provide multiple explanations, thus making room for the researcher to uncover multiple answers to the research questions under investigation (Cairney, 2013). Based on Cairney's (2013) argument, had this study used multiple theories, the research findings of this study would have allowed the researcher to analyse the data from multiple perspectives, thus producing richer results. However, the use of extant literature which adopted a number of relevant theories about the research phenomenon compensated for the shortcomings of reliance on a single theory.

Moreover, after carefully analysing other theories that might pair well with the Educational Equity Theory, and having considered the complexities that come with using multiple theories in a study, the researcher settled for a single theory approach. Application of the single theory was able to pool ideas from the participants, and to relate the findings with the existing body of knowledge, and the national, and global development agenda, specifically, the attainment of SGD-4. Future researchers are encouraged to consider moving this study forward by conducting their investigation of the phenomenon that was studied from multiple theoretical perspectives.

The second limitation of this study is on the methodological side. There was an imbalance in the sample sizes between the non-government philanthropic primary school, and the quintile one government primary schools. This was because the non-government philanthropic primary school is the only school of its kind in the province where the study was conducted, and where the participants could be recruited. The small number of participants at the non-government philanthropic primary school has had a major impact on the analysis of the quantitative side of this study as it limited the types of statistical tests that could have been used to ensure that the results were representative of the general population. Nonetheless, the study using mixed methods was able to draw data from multiple sources using numerous tools. This enhanced the width, and depth of the investigation, and is considered to have drawn richer expressions from the data sources that add value to the existing body of knowledge. Moreover, the integration of the literature from related studies added credence to the validity of the findings of this study in spite of the noted limitation. When planning to replicate this study with a mixed methods approach, future studies should ensure that there is a balanced number of participants at both the non-government philanthropic primary school, and quintile one government primary schools.

The third limitation was that there were more female participants than male participants. There were no grades 1-6 male teachers from both school types. In the entire study, five male participants were school management members, thus, limiting gender representativeness, and the male perspective in the study. Though gender representation was not a focus of this study, gender balance in qualitative studies is important as it allows the researcher to gain in-depth data based on both male, and female perspectives based on their lived experiences. This would increase the social representativeness of the data. However, as the female gender dominated the teaching staff at the levels of education investigated, the findings are deemed to represent the reality on the ground irrespective of the gender balance argument. Future researchers could take this into consideration when replicating this study.

Theoretical Implications

The empirical findings of this study contribute theoretically by confirming the applicability of the Educational Equity Theory as an analytical framework to investigate how socioeconomic background, public policy, the role of philanthropic stakeholders, and educational resources, among others, affect equitable access to quality education in the South African context as illustrated by (Engels, 1847). For instance, the findings revealed the impact the non-government philanthropic primary school has on the provision of equitable, and quality education in low-income, underserved, rural and marginalized communities. It provided a basis for comparison of the educational conditions between the non-government primary school, and quintile one government primary schools. For example, it was found that the non-government philanthropic primary school has multiple sources of funding.

The availability of multiple sources of funds afforded the non-government philanthropic primary school adequate teaching, and learning resources, school physical infrastructure that is in good condition, and having quality teachers as they receive professional development regularly. It also revealed the gaps in the quintile one government primary schools in rural areas that affected their ability to deliver equitable, and quality education. Factors such as insufficient funds which limits the schools' ability to afford teaching, and learning resources, and the means to make renovations to improve the physical infrastructure were noted. In terms of learning outcomes, it was revealed that the conditions obtaining in the NGO philanthropic primary school enabled it to register better literacy and numeracy scores than the quintile one government primary schools. This could guide educational policy scholars and implementers on what conditions enhance educational objectives in underserved and disadvantaged communities like those in the KwaZulu-Natal Province of South Africa.

These findings further confirm the existence of the Marxist perspective that education system legitimises, reproduces, and perpetuates class inequalities, and is part of the 'superstructure' of the social system in society (Marx, 1975). For example, in this study, the results showed that both the non-government philanthropic primary school, and the quintile one government primary schools serve rural, low income, and disadvantaged communities. On the one hand, students in these communities who attend the quintile one primary schools receive low quality education, which negatively affects their literacy, and numeracy skills. On the other hand, the favourable education conditions at the non-government philanthropic primary school, which is not affordable by most disadvantaged families is claimed to offer quality education, and the literacy, and numeracy skills of the students are considered to be higher. Moreover, the learners in the NGO philanthropic primary schools do not seem to exhibit the same negative behaviour as reportedly found in the quintile one government primary schools. This underscores the role of educational institutions in the socialisation process.

The aforementioned situation creates social gaps within communities with the same socioeconomic backgrounds. In line with the Marxist illustration, most of the products from the quintile one primary schools in the area are likely to be part of the subservient class, and workforce, while those from the NGO philanthropic school propelled to better positions of power. Overall, these observations contribute theoretically by broadening the understanding that parties or stakeholders involved in pursuing the goal of providing equitable, and quality education in disadvantaged communities must be cautious not to exacerbate social inequities through education. In addition, they should create structures, systems, processes, and procedures that give each, and every child who goes through such education system in the community an equal chance to excel.

Methodological Implications

Although the research methods used in this convergent study were not new, they were used in a way that seems not to have been applied before in the study context. The literature review in Chapter Two of this study showed that previous studies that investigated the urban-rural education divide in developing contexts, and those that studied the impact of small-scale non-government primary schools opted for either the qualitative research method alone or the quantitative research method alone. Where they were mixed, it was not the convergent approach of mixing the two research paradigms. The convergence approach added value as it was able to provide a comparative basis drawing from the observed differences between the two study cases. The mixed - methods strengthened the validity, and reliability of the findings (Krawczyk et al., 2019). Second, there were no previous studies that investigated the impact of small-scale non-government philanthropic primary schools, and compared their educational conditions to those at the quintile one government primary schools in the South African context using the convergent mixed methods approach. Third, to safeguard the reliability, and validity of the data collected through both quantitative, and qualitative tools, the researcher visited the schools to observe the educational conditions. Finally, the triangulation of the data allowed the researcher to make meaningful connections between different data sets, and the different subsets in this study. Therefore, this will enable researchers of future studies to manage the complexities of analysing, and interpreting different data sets that come from multiple subsets.

Using the mixed – methods, the study collected both qualitative, and quantitative data. It was able to answer the two questions posed from the beginning. However, it did not carry out the statistical tests that could have revealed the relationships between the variables, the direction, and strengths of these relationships, and how the findings could be interpolated for future applications. While policy makers may pick the salient pieces of evidence demonstrated by this study, it is imperative that the impact of the schools on ensuring equitable, and quality education in similar communities as those studied in this case be undertaken to reveal more dynamics about the variables studied.

Practical Implications

One of the dominant practical contributions of this study is the detailed insights on the impact the non-government philanthropic primary school has on the provision of equitable, and quality education for disadvantaged families in a rural setting. Evidence from the first research question of this study showed that the availability of funds plays a vital role in the provision of equitable, and quality education in primary schools serving rural, low-income, underserved, and marginalized communities in the South African context. This is evident in the findings that when primary schools have reliable education funding policies that result in providing schools with adequate funds, a domino effect can be seen in other educational areas at the schools. For example, it was noted that the learners in the NGO philanthropic primary school attained higher scores in both literacy and numeracy subjects compared to those in the quintile one government primary schools. It also highlighted that the rural government primary schools were not adequately funded as was noted in many other developing world contexts. This insight was supported by Amakom (2016). Amakom's study in Nigeria showed that urban primary schools progressively benefited from public spending on primary school education when compared to the most impoverished strata.

Consequently, the author argued for effective public spending distribution policies that promote equity in funding to benefit all. For example, the allocation of 26 percent to the education sector as a global standard would enable all schools access adequate funds to meet their teaching needs. This suggests that each school within its context is provided with what it needs to succeed. As can be seen from the data that, the non-government philanthropic primary school seems to have adequate funds. Therefore, it has been able to provide satisfactory educational conditions. These include having enough teaching, and learning materials, and physical infrastructure that is in good condition to support provision of quality education. Examining the findings of the second research question of this study, the opposite effect can be seen from the quintile one government primary schools as they seem to be underfunded, thus limiting progress in most educational areas leading to weak promotion of equitable and quality education.

Adequacy of funding can have a domino effect on other educational areas in primary schools. One of these effects is on the quality of education provided by the non-government primary school, and the quintile one government primary schools. Funding has a positive impact on the quality of education provided by the non-government primary school whereas, the opposite effect was reported on the education quality provided by the quintile one government primary schools. This implies that funding policies for the quintile one government primary schools should be revisited as they currently undermine the efforts to promote access to equitable, and quality education by 2030. This is corroborated by OECD (2012) in arguing that to provide equitable, and quality education, it is imperative to have funding strategies that are responsive to both students' and schools' needs.

The third practical implication of this study is the impact of the quality of education offered by both the non-government primary school, and the quintile one government primary schools on the communities the schools serve. The consequences of low-quality education result in high illiteracy rates, communities having limited access to employment opportunities stemming from a lack of quality education, and sustains the vicious cycle of poverty (Van der Berg et al., 2011). Therefore, it is crucial to eradicate educational, and social practices that hamper the attainment of equitable, and high-quality education. This implies that the responsibility lies on intersectoral collaborations as the study showed that the quality of education was not only compromised by education-related issues, but by multifaceted social issues such as the socioeconomic status of the communities the schools serve.

A need for improvements to be made to the existing school infrastructure was expressed by the participants in this study, especially, by the participants from the quintile one government primary schools. In both school types, the need for Information and Communication

Technology (ICT) emerged higher in the findings. Participants expressed an urgency for ICT due to the introduction of the Fourth Industrial Revolution (4IR) and the primacy of ICT in bridging the socioeconomic gaps in the world. Therefore, exposing learners to early ICT learning environment enhances their capabilities to use technology to develop community solutions that would solve their problems. According to Barret et al. (2019), having a good school environment makes it desirable for students to study, and for staff to work in, and not having adequate infrastructure is another form of promoting inequity.

School safety, and security emerged as key areas of concern in both school types. Participants stated that school safety was compromised by the communities they are serving. It seems that community members break in to steal, and damage the school infrastructure. Where the fences are old, and there is a lack of effective guarding mechanisms, safety and security of school property seemed to be compromised. To address school security issues, more intersectoral collaboration strategies must be set in place, including community awareness (Cornel & Mayer, 2010). The potential outcome would be that the South African government would most likely have minimal issues replacing or fixing existing school infrastructure due to school vandalism.

Participants from both school types, and subsets highlighted that they worked under challenging circumstances; one of the contributing factors was a lack of parental support. Parents were said to be less involved in their children's education due to socioeconomic issues such as children being left unsupervised as parents leave home early for work, and return late from work. In addition, a lack of childcare services for parents leading to the older children staying home to take care of their younger siblings instead of concentrating on their studies was noted which negatively impacted on the performance of the affected children at school.

Furthermore, the findings demonstrated that lack of parental support affected students' learning outcomes, especially in literacy due to the lack of being exposed to literacy opportunities at home like adults reading aloud for the children and incomplete homework. Sapungan and Sapungan (2014) suggest that parents who are involved in their children's education play a vital role as they collaborate with the school authorities, translating to visible results in both the physical, and academic performance of the children. Therefore, more parental involvement is one key aspect that should receive serious attention to ensure equitable, and quality education. It was not surprising that teachers reported low performance in literacy and numeracy skills among the students in the quintile one government primary schools.

Finally, one of the findings that raised red a flag was the capacity of school management members. The data from this study showed that school management members, especially those at the quintile one government primary schools must perform both administrative, and instructional – pedagogical duties, which results in a heavy workload. In practice, school leaders, especially principals have a huge responsibility to set direction, and to promote a positive educational environment. When school leaders are overworked, this can negatively impact their performance as well as the achievement of equitable, and quality education (Day & Gorgen, 2020). This could partly explain the weak performance in literacy and numeracy subjects in quintile one government primary schools compared to the NGO philanthropic primary school in the same setting.

Relation to Prior Research

In Chapter Two of this convergent study, it was found that there was a need to advance the body of literature by conducting further investigations on the impact of philanthropic primary schools that serve disadvantaged communities outside of Asia with a comparative element (Day Ashley & Wales, 2015). Therefore, this study is closing that contextual gap by looking at the impact the education provided by the non-government primary school has on the disadvantaged communities it serves in the KwaZulu-Natal province in South Africa in comparison to the quintile one government primary schools that serve rural communities that are hard to access. Additionally, previous studies conducted by scholars such as Farooq et al. (2017) in Pakistan only made a comparison of educational conditions between public schools, and private schools. This was both a contextual, and conceptual gap compared to this study. Therefore, this study has gone a step further by narrowing the investigation to both philanthropic and quintile one primary schools in the South African context. This made the earlier findings generalizable to new study contexts like this case.

Second, this study is advancing the knowledge of where primary school education stands in the provision of an equitable, and quality education as part of SDG 4, especially in disadvantaged areas. For instance, this study discovered challenges that are barriers to the attainment of equitable, and quality education in rural, underserved and disadvantaged communities. This study found that at the quintile one government primary schools, teacher training is inadequate which limits their pedagogical competences. The same was discovered in previous studies by Kawuryan and Sayuti (2021) and Nakidien et al. (2021). This study therefore, extended the frontiers of knowledge about the research phenomenon. On the positive side, this study found that schools in disadvantaged communities have qualified teachers as both the grades 1-6 teachers at the non-government primary school, and quintile one government primary schools are qualified. Moreover, these teachers were committed to their work and the schools did not experience high staff turnover in spite of the circumstances obtaining. However, improvement is required in line with suggestions demonstrated by Mbiti (2016), Bold et al. (2017), Cueto et al. (2017), Barassa, (2020), Nambei & Mefi (2020), and van Niekerk et al. (2021). More funding, more training were key to enhancing performance in the KwaZulu-Natal Province quintile one government primary schools.

Conclusions

The study provided evidence to respond to the research topic which states:

> *"A Comparative Study: Investigating the impact of a non-government philanthropic primary school versus quintile one government primary schools in the provision of equitable and quality education in marginalized communities in Kwa Zulu-Natal, South Africa".*

The research aimed to contribute towards understanding the impact the non-government philanthropic primary school serving low-income, underserved, rural, and marginalized communities in the KwaZulu-Natal province of South Africa has had in providing equitable, and quality education. This was comparison to the quintile one government primary schools serving the same communities. This study applied the mixed methods research approach following the convergent mixed methods design. This section concludes the research effort by providing an overview of each chapter of this study; and second, by analysing the findings of each research question. Finally, it briefly discusses the research contributions in terms of theoretical, and literature contributions, methodological contributions, and practical contributions.

Overview of the Research and Literature Review

In Chapter One, this study examined the nature of the research problem. As the United Nations member countries are actively working towards the achievement of Sustainable Development Goal 4 by 2030, the body of literature revealed that government schools serving the low-income, underserved, rural, and marginalized communities in developing countries, including South Africa, continue to struggle with providing equitable, and quality education which would help close the urban-rural educational gap. This realisation motivated this investigation. The focus was whether the non-government philanthropic primary school in KwaZulu-Natal has had a positive impact in the provision of equitable, and quality education to disadvantaged families with primary school children. To gain an insight into the level of impact the non-government philanthropic primary school in KwaZulu-Natal serving low-income, underserved, rural, and marginalized communities, the school was compared to quintile one government primary schools serving the same communities.

Chapter Two provided the literature background on (a) the state of basic education in developing countries, (b) the importance of equitable, and quality basic education in developing countries, (c) contributions made by non-government organizations to improve basic education in developing countries, (d) school choice and equity, (e) education as a tool for social justice in underserved, and low-income communities, and (f) the nexus between educational policies, and the attainment of equitable, and quality primary school education in developing countries. Current work covering the state of primary school education in developing countries disclosed that most public primary schools serving low-income, underserved, rural, and marginalized communities in developing countries, including South Africa, (Dube, 2017) are experiencing serious funding issues which negatively impact the provision of equitable, and quality education.

Second, in public primary schools serving low-income, underserved, rural, and marginalized communities in developing countries, including South Africa (Thabu-Nkadimene, 2020), presented challenges faced by public primary schools like a lack of teaching, and learning resources, poor provision of good sanitation facilities, lack of Information Communication Technology (ICT) facilities, a lack of fully operational libraries, and a lack of trained librarians. The lack of such facilities could partly explain the weak academic performance of students in literacy and numeracy skills. Third, the background on the state of basic education was examined through teacher quality. Studies such as the one conducted by Nambei and Mefi (2020) in the South African context highlighted that teacher quality in public primary schools in South Africa was compromised by poor teacher performance as teachers are frustrated with subpar working conditions. Other evidence showed that teachers in public primary schools in disadvantaged communities in most developing countries require pedagogical training as their skills in handling assessment, learners with special needs and numeracy were limited and needed urgent improvement.

This chapter continued by reviewing the importance of equitable, and quality basic education in developing countries. Future studies could fruitfully explore this issue further by increasing the sample size of the quantitative data, and adopting inferential statistics to test the dynamics between the variables. This is especially important for the non-government philanthropic (NGO) primary school serving low-income, underserved, rural, and marginalized communities. This section of the literature revealed the benefits of having the provision of equitable, and quality basic education in developing countries as well as the pitfalls of not doing so. It was exhibited that providing an equitable, and quality education to all primary school children despite their geographical contexts or socioeconomic backgrounds is imperative because it is key to many areas of human development, such as equalizing gender, socioeconomic, health, nutrition, and educational attainment inequities. Further, the literature covered the pitfalls that jeopardize the achievement of equitable, and quality basic education in developing countries, including the failure to meet some of the SDG 4 indicators as claimed by the UNESCO Institute for Statistics (2021). The UNESCO indicators on education where there is weak progress include:

(i) Indicator 4.1.1. It appears the number school going people – children and young people who are attending grades 2/3; completing primary level of education; and those competing lower secondary education with the desired level of proficiency in the two basic competences of literacy and numeracy by gender is lower than envisaged. Therefore, attaining this goal indicator by 2030 looks distant given the current progress.

(ii) Indicator 4.5.1. The equity indicators also appear to be lagging in terms of the proportion of female/male, rural/urban, bottom/top wealth quintile, and others such as disability status, indigenous peoples, and conflict-affected who are receiving the planned services.

(iii) Indicator 4.6.1. As noted in indicator 4.1.1 above, the percentage of the population by age group achieving the recommended pre-set level of competence in practical literacy – reading and numeracy - mathematical skills by sex is below expectation.

(iv) Indicator 4.a.1. It is noted that the progress on meeting the percentage of schools with access to the basic facilities like power; internet for ICT-based instructional purposes; computers to support ICT based for pedagogical functions; adaptable infrastructure and supportive materials for the physically challenged students; provision of safe drinking water; basic sanitation facilities including sanitary materials; and basic hand washing facilities is low.

(v) Indicator 4.c.1. The staff strength in terms the number of teachers in pre-primary education; primary education; lower - junior secondary education; and upper-senior secondary education with the minimum recognised teacher training is below per. Those with pedagogical/instructional training whether pre-service or in-service required for teaching at the relevant level in a given country by sex is not yet to the level expected.

Furthermore, the literature review in this study looked at the contributions made by non-government organizations (NGOs) to improving basic education in developing countries. It established that non-government organizations (NGOs) collaborated with governments in developing countries to provide an education model that bridges the equitable, and quality education gap in state primary schools. They NGOs demonstrate features of the meeting previously mentioned SDG 4 indicators. They are credited for providing teacher training, boosting efforts to improve literacy, and numeracy learning outcomes, and providing well-equipped libraries, and sanitation facilities. Other feature include supporting with teaching, and learning materials, and addressing children's education needs in developing countries that face a refugee crisis. As much as the NGOs were found to have a positive impact on public primary school education in developing countries, they faced challenges such as some of their initiatives being restricted by governments.

It continued to explore the connection between the role of school choice, and the attainment of equitable, and quality education in disadvantaged communities. The literature revealed that as much as school choice seems like an optimal form of educational policy, not all school choice options are available to all parents (Organisation for Economic Co-operation and Development, 2019). As noted, in most countries, more work needs to be done to improve the existing school choice policies, and systems to ensure that school choice does not perpetuate inequity in education or communities.

Chapter Two further reviewed the secondary data on education as a tool for social justice in underserved, and low-income communities. It was explained that there was a connection between SDG 4, and the principles of social justice. The literature showed that education can be used as a tool to achieve social justice. Studies have argued that the provision of equitable, and quality education across different socioeconomic groups can be instrumental in defusing the existing social injustices between the poor, and the rich. Developing countries have immense opportunities to promote social justice through educational policies, though they still have flaws in the education system. At the school level, it was demonstrated that school management members through their personal, and professional philosophies, and embedding socially just practices in their schools promoted social justice. Overall, the literature argued that even though school leaders are doing their best to promote social justice through education, they face numerous challenges; thus, they require much support to sustain socially just practices.

Finally, a review of the nexus between educational policies, and the attainment of an equitable, and quality primary school education in developing countries was carried out. The secondary data revealed that educational policy practices interfere with the attainment of equitable, and quality primary school education in developing countries. These practices include funding policies that do not ensure that schools in rural, low-income, and disadvantaged communities receive enough funds. Moreover, there is politics that tends to interfere with educational policies.

Methodological Contributions

Chapter Three outlined the philosophical assumptions underpinning this research. As the research aimed to close the empirical knowledge, and methodological gaps based on the literature that was reviewed in Chapter Two of this study, the convergent mixed methods design was used. In doing so, the pragmatic research paradigm allowed the researcher to determine which research instruments would work best to solve the research problem. Thus, this allowed the researcher to take both the Objectivist, and Subjectivist ontological positions when collecting the data, analysing them, and interpreting the results. Therefore, this chapter discussed the research design, research instruments, and data collection and analysis techniques.

Revisiting the Research Questions and their Findings

Based on the literature review in Chapter Two, there were no empirical studies that looked at the impact of the non-government philanthropic primary schools in the South African context. Most studies compared the educational conditions of public primary schools versus private ones. Therefore, the research questions presented in this study closed both the empirical, and knowledge gaps of the impact of the non-government philanthropic primary schools in bridging the education gap in low-income, underserved, rural, and marginalized communities in South Africa. In addition, it revealed how different its educational conditions are from the quintile one government primary schools. Chapter Four presented the analysis, and evaluation of the findings of this study based on the following research questions:

Q1. What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Q2. What is the difference between the education conditions of the government quintile one, and non-government philanthropic primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Since this is a convergent mixed methods study, the findings were interpreted in three phases. Phase one was the quantitative findings of both research questions one, and two. In phase two, the qualitative findings of both research questions were presented. In phase three, the quantitative, and qualitative findings were triangulated.

Regarding Question One: "What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?"

The findings from the first research question led to several conclusions. The results illustrated that the non-government philanthropic (NGO) primary school serving low-income, underserved, rural, and marginalized communities in the KwaZulu-Natal province of South Africa mostly has a positive impact on bridging the educational gaps towards the attainment of equitable, and quality primary school education by 2030 and beyond. However, there are some areas that require improvement, and those that require urgent attention.

The results showed that the non-government philanthropic (NGO) primary school has a very strong impact by having multiple funding sources which results in meeting the school's, community's, staff, and students' needs. The funding has a positive impact on the quality of education as the school can provide conducive working, and learning conditions such as by having up-to-standard school facilities or infrastructure, adequate teaching, and learning resources, safe, and hygienic sanitation facilities, and having quality playgrounds for young learners. The presence of quality educational conditions provided by the school, created a positive impact on the communities it is serving as some parents prefer to send their children here as it is the only school of its kind accessible to these communities.

It was pointed out that the school has high-quality grades 1-6 teachers that are qualified, experienced, and dedicated; the school does not have high teacher turnover, and they are well-trained because they receive training on a regular basis from the NGO, and periodically from the Department of Basic Education. The school has minimal issues with recruiting teachers as it receives support from the NGO should the Department of Basic Education be unable to provide staff due to certain constraints. Finally, the school has paid special attention to promoting student well-being due to their socioeconomic backgrounds.

Required areas of improvement that were found at the non-government philanthropic (NGO) primary school included a lack of Information and Communication Technology (ICT) facilities even though the results revealed that the NGO was making plans to provide the school with computers, and laptops. The findings exhibited that the school library required more attention as the books were not up to date, and there was no school librarian. Due to the community the school is in, school safety (especially at night) was a concern. Based on the results, some pedagogical practices were not thoroughly revealed. Since the grades 1-6 teachers could not be observed teaching, this aspect of the findings could not be rendered conclusive, thus classifying this variable as an area that requires improvement. The results on teacher training needs were broadly consistent with the literature that NGOs have had a positive impact in developing countries by providing teacher training. The primary data showed that even though the grades 1-6 teachers at the non-government philanthropic (NGO) primary school are frequently trained, some training needs were still unmet such as Information and Communication Technology (ICT) skills. Further, lack of parental, and community involvement was found to require major attention as it affects student attendance, student behaviour, and student performance.

Regarding Question Two: "What is the difference between the educational conditions of the government quintile one primary schools and the non-government philanthropic primary school?"

Based on the triangulated findings of the second research question of this study, it appears that there are differences in the educational conditions between the government quintile one primary schools, and the non-government philanthropic primary school. The only commonality between the two school types is that they are serving low-income communities. The differences in the educational conditions start appearing with the perceived impact of the quality of education offered by the non-government philanthropic (NGO) primary school. The opinions of respondents indicated that quality of education is not as visible as in the communities served by the quintile one government primary schools. They are also differences regarding school safety at both school types due to the schools being based in disadvantaged communities where burglaries, and other criminal activities affect the school property but as much in the NGO school as they are noted at the quintile one primary schools.

The quality of the grades 1-6 teachers in both school types is good since the teachers are qualified, and the only difference is in the amount of training they are being offered. The grades 1-6 teachers at the non-government philanthropic (NGO) primary school receive more training than their counterparts at the quintile one government primary schools. The grades 1-6 teachers at the two school types seem to be using similar teaching strategies with minor differences in their instructional, and classroom practices. Findings on teacher retention strategies at both schools were not that different as the teachers confirmed that they mostly stay due to the support they receive from the school management members. The slight difference being that the teachers at the non-government philanthropic (NGO) primary school expressed that having conducive working conditions encourages them to stay. There were differences in student behaviour as both school types reported that they experience fewer behavioural issues at the foundation phase (grades 1-3) whereas from the intermediate phase (grades 4-5) up to the senior phase (grade 6), quintile one primary schools start experiencing more behavioural issues with their students.

Major differences between the educational conditions of the two school types were seen in areas such as the funding source, the impact funding has on the quality of education, school infrastructure, challenges faced by the grades 1-6 teachers, teacher training needs, and modes of training, challenges faced by the school management team members, further support required by the school management team members, and the number of school management team members. The findings showed that more work needed to be done to improve these areas at the quintile one government primary schools.

Broadly translated, the findings in this study addressed the research questions, and proved that the non-government philanthropic (NGO) primary school generally has a positive impact. It provides a better school choice through the provision of conducive working, and learning conditions for low-income, underserved, rural, and marginalized communities in the KwaZulu-Natal province of South Africa. Second, there are educational conditions that show some differences between the two school types which is especially important for the non-government philanthropic (NGO) primary school serving low-income, underserved, rural, and marginalized communities to improve upon.

Practical Contributions

The first practical contribution of this study in answering the first research question, there is evidence that NGOs have a positive impact in providing better school choice through the provision of equitable, and quality education to low-income, underserved, rural, and marginalized communities in the South African context. This could mean that as a solution to support the South African government's efforts to provide equitable, and quality primary school education for disadvantaged communities, the practices of the non-government philanthropic (NGO) primary school could be replicated in more communities in South Africa. Second, the study revealed the areas that require urgent attention to improve the educational conditions at the quintile one government primary schools to provide equitable, and quality education to the disadvantaged communities in the South African context by 2030 and beyond. Third, the study highlighted the importance of intersectoral collaboration to support the advancement of primary school education in disadvantaged communities in South Africa, and potentially in other developing nations.

Recommendations for Application

This section presents the recommendations for application based on the primary findings of this study provided in Chapter Four, which are supported by the literature in Chapter 2, and the aims, and objectives that were presented in Chapter One as shown below. The recommendations are based on what this study regards as critical areas for improving the state of basic education in low-income, underserved, rural, and marginalized communities in South

Africa for the attainment of equitable and quality education by 2030 and beyond. These recommendations for application may be beneficial to policymakers, and decision-makers such as the officials from the Department of Basic Education in South Africa, local, national, and international philanthropic organizations, rural community leaders, and education specialists such as school management members, grades 1-6 teachers at the primary school level. Further, international development humanitarian organizations such as the United Nations (specifically UNESCO), and those who are concerned with rural primary school education, and rural development in general could pick evidence on what the situation on the ground is like, and what type or types of interventions they need.

The aim of this study was twofold: firstly, to investigate the educational model provided by the non-government philanthropic primary school serving the low-income, underserved, marginalized, and rural communities of the Kwa-Zulu Natal province, South Africa; secondly, to identify the educational gaps the non-government philanthropic primary school is fulfilling compared to the quintile one government primary schools serving the low-income, underserved, marginalized, and rural communities of the Kwa-Zulu Natal province, South Africa.

The investigation sought to meet the following objectives:

(i) To analysing the nature, and impact of the education solutions provided by the non-government philanthropic primary school in how it attempts to bridge the substantial urban-rural education divide within the country's primary school education system.

(ii) To identify factors impacting the provision of equitable, and high-quality primary school education in the low-income, underserved, marginalized, and rural communities of South Africa.

(iii) To suggest recommendations to help guide or empower individuals, low-income, underserved, marginalized, and rural communities, governments, or organizations in developing countries looking to establish non-government philanthropic primary schools in low-income, underserved, marginalized, and rural communities.

(iv) To suggest potential intersectoral partnership policies between the Department of Basic Education, and the local non-government philanthropic primary schools in South Africa to accelerate the provision of sustainable high-quality primary school education solutions that fit the United Nations' Vision 2030 Sustainable Development Goal four (SDG 4).

Recommendations for Improving the State of Basic Education in Low-Income, Underserved, Rural, and Marginalized Communities in South Africa for the Attainment of Equitable, and Quality Education

In the proceeding paragraphs, specific recommendations arising out of this study are made to enhance access to equitable, and quality education in Kwa-Zulu Natal Province of South Africa.

Recommendations on Funding Policies

The findings of the study revealed that quintile one government schools were inadequately funded leading to provision of an education that does not promote equitable access to quality education. This study recommends that the government of South Africa through the legislative assembly, which appropriates funds to revise the funding policy to quintile schools to increase the amount of funds allocated to the schools serving the disadvantaged communities to ensure that they acquire, and develop the necessary facilities like libraries, ICT, and other forms of infrastructure that promote equitable access to education for all. This will include, among others, revising the formula for fund allocation to quintile schools. The funding policy should aim at attaining equity in fund allocation so that schools are funded according to their needs to provide an education that puts all government schools at par in delivery equitable, and quality education regardless of whether they are urban or rural schools. This is in line with the government's commitments to meet SGD-4 goals by 2030.

Recommendations for Improving School Infrastructure in Quintile One Government Primary Schools

The findings proved that the infrastructural conditions of the quintile one government primary schools require substantial improvements. It is then recommended that the Department of Basic Education in South Africa should mobilize resources to develop, and sustain proper school infrastructure such as ICT facilities, toilets, running water, libraries, and classrooms to create a healthy, and productive working, and learning environment in the low-income, underserved, marginalized, and rural communities of South Africa. The department should aim at establishing the same standard of infrastructure for all schools in the country. This should include development of a policy that spells out the common standards for all government primary schools in the country that will ensure that all children regardless of where they, or their social background access the same standard of education including the teaching, and learning facilities.

Recommendations for Improving School Safety and Security in both Quintile One Government Primary Schools and the Non-Government Philanthropic Primary School

The findings demonstrated a presence of inadequate school safety during daytime due to undertrained, and unarmed school security guards, lack of fencing around the schools, vandalism school property vandalism, lack of security presence and surveillance during night-time, and the community wherein the schools are based. Firstly, it is recommended that school safety, and security measures during the daytime should be increased by providing the school with trained, and armed security guards. Secondly, in schools lacking fencing, fencing should be installed, and old fencing should be upgraded. Thirdly, to safeguard school infrastructure that is already set in place, schools should be provided with night-shift security guards, and they should be provided with the necessary tools to support them. Fourthly, technology-based surveillance equipment should be installed in schools. Lastly, intersectoral partnerships between the schools, police, and the community leaders and members, should be formed to strengthen the safety of schools. In line with the School Safety Working Group (2020) recommendations, school safety, and security measures should be holistic, and comprehensive so that they are preventative, and responsive to security breaches in, and around schools.

Recommendations for Improving Teacher Quality in Quintile One Government Primary Schools

The findings illustrated that even though the grades 1-6 teachers at the quintile one government primary schools are qualified, and experienced, they are not retrained regularly. Investing in teacher training translates into improving their pedagogical strategies as there is always room for improvement in practice. Arising from the foregoing, it is recommended that: firstly, the Department of Basic Education in South Africa should devise a continuous professional development programme for quintile one government primary schools. Secondly, the training programme should be tailor made to meet the needs of multi-grading quintile one government primary school teachers. Lastly, staff at the quintile one government primary schools, and the non-government philanthropic primary school should be provided with training in teaching special needs students.

Recommendations for Addressing the Challenges Faced by Quintile One Government Primary Schools Grades 1-6 Teachers

The study demonstrated that it is imperative that all key school stakeholders such as school leadership, and the community work in unity to create conducive conditions for providing equitable, and quality primary school education. The study also confirmed that most of the grades 1-6 teachers at the quintile one government primary schools face challenges like lack of parental support, lack of teaching resources, poor physical infrastructure, heavy workload, and handling multi-grading. It is recommended to the Department of Basic Education in South Africa in collaboration with other governmental departments to sensitise parents about their roles in supporting learning through active involvement in the children's' learning activities.

Secondly, provincial governments should pass by-laws that compel parents to demonstrate support to their children with punitive action where parents fail. This may involve providing children study support time, and visiting the schools to share learners' challenges with the school administration. Thirdly, the Department of Basic Education in South Africa should provide quintile one government primary school teachers with teaching resources that meet the 21st-century educational requirements such as adequately functional science laboratories, libraries, and ICT facilities. Lastly, the Department of Basic Education in South Africa should recruit enough teachers to spread the teachers' workload of at the primary school level.

Recommendations for Addressing Challenges Faced by Quintile One Government Primary School Management Members (SMTs)

The study established that the school management members at the quintile one government primary schools struggle with lack of funding, heavy workload attributed to having multiple roles, and lack of community, and parental support. It is recommended that the Department of Basic Education in South Africa increases funding to quintile one government primary schools, and school management members to build the capacity to handle the workload. This should include recruiting more staff so that members of the management committees only focus on administrative work. Moreover, intersectoral support should be provided to the school management members at the quintile one government primary schools as they are serving communities with multifaceted social issues. Additionally, the members should be trained on how to effectively implement community, and parent engagement strategies that are tailored to their communities.

Recommendations for Improving Literacy and Numeracy at the Quintile One Government Primary Schools and the Non-Government Philanthropic Primary School

The study determined existence of challenges in literacy, and numeracy achievement rates, especially at the intermediate phase of quintile one primary schools. This was linked to a lack of exposure to home literacy, and lack of parental support with homework. It is recommended that initiatives that promote parental capacity to provide home literacy are promoted such as strengthening collaborative efforts between governmental departments, non-government organizations (NGOs), businesses, and parents’ representatives to sensitize parents about their roles in home literacy programmes, build their confidence in the exercise, and support them with materials to be effective home learning facilitators. Additionally, the Department of Basic Education in South Africa should build community centres in easily accessible areas to help households with young learners send their children for remedial learning support.

Recommendations for Parties Looking to Provide School Choice in Low-Income, Underserved, Marginalized, and Rural Communities of South Africa

The findings from this study exhibited that the non-government philanthropic primary school has a positive impact on the low-income, underserved, marginalized, and rural communities it is serving. It also revealed that some areas require improvement. Based on these findings, the following recommendations are made to parties looking for opportunities to provide better school choice to families from disadvantaged areas who cannot afford to send their children to private schools in urban areas. To close the gap caused by a shortage of high-quality schools in these communities, non-government organizations, and businesses partner with existing government primary schools in a public – private partnership programme to provide better education in the low-income, underserved, marginalized, and rural communities in South Africa. This may include a multi-faceted programme where businesses use their corporate social responsibility programmes to build infrastructure, NGOs use their resource mobilisation to provide facilities like ICT, and support regular teacher training, while the Department of Basic Education in South Africa continues with its normal mandate, and coordinating the partnership arrangements. When establishing better school choice options through partnerships with the government primary schools, non-government organizations, and businesses should have a permanent presence in these schools to ensure long-term sustainable success.

Recommendations for future research

This study focused on investigating the impact of a non-government philanthropic (NGO) primary school serving low-income, underserved, rural, and marginalized communities in the KwaZulu-Natal province of South Africa. To gauge the level of impact the non-government philanthropic (NGO) primary school has had, it was compared to quintile one government primary schools also serving low-income, underserved, rural, and marginalized communities in the KwaZulu-Natal province of South Africa. Therefore, this section presents recommendations on how this study can be extended in future research based on the primary findings of this study presented in Chapter Four, and the literature review in Chapter Two.

Future Research Recommendations for addressing this Study's Limitations

Future studies could fruitfully explore this issue further by increasing the sample size of the quantitative data. This is especially important for the non-government philanthropic (NGO) primary school serving low-income, underserved, rural, and marginalized communities. The sample size of school management members, and grades 1-6 teachers at the non-government philanthropic (NGO) primary school should be increased. Having a larger sample size would increase the precision of the primary data. Furthermore, inferential statistical tools should be utilised to provide a clearer results about the relationships between the variables, and the impact of the explanatory variable (NGO primary school) on the response variable (provision of equitable, and quality education) in the low-income, underserved, rural, and marginalised communities.

Future studies could investigate the phenomenon covered in this study by exploring the association between the Educational Equity Theory, and the Social Justice Theory which has been reworked by Strunk and Locke (2019) to 'Social Justice and Equity in Education' to the extent they play out in the South African context. Finally, there were fewer males than females in this study. Future research should further develop, and confirm these initial findings by achieving a scientifically sound gender balance when recruiting participants to capture gender related perceptions about the study phenomenon.

Future Research Recommendations for Building Upon this Study's Findings

Based on the secondary data findings in Chapter Two, previous studies that covered similar phenomena as this study did not yield results on parental or community engagement in disadvantaged communities in different contexts. This was a knowledge gap that this study did not aim at investigating but popped up during data collection. The findings demonstrated that parental, and community involvement at both the NGO primary school, and quintile one government primary schools was key to promoting equitable, and quality education. Future research should investigate factors that influence parental and/or community involvement in schools serving low-income, underserved, rural, and marginalized communities, and how gaps in parental/community engagement in school activities could be enhanced.

Future Research Recommendations for Extending the Study in a New Context or Location

Since this study was confined to the KwaZulu-Natal province in South Africa due to the non-government philanthropic (NGO) primary school being based there and to time constraints, future studies could replicate this one in different provinces of the Republic of South Africa. Second, the study could be extended to other African countries as previous literature showed that the impact of small-scale NGO schools that are not faith-based is under-researched on the African continent. Third, future researchers could conduct a longitudinal study to further investigate the impact of the non-government philanthropic (NGO) primary schools serving low-income, underserved, rural, and marginalized communities in the KwaZulu-Natal province of South Africa to capture the impact that accrues long after the learners leave school. The longitudinal study could be more insightful as it would track changes over time on the impact of the non-government philanthropic (NGO) primary school serving low-income, underserved, rural, and marginalized communities in the KwaZulu-Natal province of South Africa.

In addition, the parents’ perspectives could be investigated about the perceived impact of the school in their communities. This would extend the knowledge on whether having a non-government philanthropic (NGO) primary school that is serving low-income, underserved, rural, and marginalized communities in the KwaZulu-Natal province of South Africa is a better school choice for the families in these communities or not as perceived by the parents. This would be a worthwhile study to explore the implications of better school choice in such communities.

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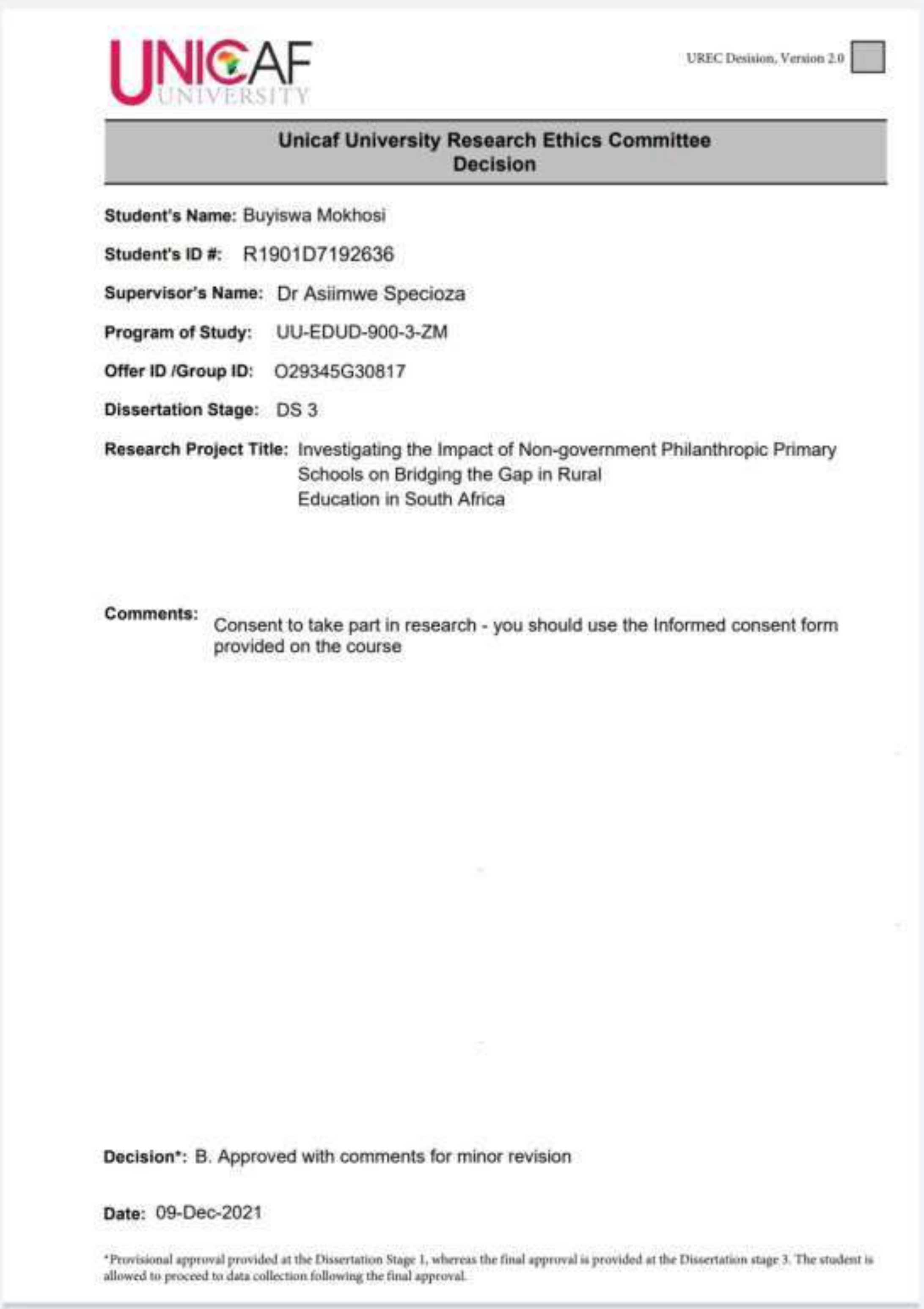
APPENDICES

Appendix A: *Unicaf Research Ethics Committee (UREC) Final Approval*



UNICAF UNIVERSITY

UREC Desision, Version 2.0

Unicaf University Research Ethics Committee Decision

Student's Name: Buyiswa Mokhosi

Student's ID #: R1901D7192636

Supervisor's Name: Dr Asiimwe Specioza

Program of Study: UU-EDUD-900-3-ZM

Offer ID /Group ID: O29345G30817

Dissertation Stage: DS 3

Research Project Title: Investigating the Impact of Non-government Philanthropic Primary Schools on Bridging the Gap in Rural Education in South Africa

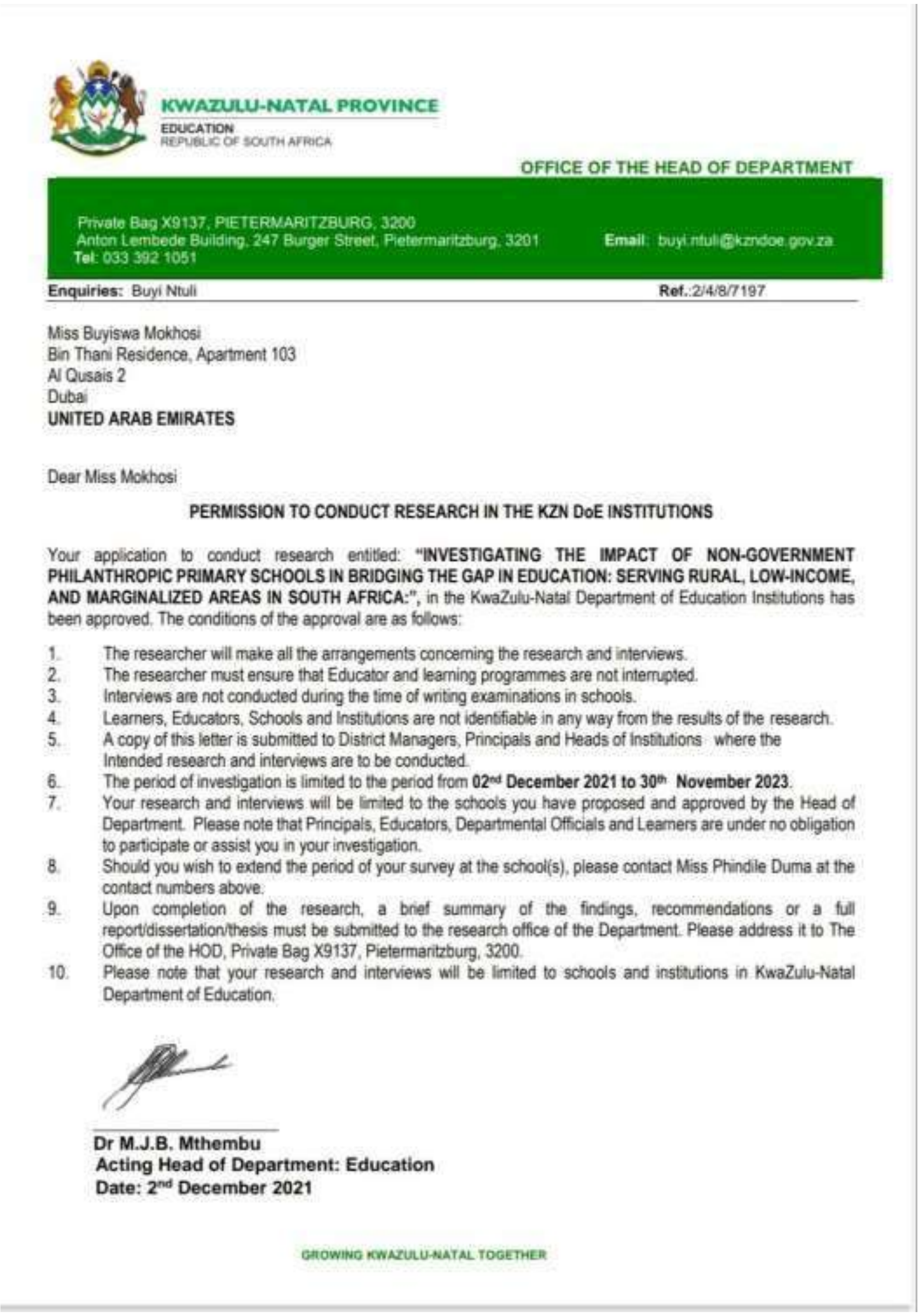
Comments: Consent to take part in research - you should use the Informed consent form provided on the course

Decision*: B. Approved with comments for minor revision

Date: 09-Dec-2021

*Provisional approval provided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.

Appendix B: *KwaZulu-Natal Provincial Department of Education Permission to Conduct Research*



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1051
Email: buyi.ntuli@kzndoe.gov.za

Enquiries: Buyi Ntuli **Ref.**:2/4/8/7197

Miss Buyiswa Mokhosi
Bin Thani Residence, Apartment 103
Al Qusais 2
Dubai
UNITED ARAB EMIRATES

Dear Miss Mokhosi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

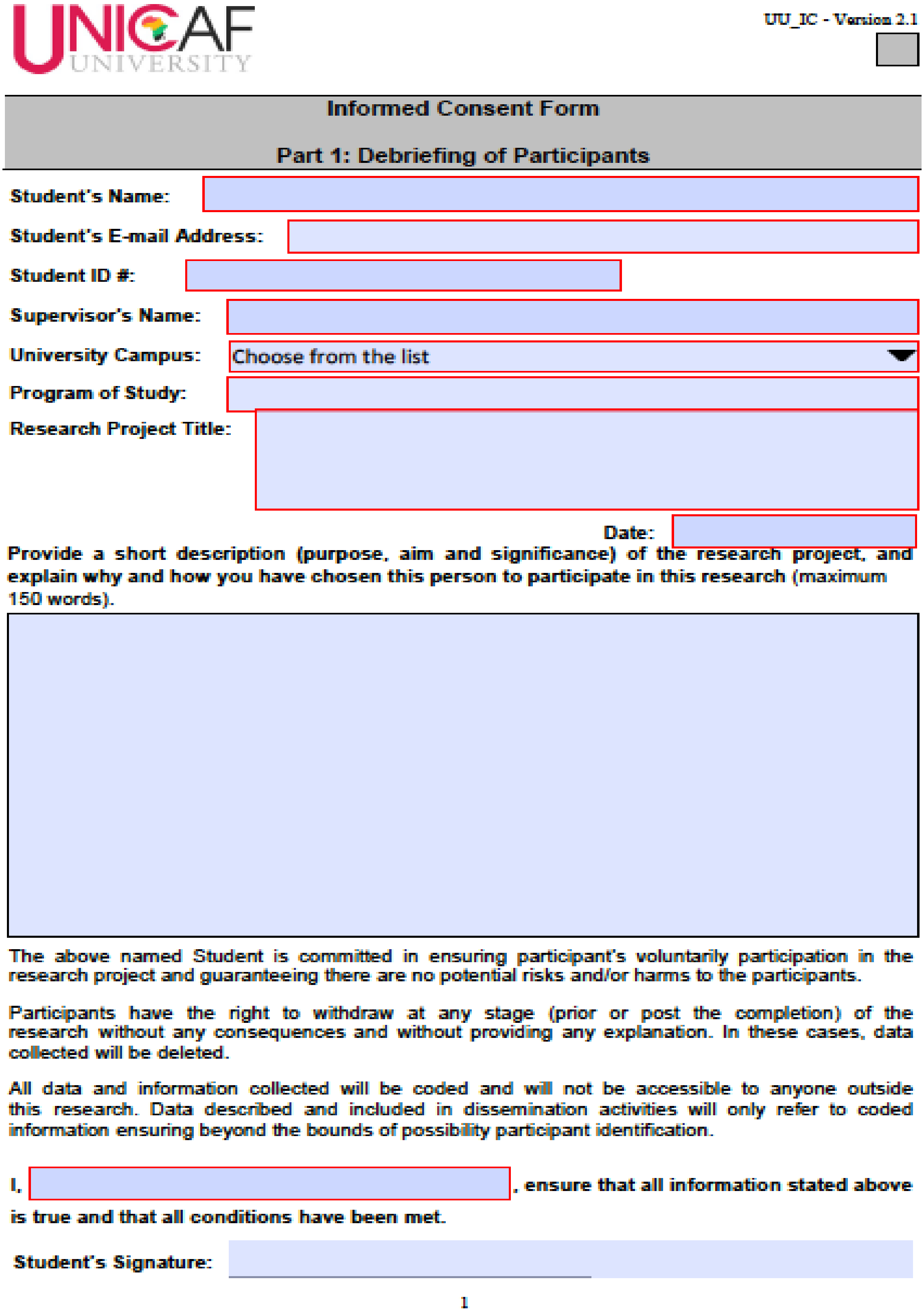
Your application to conduct research entitled: **"INVESTIGATING THE IMPACT OF NON-GOVERNMENT PHILANTHROPIC PRIMARY SCHOOLS IN BRIDGING THE GAP IN EDUCATION: SERVING RURAL, LOW-INCOME, AND MARGINALIZED AREAS IN SOUTH AFRICA:"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from **02nd December 2021 to 30th November 2023**.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr M.J.B. Mthembu
Acting Head of Department: Education
Date: 2nd December 2021

GROWING KWAZULU-NATAL TOGETHER

Appendix C: *A Sample of a Non-Completed Informed Consent Form*



UNICAF UNIVERSITY

UU_IC - Version 2.1

Informed Consent Form

Part 1: Debriefing of Participants

Student's Name:

Student's E-mail Address:

Student ID #:

Supervisor's Name:

University Campus: Choose from the list

Program of Study:

Research Project Title:

Date:

Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).

The above named Student is committed in ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

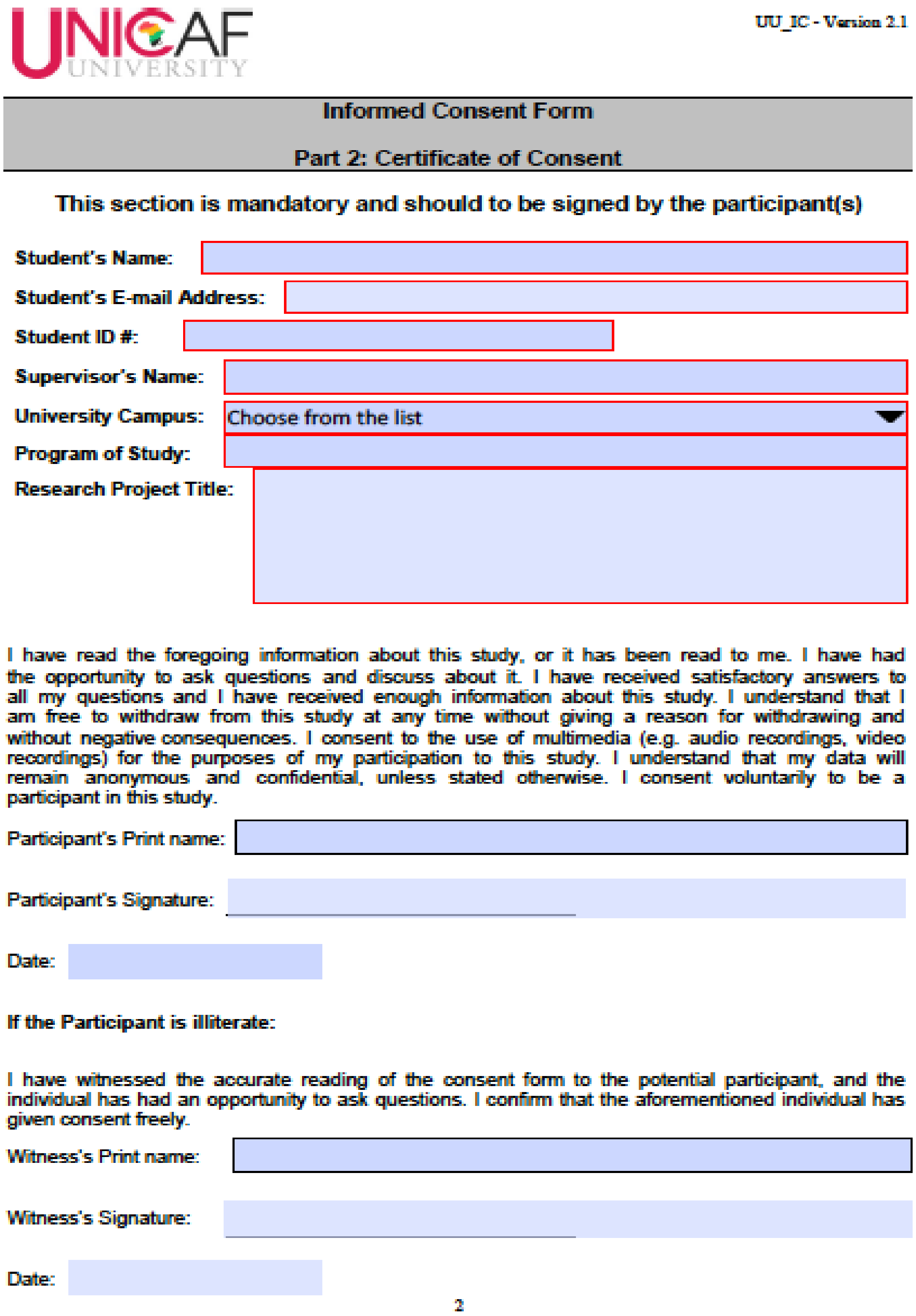
All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, ______, ensure that all information stated above is true and that all conditions have been met.

Student's Signature:

1

(Continued): A Sample of a Non-Completed Informed Consent Form



UNICAF UNIVERSITY

UU_IC - Version 2.1

Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant(s)

Student's Name:

Student's E-mail Address:

Student ID #:

Supervisor's Name:

University Campus: Choose from the list

Program of Study:

Research Project Title:

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation to this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

Participant's Print name:

Participant's Signature:

Date:

If the Participant is illiterate:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the aforementioned individual has given consent freely.

Witness's Print name:

Witness's Signature:

Date:

2

Appendix D: *Data Collections Tools*

During the observation period in the school, the researcher needs to quantify each of the items as follows:

0 = no occurrence at all during the school visit and there is no evidence and/or documentation that can be produced by the school to prove occurrence
1 = definite occurrence with moderate or severe intensity or high frequency observed during the school visit or through evidence and/or documentation that can be produced by the school to prove occurrence

<table>
<tr><td colspan="6">Direct Observation Checklist: Education Conditions at Non-Government Philanthropic and Quintile One Primary Schools Serving Rural, Low-Income, and Marginalised Areas in South Africa</td></tr>
<tr><td colspan="6">For comparison purposes, the researcher will be conducting direct observations at the schools based on the criteria below based on OECD’s (2012) recommendations to determine the quality of education offered by both school types. Miss Buyiswa Mokhosi will be observing.</td></tr>
<tr><td>School Name</td><td></td><td>School Area</td><td></td><td>Date & Time</td><td></td></tr>
<tr><td colspan="4"></td><td>Not Observed (0 points)</td><td>Observed (1 point)</td></tr>
<tr><td colspan="4">School leader(s) are trained and provided with support.</td><td></td><td></td></tr>
<tr><td colspan="4">School leader(s) stimulate(s) a supportive school climate and environment for learning.</td><td></td><td></td></tr>
<tr><td colspan="4">School attracts, supports, and retains high-quality teachers.</td><td></td><td></td></tr>
<tr><td colspan="4">The school ensures effective classroom learning strategies by promoting the use of a balanced combination of student-centered instruction with aligned curricular and assessment practices.</td><td></td><td></td></tr>
<tr><td colspan="4">The school ensures effective classroom learning strategies by using diagnostic tools and formative and summative assessments to monitor children’s progress and acquire good understanding and knowledge.</td><td></td><td></td></tr>
<tr><td colspan="4">The school ensures effective classroom learning strategies by following a curriculum promoting a culture of high expectations and success.</td><td></td><td></td></tr>
<tr><td colspan="4">The school prioritizes its links with parents and communities and improves communication strategies to align school and parental efforts to strengthen its students.</td><td></td><td></td></tr>
<tr><td colspan="4">The school has effective strategies that target parents who are more challenging to reach.</td><td></td><td></td></tr>
<tr><td colspan="4">The school identifies and encourages individuals from the same communities to mentor students to strengthen the students.</td><td></td><td></td></tr>
<tr><td colspan="4">School builds links with the communities around the school, both business and social stakeholders to strengthen the students.</td><td></td><td></td></tr>
<tr><td colspan="4">The school is supplied with the quality learning resources.</td><td></td><td></td></tr>
<tr><td colspan="4">The school is supplied with quality teaching resources.</td><td></td><td></td></tr>
<tr><td colspan="4">The school buildings are of acceptable condition and have electricity.</td><td></td><td></td></tr>
<tr><td colspan="4">The school has quality sanitation facilities.</td><td></td><td></td></tr>
<tr><td colspan="4">The school is deemed to be safe for staff and students.</td><td></td><td></td></tr>
<tr><td colspan="4">The school has a library that is supplied with quality materials.</td><td></td><td></td></tr>
<tr><td colspan="4">The school has an acceptable level of student behavior issues.</td><td></td><td></td></tr>
<tr><td colspan="4">The school has Information Communication Technology (ICT).</td><td></td><td></td></tr>
<tr><td colspan="4">Student attendance in grades 1-6 is acceptable, i.e., not less than 50% of students absent.</td><td></td><td></td></tr>
<tr><td colspan="4">Teacher attendance in grades 1-6 is at an acceptable rate, i.e., teachers are not absent for most of the week the observations are conducted.</td><td></td><td></td></tr>
<tr><td colspan="4">Students with disabilities are accommodated.</td><td></td><td></td></tr>
<tr><td colspan="4">School-provided transportation is available to transport students who need it.</td><td></td><td></td></tr>
</table>

Participants Recruitment Statement
Survey Questionnaire and Interview Questions This study and its data collection tools have received approval from Unicaf University Research Ethics Committee (UREC). Seeking School Management and Grades 1-6 Teachers working in Non-Government Philanthropic and Quintile One Government Primary School serving rural, low-income, and marginalized areas in South Africa. The purpose of this study is to answer the following questions: Q1. What is the impact of the non-government philanthropic primary school in bridging the gap in rural, low-income, underserved, and marginalized communities in South Africa? Q2. What is the difference between the education conditions of the government quintile one and non-government philanthropic primary schools? If you agree to participate in this study, you will be asked to: First, complete an online or offline survey questionnaire which will take 5-15 minutes for you to complete. Participate in a virtual or in-person interview for 45 minutes. Questions will focus on understanding the impact the education provided by your school has on the rural, low-income, and marginalized communities in your area. You will not be asked to answer any sensitive questions, and you do not have to share any information you are not comfortable disclosing. This study will ensure the privacy and confidentiality of all participants. Volunteers will not receive any compensation for their participation in the study. To be eligible to participate, you must be: between the ages of 25-65. part of the school management or a grade 1-6 teacher. working either in a non-government philanthropic primary school or a quintile one primary school in South Africa. the school must be located or serving rural, low-income, and marginalized communities in South Africa. To find out more about this study, please contact Miss Buyiswa Mokhosi at b.mokhosi@gmail.com.

Qualitative Data: Interview Questions	Task information for the researcher and questions for the interview.			
The researcher will prepare the participant for the interview: make sure they are comfortable tell them they are going to do an interview, and it will be audio-recorded ask them to complete the consent form ask them if they are ready Directions and *script:* *Let us begin with the interview. Please answer the questions to the best of your abilities. Please note that the interview will last for 45 minutes. This will include a 5-minute break between questions.* The researcher will: Allow an appropriate wait time for a response. Then, repeat the question once if there is no response. If there is no response after question repetition, the researcher will use backup questions. *Now, let us take a five-minute break before we start with the final set of interview questions.* [This will happen if the participant requests to take a break].				
Interview Questions for School Management (in both school types)				
Understanding the participants’ demographics				
I am part of the school management, and I serve as a / an ☐ executive manager. ☐ board of directors. ☐ principal. ☐ vice principal. ☐ school governing body member. ☐ Other or (if you serve in multiple roles) [Comments Box]				
I have been working in this school for				
☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years	☐ 11 years ☐ 12 years ☐ 13 years ☐ 14 years ☐ 15 years ☐ 16 years ☐ 17 years ☐ 18 years ☐ 19 years	☐ 21 years ☐ 22 years ☐ 23 years ☐ 24 years ☐ 25 years ☐ 26 years ☐ 27 years ☐ 28 years ☐ 29 years	☐ Other [Comments Box]	

☐ 5 years ☐ 6 years ☐ 7 years ☐ 8 years ☐ 9 years ☐ 10 years	☐ 20 years	☐ 30 years		

I am part of the school management at a ☐ Non-government philanthropic primary school (NGO). ☐ Quintile one government primary school.	
The school has been operating for approximately	

☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years ☐ 6 years ☐ 7 years ☐ 8 years ☐ 9 years ☐ 10 years	☐ 11 years ☐ 12 years ☐ 13 years ☐ 14 years ☐ 15 years ☐ 16 years ☐ 17 years ☐ 18 years ☐ 19 years ☐ 20 years	☐ 21 years ☐ 22 years ☐ 23 years ☐ 24 years ☐ 25 years ☐ 26 years ☐ 27 years ☐ 28 years ☐ 29 years ☐ 30 years	☐ 31 years ☐ 32 years ☐ 33 years ☐ 34 years ☐ 35 years ☐ 36 years ☐ 37 years ☐ 38 years ☐ 39 years ☐ 40 years	☐ 41 years ☐ 42 years ☐ 43 years ☐ 44 years ☐ 45 years ☐ 46 years ☐ 47 years ☐ 48 years ☐ 49 years ☐ 50 years	☐ 51 years ☐ 52 years ☐ 53 years ☐ 54 years ☐ 55 years ☐ 56 years ☐ 57 years ☐ 58 years ☐ 59 years ☐ 60 years
☐ 61 years ☐ 62 years ☐ 63 years ☐ 64 years ☐ 65 years ☐ 66 years ☐ 67 years ☐ 68 years ☐ 69 years ☐ 70 years	☐ 71 years ☐ 72 years ☐ 73 years ☐ 74 years ☐ 75 years ☐ 76 years ☐ 77 years ☐ 78 years ☐ 79 years ☐ 80 years	☐ 81 years ☐ 82 years ☐ 83 years ☐ 84 years ☐ 85 years ☐ 86 years ☐ 87 years ☐ 88 years ☐ 89 years ☐ 90 years	☐ 91 years ☐ 92 years ☐ 93 years ☐ 94 years ☐ 95 years ☐ 96 years ☐ 97 years ☐ 98 years ☐ 99 years ☐ 100 years	☐ Other [Comments Box]	

Age ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐34 ☐ 35 ☐ 36 ☐ 37 ☐38 ☐ 39 ☐ 40	☐ 41 ☐ 42 ☐ 43 ☐44 ☐45 ☐46 ☐47 ☐48 ☐49 ☐50 ☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60	☐ 61 ☐ 62 ☐ 63 ☐64 ☐ 65 ☐66 ☐ 67 ☐68 ☐ 69 ☐70 ☐ 71 ☐ 72 ☐ 73 ☐74 ☐ 75 ☐76 ☐ 77 ☐78 ☐ 79 ☐ 80	

Gender ☐ Male ☐ Female	

Ethnicity ☐ Black or other African descent ☐ White ☐ Coloured South African or mixed ☐ Asian ☐ Arab ☐ Pacific Islander ☐ Caribbean ☐ Other [Comments Box]			
Education ☐ Doctorate degree ☐ Master's degree ☐ Undergraduate degree / Bachelor's degree ☐ College diploma ☐ Vocational Education / TVET ☐ High School Certificate (Matriculation) ☐ Junior Secondary School ☐ Primary School ☐ Other [Comments Box]			
Employment type ☐ Full-time ☐ Part-time ☐ Contract ☐ Substitute ☐Voluntary ☐ Other [Comments Box]			
Interview Questions		Backup Questions	
Understanding the School Environment			
1	How is the school funded?	Is it funded by the South African government or an external organization?	
2	How does the funding the school receives impact the quality of education the school delivers?	Does the school require more or less funds to deliver high-quality education?	
3	How has the quality of education delivered by the school impacted this community?	Has the quality of education delivered by the school advanced this community?	
4	What would the school management change about the existing school infrastructure?	Are the classrooms, sanitation, library, electricity, and ICT facilities at the standard required to deliver high-quality education?	
5	Is the school considered as safe for staff and students?	How does the school ensure that the staff and Grades 1-6 students feel safe in the school?	
Understanding Teacher Quality			
6	What kind of Grades 1-6 teachers do you have in the school?	Please describe the Grades 1-6 teachers regarding their qualifications, work experience, and professional capacity?	
7	Can you please highlight some of the significant achievements of your Grades 1-6 teachers?	What achievements does the school have through the Grades 1-6 teachers' work efforts?	
8	What factors do you think compromise the Grades 1-6 teacher quality in this school?	What challenges do Grades 1-6 teachers face that hinder them from delivering high-quality education?	
9	What kind of training or professional development support do the Grades 1-6 teachers require the most?	Which teaching professional development areas does the school need to focus on to ensure high-quality Grades 1-6 education?	
10	When and how often do Grades 1-6 teachers generally receive training?	Do Grades 1-6 teachers receive (pre-service, in-service, continuous professional development)?	
11	How are the Grades 1-6 teachers recruited?	Are the Grades 1-6 teachers recruited at the school, district, provincial, or national levels?	

12	How does the school retain high-quality Grades 1-6 teachers?	How does the school keep them adequately qualified, experienced, and hard-working Grades 1-6 teachers?	
13	Does the school have issues with high Grades 1-6 teacher turnover, especially with high-quality teachers?	Does the school find that good Grades 1-6 teachers do not want to stay longer?	
14	Which classroom pedagogical strategies do the Grades 1-6 teachers practice?	Which teaching and learning strategies do the Grades 1-6 teachers use in their classrooms?	
Understanding the Students			
15	Which factors affect the Grade 1-6 student attendance rate?	Do distance and money affect the Grade 1-6 student attendance rate?	
16	What is the socioeconomic background of the Grades 1-6 students the school serves?	What kind of homes and communities do the Grades 1-6 students come from?	
17	How would you describe the Grades 1-6 student behavior in the school?	Does the school have any significant behavior issues with the Grades 1-6 students?	
18	What does the Grades 1-6 students' performance in English (literacy) and Mathematics (numeracy) look like?	Can you please describe the progression rate of the Grades 1-6 students in English and Maths?	
Understanding School Management / Leadership			
19	What factors reduce the capacity of the school management or leadership to deliver high-quality education in the school?	What challenges does the school management or leadership team face?	
20	How can the school management or leadership team's capacity be increased to deliver high-quality education?	What kind of support does the school management or leadership team require to provide high-quality education?	
21	Who is part of the school management or leadership team?	Who are the members of the school management or leadership team?	
22	How does the school management or leadership team ensure community engagement?	How does the school get the community involved?	
23	How does the school management or leadership team ensure that education is used for social justice?	How does the school management or leadership team ensure that socioeconomic issues are being addressed to a certain extent through education?	
24	How does the school management or leadership team ensure teacher and student well-being?	How does the school management or leadership team ensure that teachers and students are holistically taken care of?	
25	How do educational policies affect managing the school and teaching?	Do educational policies negatively or positively impact school management and teaching?	

Interview Questions for Grades 1-6 Teachers (in both school types)

Understanding the participants' demographics

I am a ____

☐ Grade 1 teacher.
☐ Grade 2 teacher.
☐ Grade 3 teacher.
☐ Grade 4 teacher.
☐ Grade 5 teacher.
☐ Grade 6 teacher.
☐ Other or (if you teach multiple grades) [Comments Box]

I have been working in this school for ____

☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ 5 years
☐ 6 years
☐ 11 years
☐ 12 years
☐ 13 years
☐ 14 years
☐ 15 years
☐ 16 years
☐ 21 years
☐ 22 years
☐ 23 years
☐ 24 years
☐ 25 years
☐ 26 years
☐ Other [Comments Box]

☐ 7 years
☐ 8 years
☐ 9 years
☐ 10 years
☐ 17 years
☐ 18 years
☐ 19 years
☐ 20 years
☐ 27 years
☐ 28 years
☐ 29 years
☐ 30 years

I teach at a
☐ Non-government philanthropic primary school.
☐ Quintile one government primary school.

The school has been operating for approximately ____

☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ 5 years
☐ 6 years
☐ 7 years
☐ 8 years
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☐ Other [Comments Box]

Age
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Gender
☐ Male
☐ Female

Ethnicity ____
☐ Black or other African descent
☐ White
☐ Coloured South African or mixed
☐ Asian
☐ Arab
☐ Pacific Islander
☐ Caribean
☐ Other [Comments Box]

Education
☐ Doctorate degreee
☐ Master’s degree
☐ Undergraduate degree / Bachelor’s degree
☐ College diploma
☐ Vocational Education / TVET
☐ High School Certificate (Matriculation)
☐ Junior Secondary School
☐ Primary School
☐ Other [Comments Box]

Employment type
☐ Full-time
☐ Part-time
☐ Contract
☐ Subtitute
☐Voluntary
☐ Other [Comments Box]

Interview Questions		Backup Questions
Understanding the School Environment		
1	How does funding affect teaching in your school?	Do you think the current funding is enough to enable the teachers to deliver high-quality education?
2	How does the funding the school receives impact the quality of education the school delivers?	Does the school require more or less funds to deliver high-quality education?
3	How has the quality of education delivered by the school impacted this community?	Has the quality of education delivered by the school advanced this community?
4	What would the Grades 1-6 teachers change about the existing school infrastructure?	Are the classrooms, sanitation, library, electricity, and ICT facilities at the standard required to deliver high-quality education?
5	Is the school considered as safe for staff and students?	How does the school ensure that the staff and Grades 1-6 students feel safe in the school?
Understanding Teacher Quality		
6	What strategies do you use for classroom management?	How do you promote effective and efficient teaching and learning environment in the classroom?
7	Can you please highlight some of the significant achievements you and your colleagues have achieved in the school?	What achievements does the school have through the Grades 1-6 teachers’ work efforts?
8	What factors do you think compromise the Grades 1-6 teaching quality in this school?	What challenges do Grades 1-6 teachers face that hinder them from delivering high-quality education?
9	What kind of training or professional development support do you and your colleagues require the most?	Which teaching professional development areas does the school need to focus on to ensure high-quality Grades 1-6 education?
10	When and how often do you and your colleagues receive training?	Do Grades 1-6 teachers receive (pre-service, in-service, continuous professional development)?
11	How were you recruited?	Were you recruited at the school level, school district, provincial level, or national level?
12	How does the school retain high-quality Grades 1-6 teachers?	How does the school keep adequately qualified, experienced, and hard-working Grades 1-6 teachers?
13	Does the school have issues with high Grades 1-6 teacher turnover, especially with high-quality teachers?	Does the school find that good Grades 1-6 teachers do not want to stay longer?
14	Which classroom pedagogical strategies do you practice to ensure that high-quality education is being delivered?	Which teaching and learning strategies do you use in the classroom to ensure that learning takes place effectively and efficiently?
15	How do you ensure community engagement?	How do teachers at the school get the community involved?
16	How do you ensure that education is used for social justice?	How do you make sure that through education, socioeconomic issues are being addressed to a certain extent?

17	How do you ensure student well-being?	How do you ensure that students are holistically taken care of?
Understanding the Students		
18	Which factors affect the Grade 1-6 student attendance rate?	Do distance and money affect the Grade 1-6 student attendance rate?
19	What is the socioeconomic background of the students in your classroom?	What kind of homes and communities do your students come from?
20	How would you describe your students' behavior in the school?	Does the school have any significant behavior issues with your students?
21	What does your students' performance in English (literacy) and Mathematics (numeracy) look like?	Can you please describe the progression rate of your students in English and Maths?
Understanding School Management / Leadership		
22	What factors reduce the capacity of the school management or leadership to support you in delivering high-quality education in the school?	What challenges does the school management or leadership team face to support the teachers, students, and parents?
23	What do you think can help improve the school management or leadership team's capacity to support the delivery of high-quality education?	What kind of support does the school management or leadership team require to help teachers provide high-quality education?
24	Who is part of the school management or leadership team?	Who are the members of the school management or leadership team?

Survey Questionnaire for School Management (in both school types)

Understanding the participants' demographics

I am part of the school management, and I serve as a / an ____

☐ executive manager.
☐ board of directors.
☐ principal.
☐ vice principal.
☐ school governing body member.
☐ none of the above.
☐ Other or (if you serve in multiple roles) [Comments Box]

I have been working in this school for

☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ 5 years
☐ 6 years
☐ 7 years
☐ 8 years
☐ 9 years
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☐ 26 years
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☐ 28 years
☐ 29 years
☐ 30 years
☐ Other [Comments Box]

I am part of the school management at a
☐ Non-government philanthropic primary school (NGO).
☐ Quintile one government primary school.
☐ Other [Comments Box]

The school has been operating for approximately ____

☐ 1 year
☐ 2 years
☐ 3 years
☐ 4 years
☐ 5 years
☐ 6 years
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☐ Other [Comments Box]

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Gender ____
☐ Male
☐ Female

Ethnicity ____
☐ Black or other African descent
☐ White
☐ Coloured South African or mixed
☐ Asian
☐ Arab
☐ Pacific Islander
☐ Caribean
☐ Other [Comments Box]

Education ____
☐ Doctorate degreee
☐ Master's degree
☐ Undergraduate degree / Bachelor's degree
☐ College diploma
☐ Vocational Education / TVET
☐ High School Certificate (Matriculation)
☐ Junior Secondary School
☐ Primary School
☐ Other [Comments Box]

Employment type ☐ Full-time ☐ Part-time ☐ Contract ☐ Subtitute ☐Voluntary ☐ Other [Comments Box]				
Understanding the School Environment				
1	The school is funded by (Multiple select)			
	☐ the provincial government. ☐ an NGO. ☐ the national government. ☐ Other [Comments Box]			
2	The funding the school receives impacts the quality of education the school delivers			
	☐ negatively. ☐ positively. ☐ neutrally. ☐ Other [Comments Box]			
3	The quality of education delivered by the school has impacted this community			
	☐ negatively. ☐ positively. ☐ neutrally. ☐ Other [Comments Box]			
4	The school management would like to change the following about the existing school infrastructure ______________________________ (Multiple select)			
	☐ classrooms. ☐ sanitation. ☐ library. ☐ electricity. ☐ Information Communication Technology (ICT) facilities. ☐ Other [Comments Box]			
5	In terms of safety, the school is considered to be for staff and students.			
	☐ safe ☐ unsafe ☐ okay ☐ Other [Comments Box]			
Understanding Teacher Quality				
6	The Grade 1-6 teachers at this school hold the following qualifications______(Multiple select)			
	☐ Doctorate degree. ☐ Master's degree. ☐ Honour's degree. ☐ Bachelor's degree. ☐ Teacher's College diploma. ☐ High School diploma. ☐ No formal education. ☐ Other [Comments Box]			
7	Most of the Grades 1-6 teachers in this school have_____(Multiple select)			
	☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years	☐ 11 years ☐ 12 years ☐ 13 years ☐ 14 years	☐ 21 years ☐ 22 years ☐ 23 years ☐ 24 years	☐Other [Comments Box]

	☐ 5 years ☐ 6 years ☐ 7 years ☐ 8 years ☐ 9 years ☐ 10 years	☐ 15 years ☐ 16 years ☐ 17 years ☐ 18 years ☐ 19 years ☐ 20 years	☐ 25 years ☐ 26 years ☐ 27 years ☐ 28 years ☐ 29 years ☐ 30 years	
8	The professional capacity of most of the Grades 1-6 teachers in this school is			
	☐ excellent. ☐ acceptable. ☐ limited. ☐ Other [Comments Box]			
9	Some of the significant achievements by the Grades 1-6 teachers in this school have caused the school to (Multiple select)			
	☐ receive international recognition. ☐ receive national recognition. ☐ receive district recognition. ☐ none of the above. ☐ Other [Comments Box]			
10	The following factors compromise the Grades 1-6 teacher quality in this school. (Multiple select)			
	☐ student behavior issues. ☐ lack of parental support. ☐ lack of support from school management. ☐ overcrowded classrooms. ☐ lack of teaching resources. ☐ lack of learning resources. ☐ heavy workload. ☐ traveling distance. ☐ poor physical infrastructure. ☐ none of the above. ☐ Other [Comments Box]			
11	The Grades 1-6 teachers require the following training or professional development support the most. (Multiple select)			
	☐ pedagogical. ☐ classroom assessment strategies. ☐ classroom management. ☐ leadership tools and skills for teacher leaders. ☐ standards-based marking, recording, and reporting. ☐ curriculum. ☐ strategies for personalizing learning and differentiating instruction. ☐ none of the above. ☐ Other [Comments Box]			
12	The Grades 1-6 teachers generally receive training______(Multiple select)			
	☐ continuously. ☐ in-service. ☐ pre-service. ☐ none of the above. ☐ Other [Comments Box]			
13	The Grades 1-6 teachers are recruited at the______(Multiple select)			
	☐ national level. ☐ provincial level. ☐ school district. ☐ school level. ☐ none of the above. ☐ Other [Comments Box]			

14	The school retains high-quality Grades 1-6 teachers by______(Multiple select)
	☐ school management providing continuous support. ☐ giving financial rewards. ☐ giving rewards such as certificates and trophies. ☐ community providing continuous support. ☐ none of the above. ☐ Other [Comments Box]
15	The school has issues with high teacher turnover due to______(Multiple select)
	☐ student behavior issues. ☐ lack of parental support. ☐ lack of support from school management. ☐ overcrowded classrooms. ☐ lack of teaching resources. ☐ lack of learning resources. ☐ heavy workload. ☐ traveling distance. ☐ poor physical infrastructure. ☐ none of the above. ☐ Other [Comments Box]
16	The Grades 1-6 teachers practice the following pedagogical strategies to deliver high-quality education. (Multiple select)
	☐ facilitating student-centered classroom ☐ using formative assessment tools to track student progression ☐ delivering the curriculum to meet national and international assessment expectations ☐ differentiation ☐ none of the above ☐ Other [Comments Box]
Understanding the Students	
17	The Grades 1-6 student attendance rates pre-COVID-19 mainly was negatively impacted by (Multiple select)
	☐ lack of school-provided transportation. ☐ financial constraints. ☐ lack of parental provided transportation. ☐ walking long distances due to lack of road infrastructure. ☐ lack of parental support. ☐ none of the above. ☐ Other [Comments Box]
18	The Grades 1-6 student attendance rates during COVID-19 mainly was negatively impacted by (Multiple select)
	☐ lack of school provided transportation. ☐ financial constraints. ☐ lack of parental provided transportation. ☐ walking long distances due to lack of road infrastructure. ☐ lack of parental support. ☐ lack of internet access. ☐ lack of computers. ☐ none of the above. ☐ Other [Comments Box]
19	Most of the Grades 1-6 students the school serves come from socioeconomic backgrounds.
	☐ high ☐ middle ☐ low ☐ none of the above ☐ Other [Comments Box]
20	The behavioral issues of the Grades 1-6 students have impacted the school

	☐ negatively. ☐ positively. ☐ neutrally. ☐ Other [Comments Box]
21	The performance of the Grades 1-6 students in English (literacy) since 2017 to date has been
	☐ excellent. ☐ good. ☐ poor. ☐ Other [Comments Box]
22	The performance of the Grades 1-6 students in Mathematics (numeracy) since 2017 to date has been
	☐ excellent. ☐ good. ☐ poor. ☐ Other [Comments Box]
Understanding School Management / Leadership	
23	The following factors reduce the capacity of the school management or leadership to deliver high-quality education in the school. (Multiple select)
	☐ student behavior issues ☐ lack of parental support ☐ lack of support from executive management ☐ overcrowded classrooms ☐ lack of teaching resources ☐ lack of learning resources ☐ heavy workload ☐ lack of funds ☐ poor physical infrastructure ☐ lack of school management or leadership or administration training ☐ none of the above ☐ Other [Comments Box]
24	The school management or leadership team requires the following support in order to deliver high-quality education. (Multiple select)
	☐ community support ☐ parental support ☐ support from executive management ☐ addressing overcrowded classrooms ☐ provision of teaching resources ☐ provision of learning resources ☐ reducing heavy workload ☐ addressing funding issues ☐ improving physical infrastructure ☐ having high-quality teachers ☐ none of the above ☐ Other [Comments Box]
25	The following members form part of the school management or leadership team. Multiple select)
	☐ school principal ☐ vice principal ☐ school governing body (SGB) ☐ none of the above ☐ Other [Comments Box]
26	The school management or leadership team promote community engagement by (Multiple select)
	☐ formulating strategies to reach parents that are difficult to reach. ☐ connecting with local businesses. ☐ collaborating with other organizations such as NGOs. ☐ inviting parents and other community members to participate as volunteers in school activities.

	☐ none of the above. ☐ Other [Comments Box]
27	The school management or leadership team promotes social justice through education by (Multiple select)
	☐ making school fees affordable. ☐ bridging home and school proximity issues by providing transportation to students who need it. ☐ making an equitable school environment. ☐ equipping students to be able to advocate for themselves. ☐ producing learners who will become active and successful adults in their communities. ☐ none of the above. ☐ Other [Comments Box]
28	The school management or leadership team promote teacher and student well-being by (Multiple select)
	☐ providing guidance and counseling. ☐ stimulating a positive teaching and learning environment. ☐ keeping open communication lines. ☐ none of the above. ☐ Other [Comments Box]
29	National and international educational policies affect managing the school and teaching
	☐ negatively. ☐ positively. ☐ neutrally. ☐ Other [Comments Box]

Survey Questionnaire for Grades 1-6 Teachers (in both school types)			
Understanding the participants' demographics			
I am a ______ ☐ Grade 1 teacher. ☐ Grade 2 teacher. ☐ Grade 3 teacher. ☐ Grade 4 teacher. ☐ Grade 5 teacher. ☐ Grade 6 teacher. ☐ none of the above. ☐ Other or (if you teach multiple grades) [Comments Box]			
I have been working in this school for ______			
☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years ☐ 6 years ☐ 7 years ☐ 8 years ☐ 9 years ☐ 10 years	☐ 11 years ☐ 12 years ☐ 13 years ☐ 14 years ☐ 15 years ☐ 16 years ☐ 17 years ☐ 18 years ☐ 19 years ☐ 20 years	☐ 21 years ☐ 22 years ☐ 23 years ☐ 24 years ☐ 25 years ☐ 26 years ☐ 27 years ☐ 28 years ☐ 29 years ☐ 30 years	☐ Other [Comments Box]
I teach at a ☐ Non-government philanthropic primary school.			

☐ Quintile one government primary school.

The school has been operating for approximately

☐ 1 year
☐ 2 years
☐ 3 years
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☐ 9 years
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☐ Other [Comments Box]

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Gender

☐ Male
☐ Female

Ethnicity

☐ Black or other African descent
☐ White
☐ Coloured South African or mixed
☐ Asian
☐ Arab
☐ Pacific Islander
☐ Caribean
☐ Other [Comments Box]

Education

☐ Doctorate degreee
☐ Master's degree
☐ Undergraduate degree / Bachelor's degree
☐ College diploma
☐ Vocational Education / TVET
☐ High School Certificate (Matriculation)
☐ Junior Secondary School
☐ Primary School
☐ Other [Comments Box]

Employment type

☐ Full-time
☐ Part-time
☐ Contract
☐ Subtitute
☐Voluntary
☐ Other [Comments Box]

Understanding the School Environment

1	Funding affects teaching in your school
	☐ negatively. ☐ positively. ☐ neutrally. ☐ Other [Comments Box]
2	The funding the school receives impacts the quality of education the school delivers
	☐ negatively. ☐ positively. ☐ neutrally. ☐ Other [Comments Box]
3	The quality of education delivered by the school impacts this community
	☐ negatively. ☐ positively. ☐ neutrally. ☐ Other [Comments Box]
4	You would change the following about the existing school infrastructure. (Multiple select)
	☐ classrooms. ☐ sanitation. ☐ library. ☐ electricity. ☐ Information Communication Technology (ICT) facilities. ☐ Other [Comments Box]
5	In terms of safety, the school is considered to be for staff and students.
	☐ safe. ☐ unsafe. ☐ okay.

	☐ Other [Comments Box]
Understanding Teacher Quality	
6	You use the following classroom management strategies. (Multiple select)
	☐ document rules. ☐ allow students to express their ideas in a safe environment. ☐ give praise. ☐ hold parties. ☐ encouraging the growth-mindset ☐ keep lessons engaging and encourage equal student participation. ☐ none of the above. ☐ Other [Comments Box]
7	Your achievements as a teacher have caused your school to (Multiple select)
	☐ receive international recognition. ☐ receive national recognition. ☐ receive district recognition. ☐ none of the above. ☐ Other [Comments Box]
8	The following factors affect your teaching efforts. (Multiple select)
	☐ student behavior issues. ☐ lack of parental support. ☐ lack of support from school management. ☐ overcrowded classrooms. ☐ lack of teaching resources. ☐ lack of learning resources. ☐ heavy workload. ☐ traveling distance. ☐ poor physical infrastructure. ☐ none of the above. ☐ Other [Comments Box]
9	You and your colleagues require the following training or professional development support the most. (Multiple select)
	☐ pedagogical. ☐ classroom assessment strategies. ☐ classroom management. ☐ leadership tools and skills for teacher leaders. ☐ standards-based marking, recording, and reporting. ☐ curriculum. ☐ strategies for personalizing learning and differentiating instruction. ☐ none of the above. ☐ Other [Comments Box]
10	You and your colleagues prefer to receive or have received training (Multiple select)
	☐ continuously. ☐ in-service. ☐ pre-service. ☐ none of the above. ☐ Other [Comments Box]
11	You were recruited by
	☐ national level. ☐ provincial level. ☐ school district. ☐ school level. ☐ none of the above. ☐ Other [Comments Box]
12	The school retains high-quality Grades 1-6 teachers by _(Multiple select)

	☐ school management providing continuous support. ☐ giving financial rewards. ☐ giving rewards such as certificates and trophies. ☐ community providing continuous support. ☐ none of the above. ☐ Other [Comments Box]
13	The school has issues with high teacher turnover due to _(Multiple select)
	☐ student behavior issues. ☐ lack of parental support. ☐ lack of support from school management. ☐ overcrowded classrooms. ☐ lack of teaching resources. ☐ lack of learning resources. ☐ heavy workload. ☐ traveling distance. ☐ poor physical infrastructure. ☐ none of the above. ☐ Other [Comments Box]
14	You and your colleagues practice the following pedagogical strategies to ensure that high-quality education is being delivered. (Multiple select)
	☐ facilitating student-centered classroom. ☐ using formative assessment tools to track student progression. ☐ delivering the curriculum to meet national and international assessment expectations. ☐ differentiation. ☐ none of the above. ☐ Other [Comments Box]
15	You and your colleagues promote community engagement by______(Multiple select)
	☐ formulating strategies to reach parents that are difficult to reach. ☐ connecting with local businesses. ☐ collaborating with other organizations such as NGOs. ☐ inviting parents and other community members to participate as volunteers in school activities. ☐ none of the above. ☐ Other [Comments Box]
16	The school management or leadership team promotes social justice through education by (Multiple select)
	☐ making school fees affordable. ☐ bridging home and school proximity issues by providing transportation to students who need it. ☐ making an equitable school environment. ☐ equipping students to be able to advocate for themselves. ☐ producing learners who will become active and successful adults in their communities. ☐ none of the above. ☐ Other [Comments Box]
17	You and your colleagues promote student well-being by _(Multiple select)
	☐ providing guidance and counselling. ☐ stimulating a positive teaching and learning environment. ☐ keeping open communication lines. ☐ none of the above. ☐ Other [Comments Box]
Understanding the Students	
18	Your student attendance rates pre-COVID-19 were most negatively impacted by______(Multiple select)
	☐ lack of school provided transportation. ☐ financial constraints. ☐ lack of parental provided transportation. ☐ walking long distances due to lack of road infrastructure. ☐ lack of parental support. ☐ none of the above.

	☐ Other [Comments Box]
19	Your student attendance rates during COVID-19 were most negatively impacted by______(Multiple select)
	☐ lack of school provided transportation. ☐ financial constraints. ☐ lack of parental provided transportation. ☐ walking long distances due to lack of road infrastructure. ☐ lack of parental support. ☐ lack of internet access. ☐ lack of computers. ☐ none of the above. ☐ Other [Comments Box]
20	Most of your students in the classroom come from socioeconomic backgrounds.
	☐ high. ☐ middle. ☐ low. ☐ none of the above. ☐ Other [Comments Box]
21	The behavioral issues of your students have impacted the school
	☐ negatively. ☐ positively. ☐ neutrally. ☐ Other [Comments Box]
22	The performance of your students in English (literacy) since 2017 to date has been
	☐ excellent. ☐ good. ☐ poor. ☐ Other [Comments Box]
23	The performance of your students in Mathematics (numeracy) since 2017 to date has been
	☐ excellent. ☐ good. ☐ poor. ☐ Other [Comments Box]
Understanding School Management / Leadership	
24	The following factors reduce the capacity of the school management or leadership to support you in delivering high-quality education in the school. (Multiple select)
	☐ student behavior issues ☐ lack of parental support ☐ lack of support from executive management ☐ overcrowded classrooms ☐ lack of teaching resources ☐ lack of learning resources ☐ heavy workload ☐ lack of funds ☐ poor physical infrastructure ☐ lack of school management or leadership or administration training ☐ none of the above ☐ Other [Comments Box]
25	The following can help improve the school management or leadership team's capacity to support you in delivering high-quality education. (Multiple select)
	☐ get community support ☐ get parental support ☐ get support from executive management ☐ addressing overcrowded classrooms ☐ provision of teaching resources ☐ provision of learning resources ☐ reducing heavy workload

	☐ addressing funding issues ☐ improving physical infrastructure ☐ providing more training ☐ none of the above ☐ Other [Comments Box]
26	The following members form part of the school management or leadership team. Multiple select)
	☐ school principal ☐ vice principal ☐ school governing body (SGB) ☐ none of the above ☐ Other [Comments Box]

Appendix E: Safeguarding the Priming Effect - Response time Difference

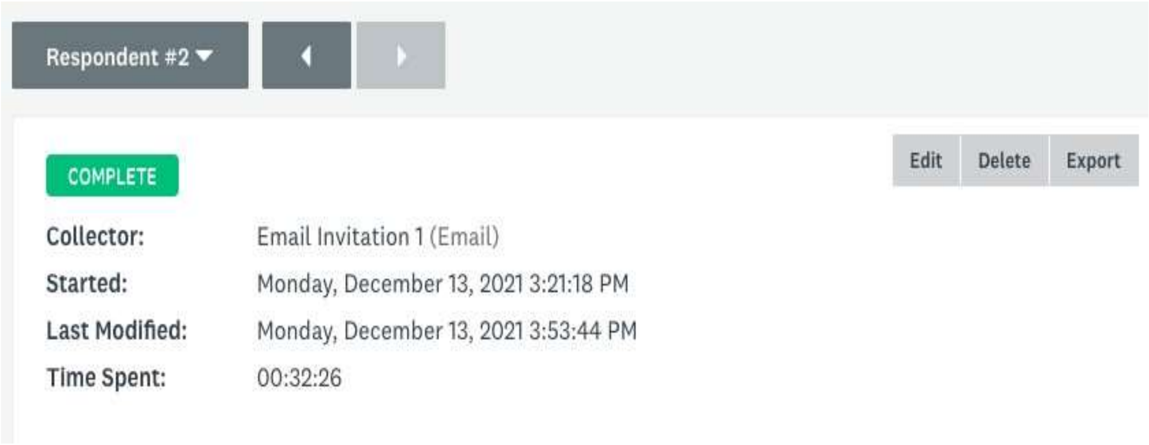
Response time Difference of the Non-government Philanthropic Primary School Participants (*N* = 2 School Management Members and *N* = 5 Grades 1-6 Teachers)

Participant	Interview Date	An Estimation of Survey Data Responses Dates
School Management Member 1	Monday, 29/11 2021 09:00AM	Monday, December 13, 2021 9:39:29 AM
School Management Member 2	Monday, 29/11 2021 10:00AM	Monday, December 13, 2021 3:21:18 PM
Techer 1	Monday, 29/11 11:00AM	December 13th – January 4th
Techer 2	Tuesday, 30/11 2021 09:00AM	December 13th – January 4th
Techer 3	Monday, 29/11 12:00PM	December 13th – January 4th
Techer 4	Tuesday, 30/11 2021 10:00PM	December 13th – January 4th
Techer 5	Tuesday, 30/11 12:00PM	December 13th – January 4th

Response time Difference of the Quintile One Government Primary School Participants (*N* = 10 School Management Members and *N* = 10 Grades 1-6 Teachers)

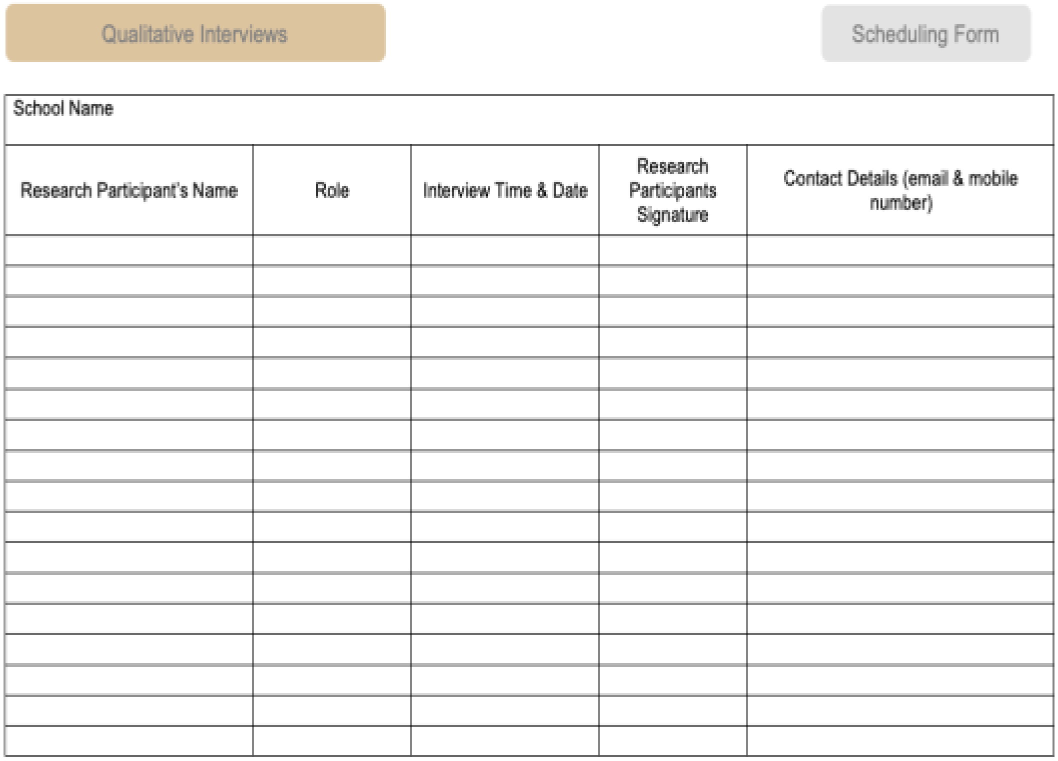
Participant	Interview Date	An Estimation of Survey Data Responses Dates
School Management Member 1	Tues, 11/01 11:30AM	December 14th – January 4th 2021
School Management Member 2	Mon, 18/02 10:00AM	December 14th – January 4th 2021
School Management Member 3	Mon, 23/03 3:25PM	December 14th – January 4th 2021
School Management Member 4	Wedn, 14/01 08:00AM	February 16th - 20th 2022
School Management Member 5	Sat, 28/05 2022 8:22PM	July 5th – 9th 2022
School Management Member 6	Mon, 20/12 17:00	February 16th - 20th 2022
School Management Member 7	Wed, 22/12 16:00PM	February 16th - 20th 2022
School Management Member 8	Wedn, 22/12 12:00PM	February 16th - 20th 2022
School Management Member 9	Tues, 14/12 15:00	February 16th - 20th 2022
School Management Member 10	Mon, 20/12 17:00PM	February 16th - 20th 2022
Techer 1	Tues, 21/12 2021 15:00PM	May 18th - July 5th 2022
Techer 2	Mon, 20/12 2021 14:00PM	May 18th - July 5th 2022
Techer 3	Thur, 23/12 2021 12:00PM	May 18th - July 5th 2022
Techer 4	Wedn, 22/12 2021 06:00AM	May 18th - July 5th 2022
Techer 5	Thur, 13/01 2022 13:30PM	May 18th - July 5th 2022
Techer 6	Satur, 07/05 2022 5:52PM	May 18th - July 5th 2022
Techer 7	Wedn, 11/05 2022 15:00PM	May 18th - July 5th 2022
Techer 8	Satur, 14/05 2022 16:00PM	May 18th - July 5th 2022
Techer 9	Tues, 07/06 2022 18:15PM	May 18th - July 5th 2022
Techer 10	Sat, 11/06 2022 16:00PM	May 18th - July 5th 2022

Appendix F: *Safeguarding the Priming Effect - Response time Difference: An Example of Survey Monkey Time Stamps*



Collector: Email Invitation 1 (Email)
Started: Monday, December 13, 2021 3:21:18 PM
Last Modified: Monday, December 13, 2021 3:53:44 PM
Time Spent: 00:32:26

Appendix G: *Safeguarding the Priming Effect - Response time Difference: Interviews Schedule Form*



Qualitative Interviews

Scheduling Form

School Name				
Research Participant's Name	Role	Interview Time & Date	Research Participants Signature	Contact Details (email & mobile number)

Appendix H: *Tabulation of Phase Two Results: Qualitative Interpretation of Data – Thematic Analysis of Emerging Themes from Structured Interviews*

Table A. 1: Theme 1: Sub-Theme 1 Excerpts from School Management Members, and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 1: Funding Source	Frequency: 18 (*n*)
Question: How is the school funded?		
Participant	Example Quote	
School Management Member 1	“the parents are paying school fees.”	
School Management Member 1	“Because of the infrastructure, I would say, most of the money came from the NGO, because I think the Basic Education provides for things like stationery, water. So, it's limited, but with the NGOs, it's not limited. Because whatever we need to do, we just ask them, and they just provide.”	
School Management Member 2	“With the Department of Education, the funding is R522 per learner, which is divided into the learner teaching material as well as non-LTSM which, I mean, like it caters for our daily operations.”	
School Management Member 2	“So, with every shortfall, we are being assisted by (name of the NGO)., because this has adopted school from 2015. So, with whatever that we are short of because they've improved infrastructure. So, school cannot afford. I mean, to work with what the government has given us.”	
Teacher 1	Well, with the government, it's not really much. So obviously, the extra that the NGO has put, it has assisted the school quite a lot. There are so many resources that otherwise we would not have had if it wasn't for the NGO. Yeah.	

Table A. 2: Theme 1: Sub-Theme 2 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 2: Impact of Funding on Quality of Education	Frequency: 20 (*n*)
Question: How does the funding the school receives impact the quality of education the school delivers?		
Participant	Example Quote	
School Management Member 1	“I think, the funding that we are receiving, especially from (name of the NGO) assists the school I mean, like the day-to-day running of the school, I mean, it's not compromised, per se. So, because, I mean, all we're trying to do is offer quality.”	
School Management Member 1	“So, with the funding from Department of Education plus (name of the NGO), and then it assists the school in order to produce or to produce the quality.”	
Teacher 2	“It affects the school in in a positive way, because it helps us in terms of learner teacher support material.”	

Teacher 2	“The government also funds the children in nutrition, which makes it easier to teach because we need children who are nourished and you know, yeah, it affects us in a positive way, and we need those.”
Teacher 2	“From my perspective, I've noticed over the years, because as I told you, I've been here for many years, I've seen an improvement in our learners, especially the funding that we receive from the NGO which assists, especially in technology education, which I think is very much relevant these days.”

Table A. 3: Theme 1: Sub-Theme 3 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers

Theme 1: Understanding the School Environment	Sub-Theme 3: Impact of Quality of Education on Community	Frequency: 21 (*n*)

Question: How has the quality of education delivered by the school impacted this community?

Participant	Example Quote
School Management Member 2	“So, they do come. We do have learners who come from our school who are police, nurses, even doctors. Yeah, we do have those professionals. So, they do come back to us. And maybe give back. Yeah. They give back some of the things like they just contribute by buying school shoes, school uniforms. Yeah, things like that.”
School Management Member 1	“Let me start by saying this community believes in this school, because they know when I mean, like there, is this moving of kids from the township schools to the urban or model C, the excellency schools. I mean, like, we are the one of the schools who maintained the enrolment, because right now we've got 1250 learners.”
School Management Member 1	“And I think, I mean, like, it's quite evident enough that the community do believe in us with whatever this I mean like, whatever we are doing, and it changes the life of the rest of the community, because the kids that are produced here, I mean, like, they live with their parents. And so, I mean, like they are the influencers, in in their households. Because most of our learners also come from the men's hostel, the informal settlement, so whatever we do, I mean, they, they influence their families.”
Teacher 3	“I can say this, this school compared to others, the neighbouring ones, I can say in terms of premises and being able to access the technology because of we are in this 4IR (4th Industrial Revolution) thing. So, I can say it's better compared to other schools because of the funding from the NGO.”
Teacher 4	“The community likes to bring their children in this school because in the morning we've got porridge for all the learners and then having the classroom with that energy, future life, just imagine, and even food parcels, they've got food parcel from (the name of the foundation).”

Table A. 4: Theme 1: Sub-Theme 4 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 4: School Infrastructure	Frequency: 8 (*n*)

Question: What would you change about the existing school infrastructure?	
Participant	Example Quote
Teacher 5	“For now, we are being overwhelmed because we have not been exposed to this kind of school. So, right now, really, I cannot think of anything because everything is filled to the tee.”
Teacher 4	“They were looking for a playground. Now the playground is there. That was the only thing that was missing. But it's there now. We are arranging different sports equipment for playing different activities, Yeah, but everything is fine.”
Teacher 1	“Right now, we are getting ready to get the PCs and the laptops which are going to make our lives so much easier, because we don't have to keep on preparing lesson plans and stuff.”
School Management Member 1	“I think it has recently been improved. But for now, the only thing that I would like to change is for us to have more security. Propose introducing 4IR (Fourth Industrial Revolution) as we don't have classrooms, which are designed to cater for that, you know, in terms of security as well as thinking in terms ICT.”
School Management Member 2	“In fact, the NGO is handing over some gadgets on the first of December. They've bought us 100 devices for teachers and learners to facilitate the use of the Digital Teaching and Learning.”

Table A. 5: Theme 1: Sub-Theme 5 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 5: School Safety	Frequency: 14 (*n*)

Question: Is the school considered as safe for staff and students?	
Participant	Example Quote
School Management Member 2	“I'd say yes. Because now we have a security, one security and the gates and we are using one entrance. Before we used to have like many entrances where we will just see a stranger just at your door. But now because of the restricted area. The people have to come in. So, I think the security is good.”
Teacher 3	“And we also have talked with a community making sure that this they own the school, they know that this is our school in terms of protecting it, and making sure that no one harms the school because it's for their children at the end of the day.”
Teacher 4	“Yes, it is safe because of the securities, there is security system during the daytime.”
Teacher 5	“It is during the day; the only problem is in the night. So, with the school furniture, with the school, that's the problem because we still find people coming in, as much as we do have security, but people have attempted robbery in the school.
Teacher 2	“I wouldn't say it's entirely safe because of the community. I mean, we know that we have to be very vigilant. So, it's not completely safe as much as we do have security and everything. But sometimes those mishaps do happen. So yeah. Safe, but not 100% safe.

Table A. 6: Theme 2: Sub-Theme 1 Excerpts from School Management Members at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 2: Understanding the Teachers	Sub-Theme 1: Teacher Quality	Frequency:10 (*n*)
Question: What kind of Grades 1-6 teachers do you have in the school?		

Participant	Example Quote
School Management Member 2	“Okay, the grade one teachers, we have, I think, I believe they are great.”
School Management Member 1	“I've got two that’ll retire this year and others are experienced I don't have any have any educators less than ten years, especially in those grades. I've got educators who've got much experience because with the foundation phase as you know, you need to have the strong ones.”
School Management Member 1	“I think they are professional enough because even on Tuesday we do have professional development workshops of which, I mean, that everybody attends in order to maintain you know that professionalism with them.”
School Management Member 1	“The educators that we have here, they're all qualified because the maximum or the minimum requirement for them to be employed is M+ (Matric plus).”

Table A. 7: Theme 2: Sub-Theme 2 Excerpts from Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 2: Understanding the Teachers	Sub-Theme 2: Teaching Strategies	Frequency:36 (*n*)
Question: Which classroom pedagogical strategies do you practice to ensure that high-quality education is being delivered?		

Participant	Example Quote
Teacher 5	“So, the strategies, with them with the small kids, you have you have to be, you as a teacher, you have to be engaged all the time. Yeah, because what the second you as a teacher lose interest, they will be looking out the window, the other one will be looking for the pen in their backpacks. So, you have to be at the top of your game all the time.”
Teacher 4	“When teaching them in groups, teaching is the excellent when using teaching aids and you must use things that they can manipulate, like when teaching vowels, you cut the vowels and put them in a circle or basket and then you ask a learner to come and pick that vowel that you want.”
Teacher 3	“And also have the assessment, informal assessment, mostly based on practical parts of the subject, they have to do what I've taught. So that I can see that they understood.”
Teacher 2	“I've been using a lot of, you know, technology visuals for the learners and so like, you know, slides, and videos, but they really enjoy learning through videos. So, yeah, I've been using those and I find in using those that even those learners who have some barriers, they get very much involved. They want to be in the classroom.”

Table A. 8: Theme 3: Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 3: Challenges faced by the grades 1-6 teachers	Sub-Theme: N/A	Frequency:24 (*n*)

Question: What factors do you think compromise the Grades 1-6 teaching quality in this school?	
Participant	Example Quote
School Management Member 2	"Okay. I think one of the challenges will be parents who are illiterate."
Teacher 1	"Overcrowding was an issue. But now, since the children are outside and not coming to school due to COVID, so teaching has been quite effective, because now it's no longer overcrowded. I'm not sure how we're going to survive when they all come back."
Teacher 2	"We have many learners because of maybe the kind of school that we have, and also because in our community we have squatter camps. So, the school is easily accessible to them. So that's why we end up having more students in the classes."
Teacher 3	"Well, social factors from the community we can say that as much as the school can provide the resources, at the end of the day, children they do not come from the same backgrounds. So yeah, there's that challenge."

Table A. 9: Theme 4: Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 4: Teacher training needs	Sub-Theme: N/A	Frequency:12 (*n*)

Question: What kind of training or professional development support do you and your colleagues require the most?	
Participant	Example Quote
Teacher 1	"It's mainly been around ICT."
Teacher 2	"So, I think, if maybe, I don't know, I don't know whether they should workshop us, as to how to deal with these learners. Because that's the challenge we are facing in teaching almost affects us even emotionally."
School Management Member 2	"The foundation provides us with professional development. But I would say mostly now we need professional development on how to teach or how to teach using digital learning ICT."
Teacher 4	"When I was answering a questionnaire to my NGO, I told them that they must put more efforts in digital teaching, practical y. Because now we are trying, but we are old in comparison to the younger ones.

Table A. 10: Theme 5: Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers			
Theme 5: Modes of Teacher training	Sub-Theme: N/A	Frequency: (*n*)	8

Question: What kind of training or professional development support do you and your colleagues require the most?	
Participant	**Example Quote**
School Management Member 2	“Okay, with the department, they are done maybe like, once a term or twice depending on the need. But with us here as we are sponsored by the foundation, we have them every Tuesday.”
Teacher 2	“Every week - once a week. But obviously there's somebody within the school premises, that's always available whenever you need help.”
Teacher 5	“We ever since we have our sponsor (the name of the foundation), we've been working together with a KICP. Yes. So KICP, they are giving us professional development every Tuesday, every week.”

Table A. 1 1: Theme 6: Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers			
Theme 6: Teacher retention strategies	Sub-Theme: N/A	Frequency: (*n*)	19

Question: How does the school retain high-quality Grades 1-6 teachers?	
Participant	**Example Quote**
School Management Member 2	“I think we've given them collegiality where we work as colleagues, as a team, and we regard ourselves as sisters and brothers. Like, last weekend, we went to one of the resorts in Ballito as staff. So, we had an amazing time with the staff, socializing outside, even when the term is about to close, we do go out and interact with the colleagues.”
School Management Member 1	“We award for every job well done. On the first of this month of December, we are having a function whereby I mean, everybody will be awarded for a job well done and we want to do more. But for now, this is what we can afford.”
Teacher 2	“I think it's just open communication and also the democracy part, you know.”
Teacher 3	“Well, I can say firstly, it's a very good working environment. They do welcome you. Well, I can say that I was welcomed. My induction went very well. I was so happy about it.”
Teacher 5	“What is keeping me here for such a long time, I would say it's the learners. It is such a pleasure teaching. Like seeing them coming through the school not knowing anything, and by the end of the year, they will be able to write things that you never thought they would be able to write because of me. SO, that has been the most rewarding.”

Table A. 1 2: Theme 7: Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 7: Teacher Turnover	Sub-Theme: N/A	Frequency: 5 (*n*)

Question: Does the school have issues with high Grades 1-6 teacher turnover, especially with high-quality teachers?	
Participant	Example Quote
School Management Member 2	“We don't have teachers who do not stay in the school. And then also, we don't have more educators who resigned from the school. So, most of the educators they retire from the school.”
Teacher 2	“Oh, no, we have been lucky with that because each year, we're always revived and there's new teachers coming in. So, in house, we haven't really had that. I don't know, we've been lucky.”
Teacher 5	“No, it's only the people that are due for retirement.”

Table A. 1 3: Theme 8: Sub-theme 1 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 9: Understanding the Grades 1-6 Students	Sub-Theme 1: Student behaviour	Frequency: 8 (*n*)

Question: How would you describe the Grades 1-6 student behaviour in the school?	
Participant	Example Quote
School Management Member 2	“From the foundation phase that's from grade R to grade 3, so we don't experience much of behaviour related issues. But starting from grade four to six, when they start puberty in their early teens, so they just behave differently.”
School Management Member 1	“No, no, not with them. It might be one or two. Maybe it's also home environment. But with the little ones and I mean, we don't have a challenge of behaviour. We’ve got a challenge of discipline, intermediate and senior.”
Teacher 1	“So, the behaviour is a huge challenge, because due to their background, and also most of their parents, they're young. So, some of them they are away weekend drinking, they come back drunk, they see all that. They've got multiple partners. So they just don't come from stable homes.”
Teacher 2	“Firstly, the environment, the home environment and the community play a major role in the way they behave at school challenging there's a lot. There's violence, there is bullying, there's even abuse sometimes you know. There's a lot that goes on.”
Teacher 3	“Because I teach grade four. So mostly grade four, they are still at the age of nine, age of ten. So yeah, so when they come to grade six, and we have the 12-year-olds, and I also teach grade seven which is thirteen-year-olds. So, they are early teens. Yeah, it's a challenge. It's a challenge”.
Teacher 4	“Sometimes they behave well, sometimes they don't, and especially the PE class the bigger classes. In grade one, grade two and grade three, that's fine. When they go to grade four the problems start. But in foundation phase, no.”

Table A. 1 4: Theme 8: Sub-theme 2 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 9: Understanding the Grades 1-6 Students	Sub-Theme 3: Students' socioeconomic backgrounds	Frequency: 8 (*n*)

Question: What is the socioeconomic background of the Grades 1-6 students the school serves?	
Participant	Example Quote
School Management Member 1	"Most of our learners, they depend on social grant. Yeah. If parents are working, I mean, like, it's a low percentage of the kids, even the work that they're doing, I mean, like it's the one that doesn't pay much."
Teacher 1	"Most are definitely low income."
Teacher 3	"I can say lower income, most of the parts, and we do have the major class, those who are working coming from the working-class background, the majority, they are challenged. The majority is from the disadvantaged parts, because I can say half, or more than half of the school, 65% to 70% comes from this section with the shacks (informal settlements)."

Table A. 1 5: Theme 8: Sub-theme 3 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 9: Understanding the Grades 1-6 Students	Sub-Theme 4: Students' performance in English (literacy) and Maths (numeracy)	Frequency: 12 (*n*)

Question: What does the Grades 1-6 students' performance in English (literacy) and Mathematics (numeracy) look like?	
Participant	Example Quote
School Management Member 2	"Okay, we try and like have targets so that they could reach them, but I would say, it's like above 50%, to be on the trash-hold. Above 50% with English as well as maths."
School Management Member 1	"With numeracy as well as English, they've got good marks. Because I think with the young ones, they love English. And it's not that it's the second language, of which I mean, like it's not tough as the intermediate phase, because it's just an introductory phase, whereby you're introducing them to the language, and with maths as well, I mean, that they are up to 80%."
Teacher 1	"Some of them they excel, but you'll find that there are those that are real y struggling. So, I'd say it's a mix. Some of them are doing very well. But you find some of them aren't."
Teacher 2	"I think its okay. Especial y after everything that I've touched upon where they come from, I think they try. They try a lot. And some of them real y amaze you. So, yeah, they put in the effort, they put in the effort. They can try lots."
Teacher 3	"Here is a challenge in terms of English. I don't know why. But we do. I think it's because mostly we use first language, which is a home language, mostly from grade R up to grade three, when we start from grade four up to grade six. That's where you change and try to use English most of the time. But yeah, it is a challenge."
Teacher 4	"In mathematics, I can say they are good. But in English they're struggling since this is the first time to do English, grade one in writing, but we used to use it orally most of the times, but others who are brilliant, are able to write sentences now because they have vocabulary."
Teacher 5	"With us from grade one to grade three, they are not fluent in English. So, in maths, the marks are always higher than English. It's only from grade four, where everything is taught in English, except for our first language, which is Zulu but everything else is

	taught in English. Whereas in foundation grade 1, 2, 3. Everything is done in Zulu, the home language.”

Table A. 1 6: Theme 9: Sub-theme 1 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 10: Understanding the School Management	Sub-Theme 1: Challenges faced by the school management team members	Frequency: 11 (*n*)
Question: What factors reduce the capacity of the school management or leadership to deliver high-quality education in the school?		
Participant	Example Quote	
School Management Member 1	“I think firstly for HODs, especially the foundation ones, they are supposed to be the full-time class teachers. Yeah, also at times, we'd need them to attend to management issues. Also find that, I mean, they don't have that time during the day, but they'll make time extra time. I mean, to attend to those issues. So, I mean, that's quite a challenge for them.”	
Teacher 1	“I think we touched on overcrowding; we are just lucky now that not all the students come to school every day. But that is beyond their control.”	
Teacher 2	“So, I think maybe for our school is just the things I've been mentioning of the parents who are inconsiderate sometimes, because sometimes you get a challenge where you want to teach, but today, you only have like, 15 learners, because they didn't come to school because of this, this and that.”	

Table A. 1 7: Theme 9: Sub-theme 2 Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 10: Understanding the School Management	Sub-Theme 2: Further Support Required by the school management team members	Frequency: 3 (*n*)
Question: How can the school management or leadership team's capacity be increased to deliver high-quality education?		
Participant	Example Quote	
School Management Member 2	“So, they asked us what we need to be developed in so we just list all those things. And then they will just distribute them through the year. So, I think most of the things are covered. Yeah.”	
Teacher 5	“I think what I was thinking is that they also need leadership training, because, you know, with educators, we are not the same. So, you cannot treat everyone the same way. So they need other leadership skills to be able to deal with all of us.”	

Table A. 1 8: Theme 10: Excerpts from School Management Members at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 11: The impact of educational policies on teaching and managing the school	Sub-Theme: N/A	Frequency: 8 (*n*)

Question: How do educational policies affect managing the school and teaching?	
Participant	Example Quote
School Management Member 1	"I think with the policy it seems as if everybody is working alone, it's not intertwined to something because some of you could feel this is more or less the same as this one. Why can't you combine these and make it one? Because now you have to take most of your time attending to two different things that weren't combined. They could be combined because some of the sub-directorates we used to say, but this, I mean, like I'm saying aren't they the same because we could, kill two birds with one stone."
School Management Member 2	"I'll say, with us, we had a problem before the NGO came in. Because the learners had to pay the school fees, and we had to pay for water and electricity, everything. And then it was a disaster I must tell you."

Table A. 1 9: Theme 11: Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 12: Strategies for promoting student well-being	Sub-Theme: N/A	Frequency: 18 (*n*)

Question: How do you ensure student well-being?	
Participant	Example Quote
School Management Member 2	"We have a social worker on site, as well as we have a counsellor. She's a counsellor, guidance counsellor. So, when we have like learners with behavioural problems we refer them."
School Management Member 1	"We've got an OVC structure here whereby we cater for the learners who can't even afford to have uniform. And we'll find some donors donating school uniform. And then after the learners in need have been identified and then those learners are given those."
Teacher 1	"We've got a very good feeding scheme. Some is government provided and the NGO has recently introduced breakfast, which they get porridge. So that makes a huge difference in their lives."
Teacher 2	We make sure we speak to them about, especially bullying - the bullying that happens.
Teacher 3	"For those who do not afford uniform we provide as a school. As a teacher, I can identify the kids that are coming from the challenged backgrounds. And ask for the uniform for them, because we can't let them be different from other kids. But at the end of the day, we should treat them the same."
Teacher 5	"The program that just started now has been most effective. The one for social development and emotional."

Table 20: Theme 12: Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers		
Theme 13: Community and parent engagement strategies	Sub-Theme: N/A	Frequency: 23 (*n*)

Question: How do you ensure community and parent engagement?	
Participant	Example Quote
School Management Member 2	“One of the activities that we do is we have a kitchen. That kitchen is also sponsored by (the NGO's name). We invite the community to teach them how to cook healthy meals, how to bake. There are professional chefs, they teach them and even provide them with the ingredients. Then at the end of the training they give them certificates. So that's how we engage the community.”
School Management Member 1	“When we've got a parents' meeting, then they’ll attend, and they’ll give the support the way they're supposed to give.”
Teacher 1	“I've got a WhatsApp group with the parents where basically, I update them with every move or whatever is happening in the school. So, they're all free to communicate to me whenever.”
Teacher 2	“So, what I do as a teacher, I got all their numbers, the parents' numbers, personal y, on my phone. It's a lot of admin., but so calling them each day, and it really made a difference, because each day, if the homework wasn't done, I'm sending a message.”
Teacher 3	“We have new premises, yes. Now that we have new premises, they also have to feel like they are the part of the school by coming into school and see, what do learners do mostly at school. And we also have the events, whereby they're called and be part.”
Teacher 4	“In this school we used to have parents' meetings since we have a multi-purpose centre. Yeah. The principal used to call meetings so that we can tell the parents about everything that is needed in school.”
Teacher 5	“I have WhatsApp group, the classroom WhatsApp group. So, everything is communicated through WhatsApp. And if I need to see the parent, I will private message the parent and the parent will not say no, because before we used to write a letter, and you know, they'll just throw the letter away.”

Table A.21: Theme 13: Excerpts from School Management Members and Grades 1-6 Teachers at the Non-Government Philanthropic Primary School

Participants: 2 School Management Team Members (SMTs) and 5 Grades 1-6 Teachers	
Theme 14: Using education as a tool for social justice Sub-Theme: N/A Frequency: 14 (*n*)	
Question: How do you ensure that education is used for social justice?	
Participant	Example Quote
School Management Member 1	“As far as the school fees is concerned, I mean, like, even a person who cannot afford, as I said earlier on we've got maybe 50% of parents affording to pay, hence, I mean, like with the Department of Education, we are allowed to apply for compensation, when it comes to that, because we cannot chase any learner out just because, they cannot afford to pay for their school fees.”
Teacher 1	“Also, like even there are some YouTube videos of people that come from similar backgrounds, which I normally show to my children, to make sure that you can also make a difference doesn't matter what background you come from these people come from the same background.”
Teacher 2	“You know what I do is because in your class, you know, you can identify the learners who are you know, okay, at home and even the parents, you can tell when you speak to them, so I try not to say I don't I disregard these learners, but I try to give these a little just a little more support in the classroom.”
Teacher 3	“And food, if ever we have an issue because homes, we don't know the issues, but the children can share their stories. And we do give them that platform to share their stories. "Yes, I do have a problem at home, my mom is sick, my mom is at the hospital. So basically, at home there is no food".
Teacher 4	“When they are sitting in the classroom, we mix them so that the poor does not feel that I'm poor. And when they are eating, we used to share so the one who does not have food will get from others.”
Teacher 5	“I think it's important, because we have Life Skills as a subject. So when you doing Life Skills, this is where you are able to like teach the kids that everyone is the same. It doesn't matter where you come from but everyone is the same.”

Table A.22: Theme 1: Sub-Theme 1 Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 1: Funding Source	Frequency: 18 (*n*)
Question: How is the school funded?		
Participant	Example Quote	
School Management Member 9	"I think the school is allocated by the government some funds, but they are not enough. We are being funded by the government right now."	
School Management Member 3	"In fact, we receive almost 98% of the funding from the Department of Education through norms and standards. My school is a quintile one and also my school is a Section 21 with all functions. If I say it's a Section 21 with all functions, I mean, the Department of Education trusts us with all the funds that are allocated to the school. So, we do everything for ourselves."	
Teacher 1	"From the Department as well as the land owner - the farmer because we are situated at the farm."	
Teacher 3	"It's funded from the government only. We don't have extra funds."	
School Management Member 5	"We get the allocation from the Department of Education. They allocate according to the enrolment. Sometimes allocation is being affected because of the learners that do not have IDs."	

Table A.23: Theme 1: Sub-Theme 2 Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 2: Impact of Funding on Quality of Education	Frequency: 43 (*n*)
Question: How does the funding the school receives impact the quality of education the school delivers?		
Participant	Example Quote	
School Management Member 6	"We do have a problem because with this money, we only buy textbooks. We buy stationery for learners we also buy some office equipment. There are things that are lacking that we can't buy with this money."	
School Management Member 8	"The funding is not enough to do the things we need to do within the school, but we try as the department gave us the amount we try to make a budget and do some few things that year."	
Teacher 6	"The experiments in natural sciences, for example we have to do the natural science project and technology project, there are some other things we don't have, the resources and materials - the money that we receive from the government is not enough to buy those things. So, we find ourselves that sometimes we have to skip those projects and we don't do them. So it kind of affects them (learners)."	
Teacher 7	"No, we cannot produce high quality, as I'm doing technology, I need some magnets I cannot get it the principal says there is no money. "	
Teacher 9	"The kind of funding that we receive, I think I can say about it is that it's not adequate. Because they're giving the money according to the number of kids with valid ID numbers. So, if like maybe 30% of the school children do not have IDs, it means that the funding is very little."	

Table A.24: Theme 1: Sub-Theme 3 Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 3: Impact of Quality of Education on Community	Frequency: 32 (*n*)

Question: How has the quality of education delivered by the school impacted this community?	
Participant	Example Quote
School Management Member 6	"It's a no fee school. Why? Because people around us are working in a farm so they are working for less money. So that is why the school is under quintile one. Most of the parents are working in a farm and some are working in other places, but most of them are working in the farm."
School Management Member 7	"Actually, some of the times we normal y receive children from rural areas and from the children from the farm. So, some other kids come to school and most of them are needy. So, the school tries by all means to assist those children who are needy."
School Management Member 9	"Because we have lost some of the learners, they've moved from our school to better schools. Most of them they're moving to Model-C (multi-racial private schools) schools, because we don't have the necessary equipment and the resources."
Teacher 1	"It is positively impacting since we have graduates from the school and my learners too have graduated."
Teacher 4	"We can't afford a lot of things. Sometimes even parents move their kids to other schools really."

Table A.25: Theme 1: Sub-Theme 4 Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 4: School Infrastructure	Frequency: 110 (*n*)

Question: What would you change about the existing school infrastructure?	
Participant	Example Quote
School Management Member 3	"So, these are some of the things that we would like to change about the infrastructure of the school. It's the science laboratory that is gradually becoming a 'white elephant' and the toilets are constantly pose a health hazard in our school."
School Management Member 2	"No internet at the school. We are using our data in our cell phones."
Teacher 10	"We haven't gotten a library."
Teacher 9	"That fails their education. That kills their potential because you know what, we do not have a library, and we do not have anything. Our kids are not exposed to so many things that can really help."
Teacher 7	"Since the school is still new and the learners are few, the toilets are still in a good condition. Very good condition."

Table A.26: Theme 1: Sub-Theme 5 Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 1: Understanding the School Environment	Sub-Theme 5: School Safety	Frequency: 44 (*n*)
Question: Is the school considered as safe for staff and students?		
Participant	Example Quote	
School Management Member 6	"No, we don't feel safe. We don't feel safe, there's only one security. You saw the school, it's very big."	
School Management Member 7	"At night we do not have a security guard. Yeah, I think it's not safe."	
School Management Member 1	"It's not as safe as it should be, because fencing is not right and we don't even have an alarm system."	
Teacher 3	"We are safe. Because there is a fence around the school. There is a security in our school. The gates are always closed during the learning hours."	
Teacher 8	"Last time, we used to take the children to the library. But now the community comes and steals from there and we just left it like that. But there is a library and it's supposed to be working."	

Table A.27: Theme 2: Sub-Theme 1 Excerpts from School Management Members at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 2: Understanding the Teachers	Sub-Theme 1: Teacher Quality	Frequency: 27 (*n*)
Question: What kind of Grades 1-6 teachers do you have in the school?		
Participant	Example Quote	
School Management Member 6	"Grade one, we have qualified teachers who have been teaching grade one for more than 10 years. And they work very hard."	
School Management Member 7	"Our teachers are qualified from the foundation phase up to the intermediate and senior phase."	
School Management Member 8	"According to their experiences, they know their job because they have been trained, some of them they hold some bachelor's degrees and therefore they have vast experience, so they are capable of doing their job. "	
School Management Member 1	"I can say, working together (teamwork), sharing skills, sharing everything, it makes them better. It makes them perform better."	

Table A.28: Theme 2: Sub-Theme 2 Excerpts from Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 2: Understanding the Teachers	Sub-Theme 2: Teaching Strategies	Frequency: 82 (*n*)
Question: Which classroom pedagogical strategies do you practice to ensure that high-quality education is being delivered?		
Participant	Example Quote	
Teacher 10	"We do different activities to break the situation (warm-up activities)."	
Teacher 9	"I mix them, like those who are like highfliers, maybe one is like average or like below so I mix them sometimes."	
Teacher 8	"Singing educational songs for them to grasp what I'm saying. They enjoy that and they don't forget if we are just playing."	
School Management Member 6	"I've got a grade one teacher that I once observed teaching, she also has a nickname that the learners call her, because of the way she takes them as friends, and she's so friendly. The learners don't even call her 'ma'am'. They call her by this nickname 'Dodo'. They are friendly to learners especially the grade ones, they (the teachers) are friendly to them (learners)."	
School Management Member 3	"We try to involve learners by asking them questions to check their understanding. So that one is the common one that is used by al educators."	

Table A.29: Theme 3: Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 3: Challenges faced by the grades 1-6 teachers	Sub-Theme: N/A	Frequency: 123 (*n*)
Question: What factors do you think compromise the Grades 1-6 teaching quality in this school?		
Participant	Example Quote	
School Management Member 2	"The problem with parents is that after school they don't help learners."	
School Management Member 8	"Yes, some of the learners are living with grandparents. So as you know, grandparents know nothing about, you know, education, most of them. So that is why they are struggling, even if you give a learner to do homework at home."	
Teacher 7	"So, we give them home activities and they come back without doing them since there is no one to assist them. That's the greatest challenge, you cannot provide them even with a project."	
Teacher 3	"I think that no one cares about these children or encouraging them to read. This is the thing the only hear from school from teachers and they get tired from hearing this because there are so many subjects."	
Teacher 6	"As I told you before, there's no support from the parents. They just take the kids to school and that's it. They don't care at all."	

Table A.30: Theme 4: Excerpts from School Management Members and Grades 1-6 Teachers at Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 4: Teacher training needs	Sub-Theme: N/A	Frequency: 27 (*n*)
Question: What kind of training or professional development support do you and your colleagues require the most?		
Participant	Example Quote	
School Management Member 3	“Ma'am, mathematics is a very hard subject but I understand where the problem lies. The problem does not lie with learners as such, but the problem is with educators. You know when you are teaching in primary school in the Republic of South Africa, you are teaching all the subjects that are offered regardless of whether you are competent in that particular subject or not. It is a fact that maths is difficult. It is even difficult for educators. So, if an educator is asked to teach mathematics that he does not understand himself, it means that he is going to give learners a quarter of his understanding.”	
School Management Member 6	“The other thing is how to help learners with barriers in learning. Because, yes, they (teachers) do understand the situation, but they don't have enough time to help these learners. And they are not trained to assist the learners who have barriers in learning. If they can get the training, maybe it will help a lot.”	
Teacher 9	“I would like them to specifically train us on multi-grading.”	
Teacher 4	“I think maybe we should (especially in our community) have a lot of workshops to be able to deal with the kind of environment the kids come from because sometimes you don't know how to deal with it exactly and then instead of solving the situation you sweep everything under the carpet.”	

Table A. 3 1: Theme 5: Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 5: Modes of Teacher training	Sub-Theme: N/A	Frequency: 28 (*n*)
Question: What kind of training or professional development support do you and your colleagues require the most?		
Participant	Example Quote	
School Management Member 9	“I can say it's not. Even if it happens, you can't say a one-day training for a year is training. No, I cannot say that I cannot take it as training. It needs to be continuous, so they fully understand what is expected of them.”	
School Management Member 10	“I think according to them (the Department) it's enough, but according to us as educators because we are the persons who are in the class and that is not enough.”	
Teacher 4	“Usually, every first term we receive training. Mostly during the first and second and here and there in the third term.”	
Teacher 2	“I don't think it's enough. I don't think it's enough, twice a year. Maybe quarterly will be better.”	

Table A. 3 2: Theme 6: Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 6: Teacher retention strategies	Sub-Theme: N/A	Frequency: 37 (*n*)

Question: How does the school retain high-quality Grades 1-6 teachers?	
Participant	Example Quote
School Management Member 6	“Yes, there are challenges, but we motivate them to like their profession, and the learners and all stakeholders that communicate with the school.”
School Management Member 7	“I've said earlier on that I've been there for 10 years now. Yeah. The atmosphere, the environment and the love of teaching these kinds of kids and working with these kinds of colleagues.
School Management Member 1	“I can say, working together (teamwork), sharing skills, sharing everything, it makes them better. It makes them perform better.”
Teacher 9	“What makes me stay is to make a difference, because I think I fell in love with those kids.”
Teacher 8	“We are staying because it's not easy just go away when you want to. You must apply, then go for an interview. If you're not taken you come back.”

Table A. 3 3: Theme 7: Excerpts from School Management Members and Grades 1-6 Teachers at Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 7: Teacher Turnover	Sub-Theme: N/A	Frequency: 15 (*n*)

Question: Does the school have issues with high Grades 1-6 teacher turnover, especially with high-quality teachers?	
Participant	Example Quote
School Management Member 8	“No, in our school, the teachers they stay longer. They stay longer, they go sometimes because they sometimes problems that prevent them from staying longer.”
School Management Member 2	“They don't want to go, but when the enrolment decreases they go.”
Teacher 7	“Actually, it's not that I'm still in love with being there, it's due the lack of employment and so on. We are facing the same problem of access, then I cannot move from that school to another because I will encounter the same problem.”
Teacher 6	“So people leave overtime as soon as you get a better opportunity somewhere else you do a transfer and then you go.”

Table A. 3 4: Theme 8: Sub-theme 1 Excerpts from School Management Members and Grades 1-6 Teachers at Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 8: Understanding the Grades 1-6 Students	Sub-Theme 1: Student behaviour	Frequency: 20 (*n*)

Question: How would you describe the Grades 1-6 student behaviour in the school?	
Participant	Example Quote
School Management Member 7	"Ah, yeah, even as I said earlier on, they are not living with their parents, their daddies, some as you know, even father figure and the mother figure, they don't experience that. So even morals, they are losing morals there and there. So yeah, I think that is the problem."
School Management Member 6	"When they start grade 5 (as they are 10 years), grade 6, they change. But from grade R, 1, 2, 3, 4, they are angels. And then in grade five when they grow to know things, then they start to change their behaviour."
Teacher 10	"They don't concentrate. The environment contributes a lot because while their parents are drunk, they fight and they've got a vulgar language. They are so wide, that's what I can say. Even the young ones (grade Rs - Kindergarten) they copy their parents"
Teacher 9	"I will talk about my kids; they behave very well. I've taught in so many schools. They behave so well. If you set rules in place, they follow the rules. They do not rebel."
Teacher 6	"So, we don't really have a problem with the kids in our school. It's actually manageable. We just sit down, it's a very small group of kids."
Teacher 5	"Oh, hey, their behaviour is not good. Because they know that the corporal punishment was stopped by our government. They know everything about their rights. It's why they are not behaving well."

Table A. 3 5: Theme 8: Sub-theme 2 Excerpts from School Management Members and Grades 1-6 Teachers at Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 8: Understanding the Grades 1-6 Students	Sub-Theme 2: Students' socioeconomic backgrounds	Frequency: 20 (*n*)

Question: What is the socioeconomic background of the Grades 1-6 students the school serves?	
Participant	Example Quote
School Management Member 9	"Low. They come from the grassroots level. Because now, in order to survive for them, they only survive due to what you call the social grants."
Teacher 6	"Low, very low. Like I said before, some of them don't even have TV at their homes. No. TV, no electricity, they have to fetch water from the river."
Teacher 7	"Their socio-economic backgrounds I don't think they are that good because they are all receiving social grants."

Table A. 3 6: Theme 8: Sub-theme 3 Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 8: Understanding the Grades 1-6 Students	Sub-Theme 3: Students' performance in English (literacy) and Maths (numeracy)	Frequency: 40 (*n*)

Question: What does the Grades 1-6 students' performance in literacy and numeracy look like?	
Participant	Example Quote
School Management Member 6	"Mathematics. There is a challenge in mathematics I don't know why. From grade one to three, they are good, then when they are in grade four, five, six, there is a problem."
School Management Member 1	"English is their second language, so they're not speaking it at home, they only speak it in the school. It's not that excellent, but they like it and they are trying. There is a gap because they are not speaking English at home."
Teacher 8	"And about the language, it's more of a problem. There is a problem in language and even in their home language."
Teacher 3	"In mathematics, they are good in mathematics, but I don't know what's happening in the intermediate phase because they've got challenges in maths that side."

Table A. 3 7: Theme 9: Sub-theme 1 Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 9: Understanding the School Management	Sub-Theme 1: Challenges faced by SMTs	Frequency: 18 (*n*)

Question: What factors reduce the capacity of the school management or leadership to deliver high-quality education in the school?	
Participant	Example Quote
School Management Member 6	"So, I am a full -time classroom teacher, teaching nine subjects and I have to do my SMT job."
School Management Member 7	"Even if the grandparent phones you as a teacher, "Ma'am, how do we do this?" And then it's so difficult to explain to granny how to do it. So, most of the time we're facing those challenges"
Teacher 10	"I think it's because the principal is fully in the class, she's got a class. So, there is that lack when she has to attend meetings, when she has a meeting, she has to leave her class."
Teacher 9	"In our school, it's the overload of work because there's one principal and there is no deputy or HoD (Head of Department) so she has to manage the school and be a full -time teacher because she has a class of her own or two classes of her own."

Table A. 3 8: Theme 9: Sub-theme 2 Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers

Theme 9: Understanding the School Management	Sub-Theme 2: Further Support Required by the school management team members	Frequency: 15 (*n*)

Question: How can the school management or leadership team's capacity be increased to deliver high-quality education?

Participant	Example Quote
School Management Member 9	“According to my own point of view, in my perspective, I think that the NGOs must come on board. They must come on board because in our in our area we do have what's called the industrial sector, sometimes we ask for help from them. They don't come on board. We don't know what the main cause of that is. Because now even the kitchen, we don't even have the kitchen, we don't have even proper toilets, sanitation and stuff like that. So we need a lot of help, by the way.”
School Management Member 1	“I think maybe if we can get more teachers if possible. If we had money, maybe we would hire our own staff members to do some of the work to ease the workload.”
Teacher 6	“Maybe, if they do give us more teachers, and I said before, we are short staffed. If they give us more teachers then he’ll only have to concentrate on the management stuff, he doesn't have to go to class and teach.”
Teacher 1	“I think it will be better if we get the facilities that we need, the teaching aids that are needed in the school. So that would be the best thing for the SMT.”

Table A. 3 9: Theme 10: Excerpts from School Management Members at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers

Theme 10: The impact of educational policies on teaching and managing the school	Sub-Theme: N/A	Frequency: 37 (*n*)

Question: How do educational policies affect managing the school and teaching?

Participant	Example Quote
School Management Member 8	“I'm not happy. I need more support from the Department of Education. Like, they must look at the schools and see how they are going to help them. Because the schools are not the same. Sometimes, the Department of Education they give us the norms that is equal to School A and School B, but they're not the same. Some of the schools they need more money to do some things.”
School Management Member 9	“I've been here for 26 years; the curriculum changes a lot. What normally happens if a new minister is appointed, he/she will change the curriculum while the teachers have been struggling to understand and implement that curriculum, and it will be changed.”
School Management Member 1	“The funding one, I think it needs to be reviewed.”
School Management Member 3	“The challenge that we are having because of the proposed Provisioning Norm is the problem of multi-grading because when learner numbers are decreasing, it means that the teachers that are going to be allocated in that particular school are going to get decreased again. So, teachers are decreased in terms of the numbers, but it does not mean the subjects are also decreased. So, it means if ever one

	teacher leaves my school, it means that one educator had to combine two grades and teach them. That multi-grading becomes a challenge in rural areas.”

Table A. 40 : Theme 11: Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers	
Theme 11: Strategies for promoting student well-being Sub-Theme: N/A Frequency: 20 (*n*)	
Question: How do you ensure student well-being?	
Participant	Example Quote
School Management Member 6	“We do have the feeding scheme. It also helps a lot.”
School Management Member 7	“Social development works closely with our school, so they come.”
School Management Member 1	“The Learner Support Agent is a person who plays with them during breaks. He or she goes out and plays with those learners, in fact she is a friend of those learners. In fact, she is a friend of al learners in the school to confide to what has happened. So that we can just heal those hearts that have been affected by the many things that happen in the community.”
Teacher 10	“Sometimes you have to give them your own things when they are hungry.”
Teacher 6	“We do, we do have a social worker and we reported to her. She said she has too many cases. So maybe she can only come to our school maybe once a year. She has too many cases, she has too many schools that she is working with.
Teacher 5	“The other strategy that I'm using, I'm always there in the class. When I teach the learners, I'm happy if the learners feel happy like me.”
School Management Member 4	“HOD which is departmental head and a senior educator.”
Teacher 8	“It's the school principal and two senior teachers.”
Teacher 5	“We don't have a deputy. We have Departmental Heads (DHs)”
Teacher 3	“School principal, an HOD, the senior teacher for foundation and a senior teacher for intermediate and senior phase.”

Table A. 4 1: Theme 12: Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers	
Theme 12: Community and parent engagement strategies Sub-Theme: N/A Frequency: 20 (*n*)	
Question: How do you ensure community and parent engagement?	
Participant	Example Quote
School Management Member 5	“Even there are forums in the community. So those forums are helping most of the times. We are so lucky to have a family who are good in art.”
School Management Member 9	“The people there because of socio-economic imbalances and factors like that, more especially poverty, normally people there depend on cultivating the land. So, we have invited them to start that program where they supposed to come to school and cultivate the land.”
School Management Member 7	“We write letters, send WhatsApp in order to keep them updated.”
Teacher 2	“We do have a meeting where we want to hear from them, but you can see that they didn't attend the meeting.”
Teacher 6	“Honestly, the community is not involved at all. For example, if you have a problem with a kid, we try write letter to the parents and ask them to come to the school. They don't come to the school. They’ll tell that they've got work to do and everything. They can't just go to school.”

Teacher 8	During Heritage we just buy meat and cultural food (dishes) and ask them to dress in their cultural or traditional clothes. They come to school and eat.”

Table A. 4 2: Theme 13: Excerpts from School Management Members and Grades 1-6 Teachers at the Quintile One Government Primary Schools

Participants: 10 School Management Team Members (SMTs) and 10 Grades 1-6 Teachers		
Theme 13: Using education as a tool for social justice	Sub-Theme: N/A	Frequency: 14 (*n*)

Question: How do you ensure that education is used for social justice?	
Participant	Example Quote
School Management Member 7	“Social development works closely with our school, so they come.”
School Management Member 10	“Yes, this is a feeding scheme. Monday, usually on Monday. If there's extra 'Amasi' (sour milk), we give them the extra 'Amasi' (to take home).”
School Management Member 2	“They give us school nutrition. They get at least one meal per day around about 10:30am so that they can continue with their classes.”
Teacher 5	“Me as a teacher I'm trying by all means to buy something or shoes for the particular learner or buy a skirt or pants if it's a boy.".
Teacher 6	“My colleagues and I last year, we wrote a letter. Actually, most of our school children don't have school uniform. They come to school wearing just any clothes. Then we decided to write a letter to the municipality. Then we got shoes last year, we got around 25 shoes and school jerseys.”
Teacher 5	“We also ask the local municipality every year to fund us for those learners that are vulnerable.”

Appendix I: *Tabulation of Phase Three: Evaluation of Findings Through Triangulation of Quantitative and Qualitative Data*

Table A. 43: Excerpts from the ‘Theme 1: Understanding the School Environment: Funding Source’ Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis showed 100% (2) of the participants under the school management category confirmed that the non-government philanthropic primary school is funded by both the provincial Department of Basic Education and the NGO and not by the national Department of Basic Education as none of the participants selected this option. Throughout the interviews, the same was confirmed by both participants.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the source of funding.
Complementarity	The qualitative data revealed information that was not mentioned in the quantitative data about the source of funding. Through the interviews, one of the participants mentioned that another source of funding was through the parents paying school fees.

Table A. 44: Excerpts from the 'Theme 1: Understanding the School Environment: Impact of Funding on Quality of Education' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis showed 100% (2) of the school management participants and 100% (5) of the grades 1-6 teachers confirmed that the funding the non-government philanthropic primary school receives from the provincial Department of Basic Education, the NGO and from the school fees paid by the parents has a positive impact on teaching and the quality of education the school delivers. Throughout the interviews, the same was confirmed by both the school management and grades 1-6 teachers.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the impact of funding on teaching and the quality of education at the school.
Complementarity	The qualitative data revealed information that was not mentioned in the quantitative data about why the participants had synonymously reported that the funding school receives from its sources has a positive impact on teaching and the quality of education the school delivers. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "So, with the funding from Department of Education plus (name of the NGO), and then it assists the school in order to produce or to produce the quality." [School Management Member 1] "From my perspective, I've noticed over the years, because as I told you, I've been here for many years, I've seen an improvement in our learners, especially the funding that we receive from the NGO which assists, especially in technology education, which I think is very much relevant these days." [Teacher 2]

Table A. 45: Excerpts from the 'Theme 1: Understanding the School Environment: Impact of Quality of Education on Community' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis shows 100% (2) of the school management participants and 100% (5) of the grades 1-6 teachers confirmed that the quality of education delivered by the non-government philanthropic primary school has a positive impact on the community. Throughout the interviews, the same was confirmed by both the school management and grades 1-6 teachers.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the impact of the quality of education on the community.
Complementarity	The qualitative data revealed information that was not mentioned in the quantitative data about why the participants had synonymously reported that the quality of education the school delivers has a positive impact on the community. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "Let me start by saying this community believes in this school, because they know when I mean, like there, is this moving of kids from the township schools to the urban or model C, the excellency schools. I mean, like, we are the one of the schools who maintained the enrolment, because right now we've got 1250 learners." [School Management Member 1] "I can say this, this school compared to others, the neighbouring ones, I can say in terms of premises and being able to access the technology because of we are in this

	4IR (4th Industrial Revolution) thing. So, I can say it's better compared to other schools because of the funding from the NGO." [Teacher 3]

Table A. 46: Excerpts from the 'Theme 1: Understanding the School Environment: School Infrastructure' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis shows majority of the school management participants and grades 1-6 teachers were mainly pleased with the conditions of the existing infrastructure at the school such as classrooms and sanitation facilities. The data also revealed that there were areas that needed improvement such as library, electricity and Information Communication Technology (ICT) facilities.
Divergence	The divergent data analysis indicated differences in results from the two datasets regarding the conditions of the infrastructure at the school when the quantitative data showed that the participants were concerned about the conditions of the school library, electricity, and Information Communication Technology (ICT) facilities. Whereas, the majority of the participants expressed a high level of satisfaction with the existing infrastructure conditions at the school.
Complementarity	The qualitative data revealed information that helped clarify why there was divergence about the conditions of the existing infrastructure in the quantitative data. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "In fact, the NGO is handing over some gadgets on the first of December. They've bought us 100 devices for teachers and learners to facilitate the use of the Digital Teaching and Learning." [School Management Member 2] Basically, the qualitative data implied that the discrepancy between the data sets was due to the fact that some of the infrastructure issues at the school are still in the process of being addressed.

Table A. 47: Excerpts from the 'Theme 1: Understanding the School Environment: School Safety' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis showed on the quantitative side, 100% of the school management participants and majority 60% of the grades 1-6 teachers indicated that the school was safe for students and staff. The qualitative data also revealed that there same, but it went a step further to reveal that the participants considered the school to be safe during day-time, however night-time was an issue due to a lack of security measures.
Divergence	The divergent data analysis indicated differences in results from the two datasets regarding school safety the quantitative data showed that the majority of the participants considered the school to be safe for staff and students. Whereas, some

	(40%) of the participants under the teacher category considered school safety to be okay.
Complementarity	The qualitative data revealed information that helped clarify why there was divergence about school safety in the quantitative data collected from the grades 1-6 teachers. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "It is during the day; the only problem is in the night. So, with the school furniture, with the school, that's the problem because we still find people coming in, as much as we do have security, but people have attempted robbery in the school." [Teacher 5] Basically, the qualitative data implied that the discrepancy between the data sets was due to the fact that the school was safe during day-time, whereas night-time was an issue.

Table A. 48: Excerpts from the 'Theme 2: Understanding the Teachers: Teacher Quality' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis showed on the quantitative side, that the school management participants indicated that the teacher quality in terms of professional capacity is acceptable to excellent. The qualitative data also revealed that there same, but it went a step further to elaborate on the quantitative results. The school management considered the grades 1-6 teachers to be of good quality due to their qualifications which is shown in the demographic characteristic to be true as all the teachers who participated hold an undergraduate degree (Bachelor's degree). Additionally, the teachers receive continuous professional development provided by the NGO and the Department of Basic Education.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding teacher quality.
Complementarity	The qualitative data revealed information that helped clarify why the school management members thought their grades 1-6 teachers were of good quality based on professional capacity. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "I think they are professional enough because even on Tuesday we do have professional development workshops of which, I mean, that everybody attends in order to maintain you know that professionalism with them." [School Management Member 1] "The educators that we have here, they're all qualified because the maximum or the minimum requirement for them to be employed is M+ (Matric plus)." [School Management Member 1]

Table A. 49: Excerpts from the 'Theme 2: Understanding the Teachers: Teaching Strategies' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis showed that the grades 1-6 teachers use a wide range of modern classroom management and teaching strategies. Additionally, both datasets revealed that there were some classroom management and teaching strategies such as differentiation that the teachers were not using.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding teaching strategies.
Complementarity	The qualitative data revealed information that helped clarify how the teachers were using the different classroom management and teaching strategies. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "And do we use detention sometimes" [Teacher 3] "When teaching them in groups, teaching is the excellent when using teaching aids and you must use things that they can manipulate, like when teaching vowels, you cut the vowels and put them in a circle or basket and then you ask a learner to come and pick that vowel that you want." [Teacher 4]

Table A. 50: Excerpts from the 'Theme 3: Challenges Faced by the Grades 1-6 Teachers' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis from the quantitative side showed that 100% of the school management members indicated that the top challenge faced by the grades 1-6 teachers is lack of parental support. Whereas, 80% of the grades 1-6 teachers also indicated that lack of parental support is a major challenge followed by student behaviour (60%) and classroom overcrowding (40%).
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the challenges faced by the grades 1-6 teachers.
Complementarity	The qualitative data revealed information that helped clarify why lack of parental support is the major challenge, student behaviour being second and overcrowding being third for the grades 1-6 teachers. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "Okay. I think one of the challenges will be parents who are illiterate." [School Management Member 2] "I think for the most part, I think it's the parent involvement. I think that's the challenge. Because, like in the foundation phase, we really need the parents to be involved because I mean, they're still young" [Teacher 2] "But I think we've got a big challenge with the discipline in the school. It's mainly because of the backgrounds that the children come from. So, discipline needs to be done continuously." [Teacher 1] "We have many learners because of maybe the kind of school that we have, and also because in our community we have squatter camps. So, the school is easily accessible to them. So that's why we end up having more students in the classes." [Teacher 2]

Table A. 51: Excerpts from the 'Theme 4: Grades 1-6 Teacher Training Needs' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis from the quantitative side showed that the frequency of both the school management members and grades 1-6 teachers responses ranked low meaning they do not require a lot of training as the qualitative data revealed that that the teachers are receiving adequate training in most areas with the from the NGO and the Department of Basic Education.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the grades 1-6 teachers training needs.
Complementarity	The qualitative data revealed information that helped clarify which areas do the grades 1-6 teachers need to be trained on. The main areas that emerged were training on integrating ICT in instruction and dealing with student from challenging backgrounds. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "It's mainly been around ICT." [Teacher 1] "So, I think, if maybe, I don't know, I don't know whether they should workshop us, as to how to deal with these learners. Because that's the challenge we are facing in teaching almost affects us even emotionally." [Teacher 2]

Table A. 52: Excerpts from the 'Theme 5: Grades 1-6: Modes of Teacher Training: Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis from the quantitative side showed that the frequency of both the school management members and grades 1-6 teachers' responses ranked high on the teachers receiving training continuously. The qualitative data revealed the same as teacher confirmed that they receive training once or twice every week mostly from the NGO and sometimes from the Department of Basic Education.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the grades 1-6 teachers training frequency.
Complementarity	The qualitative data revealed information that helped clarify exactly how many times the grades 1-6 teachers receive training and from where. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "Okay, with the department, they are done maybe like, once a term or twice depending on the need. But with us here as we are sponsored by the foundation, we have them every Tuesday." [School Management Member 2] "We ever since we have our sponsor (the name of the foundation), we've been working together with a KICP. Yes. So KICP, they are giving us professional development every Tuesday, every week." [Teacher 5]

Table A. 53: Excerpts from the 'Theme 6: Grades 1-6 Teacher Retention Strategies' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis from the quantitative side showed that the frequency of both the school management members and grades 1-6 teachers responses ranked high on the teachers staying at the school due to the being provided continuous support by the school management. The qualitative data revealed the same, as well as other reasons (e.g., having good rapport with their students, their love of teaching, open communication lines, democracy, sense of belonging etc.) the grades 1-6 teachers remain at the school.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the grades 1-6 teacher retention strategies.
Complementarity	The qualitative data revealed additional information that helped clarify exactly how the grades 1-6 teacher are retained by the school. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "I think it's just open communication and also the democracy part, you know." [Teacher 2] "Well, I can say firstly, it's a very good working environment. They do welcome you. Well, I can say that I was welcomed. My induction went very well. I was so happy about it." [Teacher 3]

Table A. 54: Excerpts from the 'Theme 7: Grades 1-6 Teacher Turnover' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis from the quantitative side showed that the frequency of both the (50%) school management members and (60%) grades 1-6 teachers responses ranked high on student behaviour and lack of parental support being the causes of teacher turnover. The qualitative data revealed the same and that despite this the teachers only leave the school when they must retire.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the grades 1-6 teacher turnover.
Complementarity	The qualitative data revealed additional information that helped clarify that despite student behaviour and lack of parental support ranked high on the participants' response as potential causes of teacher turnover, teachers still remain at the school for a long time until they retire. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "We don't have teachers who do not stay in the school. And then also, we don't have more educators who resigned from the school. So, most of the educators they retire from the school." [School Management Member 2] "No, it's only the people that are due for retirement." [Teacher 5]

Table A. 55: Excerpts from the ‘Theme 8: Understanding the Grades 1-6 Students: Student Behaviour’ Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis showed no similarities between the two datasets.
Divergence	The divergent data analysis indicated quantitative side showed that the frequency of the (100%) school management members and (40%) grades 1-6 teachers’ responses ranked high on the grades 1-6 student behaviour having a neutral impact on the school. At the same time, the other (40%) of the grades 1-6 teachers’ responses ranked high on the grades 1-6 student behaviour having a positive impact on the school. On the other hand, the qualitative data responses indicated that the majority of both the school management and grades 1-6 teachers were satisfied by the students’ behaviour.
Complementarity	The qualitative data revealed additional information that helped clarify the divergence with regards to the impact of the grades 1-6 students’ behaviour on the school. It can be suggested that the participants who responded that the student’s behaviour had a neutral impact on the school were not aware of the impact the students’ haviour has on the school. The qualitative data provided a plausible reason which would be since the grades 1-3 students’ behaviour was reported to be acceptable. Whereas, from the intermediate phase to the senior phase students start having behavioural issues. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: “From the foundation phase that's from grade R to grade 3, so we don't experience much of behaviour related issues. But starting from grade four to six, when they start puberty in their early teens, so they just behave differently.” [School Management Member 2]

Table A. 56: Excerpts from the ‘Theme 8: Understanding the Grades 1-6 Students: Student’s Socioeconomic Backgrounds’ Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis on the quantitative side showed that most of the grades 1-6 students come from low socioeconomic backgrounds. The qualitative data confirmed the same.
Divergence	The divergent data analysis on the quantitative side from the grades 1-6 teachers’ responses indicated that the socioeconomic backgrounds of the grades 1-6 students range from low to middle. Whereas the qualitative emphasises that the students come from low socioeconomic backgrounds.

Complementarity	The qualitative data revealed additional information that helped clarify divergent data. It showed that indeed some of the students do come from the working class, but most of the students come from disadvantaged homes. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "I can say lower income, most of the parts, and we do have the major class, those who are working coming from the working-class background, the majority, they are challenged. The majority is from the disadvantaged parts, because I can say half, or more than half of the school, 65% to 70% comes from this section with the shacks (informal settlements)." [Teacher 3]

Table A. 57: Excerpts from the 'Theme 8: Understanding the Grades 1-6 Students: Students' Performance in English (literacy) and Maths (numeracy)' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis on the quantitative side showed that most of the 100% school management members' responses and 100% of the grades 1-6 teachers' responses indicate that the grades 1-6 students' performance in both English and maths is good. The qualitative data mostly confirmed the same.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the grades 1-6 students' performance in English and maths.
Complementarity	The qualitative data revealed additional information that helped clarify that even though on the quantitative side the students' performance in English and maths is reported to be good, the qualitative side revealed that the students are facing some challenges in the languages especially when they start the intermediate phase as they transition from being taught in their home language in grades 1-3 to being taught in English from grade 4. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "Here is a challenge in terms of English. I don't know why. But we do. I think it's because mostly we use first language, which is a home language, mostly from grade R up to grade three, when we start from grade four up to grade six. That's where you change and try to use English most of the time. But yeah, it is a challenge." [Teacher 3]

Table A. 58: Excerpts from the 'Theme 9: Understanding the School Management: Challenges Faced by the School Management Team Members' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis on the quantitative side showed that most of the 50% school management members' responses and 80% of the grades 1-6 teachers responses indicate that the main challenge faced by the school management members at the non-government philanthropic primary school is lack of parental support. The qualitative data mostly confirmed the same.
Divergence	The divergent data analysis indicated differences in results from the two datasets. The qualitative data shows that one of the main challenges faced by the management members at the non-government philanthropic primary school is heavy workload and classroom overcrowding. However, the quantitative responses do not reflect this.
Complementarity	The qualitative data revealed additional information that was not revealed by the participants in the quantitative data with regards to classroom overcrowding, and heavy workload being a challenge for the school management. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "I think firstly for HODs, especially the foundation ones, they are supposed to be the full-time class teachers. Yeah, also at times, we'd need them to attend to management issues. Also find that, I mean, they don't have that time during the day, but they'll make time extra time. I mean, to attend to those issues. So, I mean, that's quite a challenge for them." [School Management Member 1] "I think we touched on overcrowding; we are just lucky now that not all the students come to school every day. But that is beyond their control." [Teacher 1]

Table A. 59: Excerpts from the 'Theme 9: Understanding the School Management: Further Support Required by the School Management Team Members' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis showed no similarities between the two datasets.
Divergence	The divergent data analysis indicated differences in results from the two datasets. The qualitative data showed that the school management members require minimal support. However, the quantitative responses ranked high on requiring further support from the community, parents and executive management.
Complementarity	Both datasets revealed additional information that was not revealed by the participants on either method.

Table A. 60: Excerpts from the 'Theme 10: The Impact of Educational Policies on Teaching and Managing the School' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	There is no convergence between the two datasets.
Divergence	The divergent data analysis indicated differences between the two datasets. The quantitative showed that 50% of the school management responded that the educational policies have a positive impact on teaching and managing the school. Whereas 50% of the school management responded that the educational policies have a neutral impact on teaching and managing the school. On the other hand, the qualitative data showed that most of the school management members responded that the educational policies have a negative impact on teaching and managing the school.
Complementarity	There is no evidence of complementarity of between the two datasets.

Table A. 61: Excerpts from the 'Theme 11: Strategies for Promoting Student Well-Being' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School - Non-Government Philanthropic Primary School

Convergence	The convergent data analysis on the quantitative side showed that the 100% school management members' responses ranked high on providing guidance and counselling and stimulating a positive teaching and learning environment as strategies used to promote student well-being. Additionally, the grades 1-6 teachers' responses ranked 80% on stimulating a positive teaching and learning environment and keeping open communication lines, and 60% providing guidance and counselling. The qualitative data reflected the same.
Divergence	The divergent data analysis indicated no differences between the two datasets.
Complementarity	The qualitative data through thematic analysis revealed additional information that was not revealed by the participants on the quantitative data. For example, through the interviews, some of the participants provided the following in-depth data: "We have a social worker on site, as well as we have a counsellor. She's a counsellor, guidance counsellor. So, when we have like learners with behavioural problems, we refer them." [School Management Member 2]

Table A. 62: Excerpts from the 'Theme 12: Community and Parent Engagement Strategies' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	Both datasets indicate that the non-government philanthropic primary school formulates strategies to reach parents that are difficult to reach, collaborates with other organizations such as NGOs and invites parents and other community members to participate in school activities as strategies to promote community and parental involvement in the school.
Divergence	The divergent data analysis indicated no differences between the two datasets.
Complementarity	The qualitative data through thematic analysis revealed additional information that was not revealed by the participants on the quantitative data. For example,

	through the interviews, some of the participants provided the following in-depth data: “One of the activities that we do is we have a kitchen. That kitchen is also sponsored by (the NGO's name). We invite the community to teach them how to cook healthy meals, how to bake. There are professional chefs, they teach them and even provide them with the ingredients. Then at the end of the training they give them certificates. So that's how we engage the community.” [School Management Member 2] “We have new premises, yes. Now that we have new premises, they also have to feel like they are the part of the school by coming into school and see, what do learners do mostly at school. And we also have the events, whereby they're called and be part.” [Teacher 3]

Table A. 63: Excerpts from the ‘Theme 13: Using Education as a Tool for Social Justice’ Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Non-Government Philanthropic Primary School

Convergence	Both datasets indicate that the non-government philanthropic primary makes school fees affordable, creates an equitable school environment, equips students to be able to advocate for themselves and produces learners who will become active and successful adults in their communities as strategies to promote social justice through education.
Divergence	The divergent data analysis indicated no differences between the two datasets.
Complementarity	The qualitative data through thematic analysis revealed additional information that was not revealed by the participants on the quantitative data. For example, through the interviews, some of the participants provided the following in-depth data: “As far as the school fees is concerned, I mean, like, even a person who cannot afford, as I said earlier on we've got maybe 50% of parents affording to pay, hence, I mean, like with the Department of Education, we are allowed to apply for compensation, when it comes to that, because we cannot chase any learner out just because, they cannot afford to pay for their school fees.” [School Management Member 1] “Also, like even there are some YouTube videos of people that come from similar backgrounds, which I normally show to my children, to make sure that you can also make a difference doesn't matter what background you come from these people come from the same background.” [Teacher 1]

Table A. 64: Excerpts from the 'Theme 1: Understanding the School Environment: Funding Source' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results – Quintile One Government Primary Schools

Convergence	The convergent data analysis showed 90% (9) of the participants under the school management category confirmed that their quintile one government primary schools are funded by the provincial Department of Basic Education. Throughout the interviews, the same was confirmed by most participants.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the source of funding.
Complementarity	The qualitative data revealed information that was not mentioned in the quantitative data about the source of funding. For example, through the interviews, some of the participants provided the following in-depth data: "We get the allocation from the Department of Education. They allocate according to the enrolment. Sometimes allocation is being affected because of the learners that do not have IDs." [School Management Member 5]

Table A. 65: Excerpts from the 'Theme 1: Understanding the School Environment: Impact of Funding on Quality of Education' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results – Quintile One Government Primary Schools

Convergence	The convergent data analysis showed 50% (5) of the school management participants responded that the funding the school receives from the Department of Basic Education has a negative impact on the quality of education the school delivers, whereas the grades 1-6 teachers' responses ranged between 70% neutral and 30% being negative. Moreover, the grades 1-6 teachers' responses on the impact of funding on teaching was 50% neutral and 40% negative. Throughout the interviews, the same was confirmed by both the school management and grades 1-6 teachers.
Divergence	The divergent data analysis indicated differences in results from the two datasets regarding the impact of funding on teaching and the quality of education at the school. The responses from the quantitative data ranked high on neutral, whereas most of the qualitative responses from most participants indicated that the impact of funding on teaching and the quality of education was negative as the funds were insufficient at their schools.
Complementarity	The qualitative data revealed information that was not mentioned in the quantitative data. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "The funding is not enough to do the things we need to do within the school, but we try as the department gave us the amount, we try to make a budget and do some few things that year." [School Management Member 8] "The experiments in natural sciences, for example we have to do the natural science project and technology project, there are some other things we don't have, the resources and materials - the money that we receive from the government is not enough to buy those things. So, we find ourselves that sometimes we have to skip those projects and we don't do them. So, it kinda affects them (learners)." [Teacher 6]

Table A. 66: Excerpts from the 'Theme 1: Understanding the School Environment: Impact of Quality of Education on Community' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary Schools

Convergence	The convergent data analysis on the quantitative side showed that 70% (7) of the school management participants responded that the quality of education being offered by the schools has a positive impact on the communities they serve. Whereas 60% (6) of the grades 1-6 teachers responded that the quality of education being offered by the schools has a neutral impact on the communities they serve. Throughout the interviews, the same was confirmed by both the school management and grades 1-6 teachers. Both datasets were similar in that they showed mixed perspectives on the impact the quality of education offered by the schools has on the communities they serve.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the desired changes on the existing school infrastructure.
Complementarity	The qualitative data elaborated on the findings of the quantitative data, it indicated that the reason why some of the participants felt that the quality of education offered by their schools had a positive impact on the communities they serve was due to the fact that the quintile one government primary schools are no fee schools, they make it possible for the families in the communities to have access to education, and the schools have produced students who became tertiary graduates. Additionally, one of the grades 1-6 teachers elaborated on the survey questionnaire by stating that "It's difficult to see the impact education has on the community as the community is not progressive due to multifaceted socioeconomic issues." This response explains why some of the participants responded that the quality of education being offered by the schools has a neutral impact on the communities they serve.

Table A. 67: Excerpts from the 'Theme 1: Understanding the School Environment School Infrastructure' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary Schools

Convergence	The convergent data analysis on the quantitative side showed that 60% of the school management participants responded that their schools need improvements on classrooms; 60% require improvements on sanitation facilities; 80% require improvements on libraries; and 90% require ICT facilities. As for the quantitative responses from the grades 1-6 teachers showed that 50% require classroom improvements; 50% require improvements on sanitation facilities; 70% require improvements on libraries; and 100% require improvements on ICT facilities. The qualitative data reflected the same results.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the desired changes on the existing school infrastructure.
Complementarity	The qualitative data revealed information that elaborated on the quantitative data. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "So, these are some of the things that we would like to change about the infrastructure of the school. It's the science laboratory that is gradually becoming a 'white elephant' and the toilets are constantly pose a health hazard in our school." [School Management Member 3]

	"No internet at the school. We are using our data in our cell phones." [School Management Member 2]

Table A. 68: Excerpts from the 'Theme 1: Understanding the School Environment School Safety' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary Schools

Convergence	The convergent data analysis showed on the quantitative side, showed that 70% of the school management participants responded that their schools are unsafe. The qualitative data reflected the same.
Divergence	The divergent data analysis indicated differences in results from the two datasets regarding school safety the quantitative data showed that the majority of the grades 1-6 teachers (40%) considered their schools to be safe for staff and students. Whereas a low percentage (30%) of the participants under the teacher category considered safety in their schools to be okay. The remaining 30% considered their schools to be unsafe.
Complementarity	The qualitative data revealed information that helped clarify why there was divergence about school safety in the quantitative data collected from the grades 1-6 teachers. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "We are safe. Because there is a fence around the school. There is a security in our school. The gates are always closed during the learning hours." [Teacher 3] "At night we do not have a security guard. Yeah, I think it's not safe." [School Management Member 7] Basically, the qualitative data implied that the discrepancy between the data sets was due to the fact that some of the participants felt that the school was safe during day-time, but they did not consider safety during night-time.

Table A. 69: Excerpts from the 'Theme 2: Understanding the Teachers: Teacher Quality' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary Schools

Convergence	The convergent data analysis showed on the quantitative side, that 60% of the school management participants indicated that the teacher quality in terms of professional capacity is acceptable. The qualitative data also revealed the same, but it went a step further to elaborate on the quantitative results. The school management considered the grades 1-6 teachers to be of good quality due to their qualifications which is shown in the demographic characteristic to be true as all the teachers who participated hold either a college diploma, an undergraduate degree (Bachelor's degree), or a Postgraduate Diploma such as BEd. Honours. Additionally, some of the schools have teachers who are highly experienced.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding teacher quality.
Complementarity	The qualitative data revealed information that helped clarify why the school management members thought their grades 1-6 teachers were of good quality based on professional capacity. For example, through the interviews, some of the

	participants provided the following in-depth data to further explain the quantitative data: “Grade one, we have qualified teachers who have been teaching grade one for more than 10 years. And they work very hard.” [School Management Member 6] “According to their experiences, they know their job because they have been trained, some of them they hold some bachelor's degrees and therefore they have vast experience, so they are capable of doing their job.” [School Management Member 8]

Table A. 70: Excerpts from the ‘Theme 2: Understanding the Teachers: Teaching Strategies’ Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary Schools

Convergence	The convergent data analysis showed that the grades 1-6 teachers use a wide range of modern classroom management and teaching strategies.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding teaching strategies.
Complementarity	The qualitative data revealed information that helped clarify how the teachers were using the different classroom management and teaching strategies. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: “I mix them, like those who are like highfliers, maybe one is like average or like below so I mix them sometimes.” [Teacher 9] “I've got a grade one teacher that I once observed teaching, she also has a nickname that the learners call her, because of the way she takes them as friends, she's so friendly. The learners don't even call her 'ma'am'. They call her by this nickname 'Dodo'. They are friendly to learners especially the grade ones, they (the teachers) are friendly to them (learners).” [School Management Member 6]

Table A. 71: Excerpts from the ‘Theme 3: Challenges Faced by the Grades 1-6 Teachers’ Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The convergent data analysis from the quantitative side showed that 70% of the school management members indicated that the top challenge faced by the grades 1-6 teachers is lack of parental support; 60% is poor physical infrastructure; 60% is heavy workload; 50% is classroom overcrowding, and lack of teaching and learning resources. Whereas 90% of the grades 1-6 teachers also indicated that lack of parental support is a major challenge; 90% poor physical infrastructure; 90% lack of teaching resources; 80% lack of learning resources; and 80% heavy workload. The responses received through the qualitative data revealed the same.
Divergence	The divergent data analysis indicated some differences in results from the two datasets regarding the challenges faced by the grades 1-6 teachers. The qualitative data mostly puts emphasis on the major challenge being lack of parental support. Whereas, the quantitative data reveals a wide range of challenges.
Complementarity	The qualitative data revealed information that helped clarify why lack of parental support is the major challenge for the grades 1-6 teachers. For example, through the

	interviews, some of the participants provided the following in-depth data to further explain the quantitative data: “The problem with parents is that after school they don't help learners.” [School Management Member 2] “So, we give them home activities and they come back without doing them since there is no one to assist them. That's the greatest challenge, you cannot provide them even with a project.” [Teacher 7]

Table A. 72: Excerpts from the ‘Theme 4: Grades 1-6 Teacher Training Needs’ Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The convergent data analysis showed very little similarities between the two datasets as the qualitative data from both the interviews and survey questionnaires revealed more information than the quantitative data.
Divergence	The divergent data analysis indicated differences in results from the two datasets regarding the grades 1-6 teachers training needs. The quantitative responses ranked low on areas where the teachers need training. However, the qualitative data responses indicate that the teachers need training in many areas than shown by the quantitative data.
Complementarity	The qualitative data revealed information that helped clarify which areas do the grades 1-6 teachers need to be trained on. The main areas that emerged were training on integrating ICT in instruction, dealing with student from challenging backgrounds, how to teach in a multi-grading school system, and not limited to teaching students with special needs. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: “The other thing is how to help learners with barriers in learning. Because, yes, they (teachers) do understand the situation, but they don't have enough time to help these learners. And they are not trained to assist the learners who have barriers in learning. If they can get the training, maybe it will help a lot.” [School Management Member 6] “I think maybe we should (especially in our community) have a lot of workshops to be able to deal with the kind of environment the kids come from because sometimes you don't know how to deal with it exactly and then instead of solving the situation you sweep everything under the carpet.” [Teacher 4]

Table A. 73: Excerpts from the ‘Theme 5: Grades 1-6 Mods of Teacher Training Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	There was no evidence of convergence of data.
Divergence	The divergent data analysis indicated differences in results from the two datasets regarding the grades 1-6 teachers training frequency. The quantitative data of both the school management members and grades 1-6 teachers showed that the teachers receive continuous and in-serve training. However, it does not reflect the frequency of training being received.
Complementarity	The qualitative data revealed information that helped clarify exactly how many times the grades 1-6 teachers receive training and from where. For example,

	through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "I think according to them (the Department) it's enough, but according to us as educators because we are the persons who are in the class and that is not enough." [School Management Member 10] "I can say it's not. Even if it happens, you can't say a one-day training for a year is training. No, I cannot say that I cannot take it as training. It needs to be continuous, so they fully understand what is expected of them." [School Management Member 9]

Table A. 74: Excerpts from the 'Theme 6: Grades 1-6 Teacher Retention Strategies' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The data from both datasets and most participants, indicate that participants attribute teacher retention to grades 1-6 teacher receiving support from the school management team.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the grades 1-6 teacher retention strategies.
Complementarity	The qualitative data revealed additional information that helped clarify exactly how the grades 1-6 teacher are retained by the schools. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "Yes, there are challenges, but we motivate them to like their profession, and the learners and all stakeholders that communicate with the school." [School Management Member 6] "It's the love of teaching and our principal always motivates us when we've got challenges. Calls us and sits us down and says, "You can do this." [Teacher 3]

Table A. 75: Excerpts from the 'Theme 7: Grades 1-6 Teacher Turnover' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The convergent data analysis from both datasets shows that the data converges between the teacher retention and teacher turnover with teachers not leaving the schools despite challenges. The responses from the quantitative data and qualitative data show that teachers remain at the schools until retirement.
Divergence	The divergent data analysis indicated no differences in results from the two datasets regarding the grades 1-6 teacher turnover.
Complementarity	The qualitative data revealed additional information that helped low ranking of the quantitative participants' response. The low percentages in the quantitative responses were due to the fact that teachers do not leave the schools until retirement. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "No, in our school, the teachers they stay longer. They stay longer, they go sometimes because they sometimes problems that prevent them from staying longer." [School Management Member 8]

Table A. 76: Excerpts from the 'Theme 8: Understanding the Grades 1-6 Students: Student Behaviour' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The convergent data analysis showed similarities between the two datasets. The quantitative data showed that 60% of the school management and 50% of the grades 1-6 teachers indicated that the student behaviour had a negative impact on their school. Some of the responses from the qualitative data indicated the same.
Divergence	There was no evidence of divergence between the two datasets.
Complementarity	The qualitative data revealed additional information that helped clarify why the quantitative responses ranked high on the students' behaviour having a negative impact on the schools. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "Ah, yeah, even as I said earlier on, they are not living with their parents, their daddies, some as you know, even father figure and the mother figure, they don't experience that. So even morals, they are losing morals there and there. So yeah, I think that is the problem." [School Management Member 7] "When they start grade 5 (as they are 10 years), grade 6, they change. But from grade R, 1, 2, 3, 4, they are angels. And then in grade five when they grow to know things, then they start to change their behaviour." [School Management Member 6]

Table A. 77: Excerpts from the 'Theme 8: Understanding the Grades 1-6 Students: Student's Socioeconomic Backgrounds' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The convergent data analysis on the quantitative side showed that most of the grades 1-6 students come from low socioeconomic backgrounds. The qualitative data confirmed the same.
Divergence	There is no evidence of divergence between the two datasets.
Complementarity	The qualitative data revealed additional information that helped clarify quantitative data. It showed that most of the students come from disadvantaged homes. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "Low, very low. Like I said before, some of them don't even have TV at their homes. No. TV, no electricity, they have to fetch water from the river."" [Teacher 6]

Table A. 78: Excerpts from the 'Theme 8: Understanding the Grades 1-6 Students: Students' Performance in English (literacy) and Maths (numeracy)' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	There are similarities between the two datasets. The quantitative data from 50% of the grades 1-6 teachers indicates that the grades 1-6 students' performance in English and maths is average to poor. The qualitative data mostly reflects the same.
Divergence	The divergent data analysis indicated differences in results from the two datasets regarding the grades 1-6 students' performance in English and maths. On the quantitative side, 50% of the school management members responded that grades 1-6 students' performance in both English and maths is good. Whereas the qualitative data indicates that the grades 1-6 students' performance in both English and maths is average to poor.
Complementarity	The qualitative data revealed additional information that could help clarify some of the divergence in the quantitative data. For instance, the qualitative data showed that the students are taught in their home language in grades 1-3 to being taught in English from grade 4. Additionally, the qualitative data gathered under the teacher training needs revealed that teachers require more training in teaching maths. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "English is their second language, so they're not speaking it at home, they only speak it in the school. It's not that excellent, but they like it and they are trying. There is a gap because they are not speaking English at home." [School Management Member 1] "Mathematics. There is a challenge in mathematics I don't know why. From grade one to three, they are good, then when they are in grade four, five, six, there is a problem." [School Management Member 6] "Ma'am, mathematics is a very hard subject, but I understand where the problem lies. The problem does not lie with learners as such, but the problem is with educators. You know when you are teaching in primary school in the Republic of South Africa, you are teaching all the subjects that are offered regardless of whether you are competent in that particular subject or not. It is a fact that maths is difficult. It is even difficult for educators. So, if an educator is asked to teach mathematics that he does not understand himself, it means that he is going to give learners a quarter of his understanding." [School Management Member 3]

Table A. 79: Excerpts from the 'Theme 9: Understanding the School Management: Challenges Faced by the School Management Team Members' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The convergent data analysis on the quantitative side showed that most of the 50% school management members' responses indicate that the main challenges faced by the school management members at the quintile one government primary schools are heavy workload and lack of parental support. Additionally, the quantitative responses from the grades 1-6 teachers indicated that the main challenges faced by the school management members at the quintile one government primary schools is heavy workload (100%) and lack of parental support (60%). The qualitative data mostly confirmed the same.
Divergence	The divergent data analysis indicated differences in results from the two datasets. The qualitative data shows that the main challenges faced by the management members at the quintile one government primary schools is heavy workload and parental support. However, the quantitative responses do not reflect this as lack of teaching and learning resources, lack of support from the executive management, and poor physical infrastructure seem to be ranking high especially from the teachers' responses.
Complementarity	The qualitative data revealed additional information that was not revealed by the participants in the quantitative data with regards to heavy workload and lack of parental support being a challenge for the school management. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "So, I am a full -time classroom teacher, teaching nine subjects and I have to do my SMT job." [School Management Member 6] "Even if the grandparent phones you as a teacher, "Ma'am, how do we do this?" And then it's so difficult to explain to granny how to do it. So, most of the time we're facing those challenges" [School Management Member 7]

Table A. 80: Excerpts from the 'Theme 9: Understanding the School Management: Further Support Required by the School Management Team Members' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The convergent data analysis showed similarities between the two datasets in that school management members require a lot of support in many areas.
Divergence	The divergent data analysis indicated no differences in results from the two datasets.
Complementarity	Both datasets revealed additional information that was not revealed by the participants on either method. The qualitative data elaborated on the quantitative data. While the quantitative data provided numerical measure on how many of the participants thought that the school management required support in the different areas.

Table A. 81: Excerpts from the 'Theme 10: The Impact of Educational Policies on Teaching and Managing the School' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	There is no convergence between the two datasets.
Divergence	The divergent data analysis indicated differences between the two datasets. The quantitative showed that 40% of the school management responded that the educational policies have a positive impact on teaching and managing the school. On the other hand, the qualitative data showed that most of the school management members responded that the educational policies have a negative impact on teaching and managing the school.
Complementarity	The qualitative data provided from both the structured interviews and survey questionnaires in-depth information about the perceptions of the school management members' perceptions about the impact of the educational policies on teaching and managing the schools. For example, through the interviews, some of the participants provided the following in-depth data to further explain the quantitative data: "Curriculum and assessment policies are okay. But the Department must review the funding policies especially for rural schools." [Response from the survey questionnaire – the respondent is anonymous] "The funding one, I think it needs to be reviewed." [School Management Member 1]

Table A. 82: Excerpts from the 'Theme 11: Strategies for Promoting Student Well-Being' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	The convergent data analysis on the quantitative side showed that the both the school management members' and the grades 1-6 teachers' responses ranked high on providing guidance and counselling and stimulating a positive teaching and learning environment as strategies used to promote student well-being. The qualitative data reflected the same.
Divergence	The divergent data analysis indicated no differences between the two datasets.
Complementarity	The qualitative data through thematic analysis revealed additional information that was not revealed by the participants on the quantitative data. For example, through the interviews, some of the participants provided the following in-depth data: "Social development works closely with our school, so they come." [School Management Member 7] "We do, we do have a social worker and we reported to her. She said she has too many cases. So maybe she can only come to our school maybe once a year. She has too many cases, she has too many schools that she is working with. So, it ended up not being resolved." [Teacher 6]

Table A. 83: Excerpts from the 'Theme 13: Community and Parent Engagement Strategies' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	Both datasets indicate that the non-government philanthropic primary school formulates strategies to reach parents that are difficult to reach, and invites parents and other community members to participate in school activities as strategies to promote community and parental involvement in the school.
Divergence	The divergent data analysis indicated no differences between the two datasets.
Complementarity	The qualitative data through thematic analysis revealed additional information that was not revealed by the participants on the quantitative data. For example, through the interviews, some of the participants provided the following in-depth data: "We do have a meeting where we want to hear from them, but you can see that they didn't attend the meeting." [Teacher 2] "The people there because of socio-economic imbalances and factors like that, more especially poverty, normally people there depend on cultivating the land. So, we have invited them to start that program where they supposed to come to school and cultivate the land." [School Management Member 9]

Table A. 84: Excerpts from the 'Theme 14: Using Education as a Tool for Social Justice' Results Section Evaluating Convergence, Divergence, and Complementarity of Qualitative and Quantitative Results - Quintile One Government Primary School

Convergence	Both datasets indicate that the quintile one government primary schools make school fees affordable as they are no fee schools, create an equitable school environment, equips students to be able to advocate for themselves and produces learners who will become active and successful adults in their communities as strategies to promote social justice through education.
Divergence	The divergent data analysis indicated no differences between the two datasets.
Complementarity	The qualitative data through thematic analysis revealed additional information that was not revealed by the participants on the quantitative data. For example, through the interviews, some of the participants provided the following in-depth data: "Yes, this is a feeding scheme. Monday, usually on Monday. If there's extra 'Amasi' (sour milk), we give them the extra 'Amasi' (to take home)." [School Management Member 10] "My colleagues and I last year, we wrote a letter. Actually, most of our school children don't have school uniform. They come to school wearing just any clothes. Then we decided to write a letter to the municipality. Then we got shoes last year, we got around 25 shoes and school jerseys." [Teacher 6]

Appendix J: *Answers to Research Question One Post Data Triangulation*

RQ1: What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Theme / Sub-theme	Has a Positive Impact	Room for Improvement	Requires Major Attention
Theme 1: Understanding the School Environment - Sub-Theme 1: Funding Source	✓		
Theme 1: Understanding the School Environment - Sub-Theme 2: Impact of Funding on Quality of Education	✓		
Theme 1: Understanding the School Environment - Sub-Theme 3: Impact of Quality of Education on Community	✓		
Theme 1: Understanding the School Environment - Sub-Theme 4: School Infrastructure		✓	
Theme 1: Understanding the School Environment - Sub-Theme 5: School Safety		✓	
Theme 2: Understanding the Teachers - Sub-Theme 1: Teacher Quality		✓	
Theme 2: Understanding the Teachers - Sub-Theme 2: Teaching Strategies		✓	

RQ1: What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Theme / Sub-theme	Has a Positive Impact	Room for Improvement	Requires Major Attention
Theme 3: Challenges faced by the grades 1-6 teachers - Sub-Theme: N/A			✓
Theme 4: Teacher training needs - Sub-Theme: N/A		✓	
Theme 5: Teacher training frequency - Sub-Theme: N/A	✓		
Theme 6: Teacher retention strategies - Sub-Theme: N/A	✓		
Theme 7: Teacher Turnover - Sub-Theme: N/A	✓		
Theme 8: Understanding the Grades 1-6 Students - Sub-Theme 1: Student behaviour		✓	

RQ1: What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Theme / Sub-theme	Has a Positive Impact	Room for Improvement	Requires Major Attention
Theme 8: Understanding the Grades 1-6 Students - Sub-Theme 2: Student attendance		✓	
Theme 8: Understanding the Grades 1-6 Students - Sub-Theme 3: Students' socioeconomic backgrounds	✓		
Theme 8: Understanding the Grades 1-6 Students - Sub-Theme 4: Students' performance in English(literacy) and Maths (numeracy)		✓	
Theme 9: Understanding the School Management - Sub-Theme 1: Challenges faced by the school management team members		✓	
Theme 9: Understanding the School Management - Sub-Theme 2: Further Support Required by the school management team members		✓	

RQ1: What is the impact of the non-government philanthropic primary school in bridging the gap in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Theme / Sub-theme	Has a Positive Impact	Room for Improvement	Requires Major Attention
Theme 10: The impact of educational policies on teaching and managing the school - Sub-Theme: N/A			✓
Theme 11: Strategies for promoting student well-being - Sub-Theme: N/A	✓		
Theme 12: Community and parent engagement strategies - Sub-Theme: N/A		✓	
Theme 13: Using education as a tool for social justice - Sub-Theme: N/A		✓	

Appendix K: *Answers to Research Question Two Post Data Triangulation*

RQ2: What is the difference between the education conditions of the government quintile one, and non-government philanthropic primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Theme / Sub-theme	No Differences	Minor Differences	Major Differences
Theme 1: Understanding the School Environment - Sub-Theme 1: Funding Source			✓
Theme 1: Understanding the School Environment - Sub-Theme 2: Impact of Funding on Quality of Education			✓
Theme 1: Understanding the School Environment - Sub-Theme 3: Impact of Quality of Education on Community		✓	
Theme 1: Understanding the School Environment - Sub-Theme 4: School Infrastructure			✓
Theme 1: Understanding the School Environment - Sub-Theme 5: School Safety		✓	
Theme 2: Understanding the Teachers - Sub-Theme 1: Teacher Quality		✓	
Theme 2: Understanding the Teachers - Sub-Theme 2: Teaching Strategies		✓	

RQ2: What is the difference between the education conditions of the government quintile one, and non-government philanthropic primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Theme / Sub-theme	No Differences	Minor Differences	Major Differences
Theme 3: Challenges faced by the grades 1-6 teachers - Sub-Theme: N/A			✓
Theme 4: Teacher training needs - Sub-Theme: N/A			✓
Theme 5: Teacher training frequency - Sub-Theme: N/A			✓
Theme 6: Teacher retention strategies - Sub-Theme: N/A		✓	
Theme 7: Teacher Turnover - Sub-Theme: N/A		✓	
Theme 8: Understanding the Grades 1-6 Students - Sub-Theme 1: Student behaviour		✓	

RQ2: What is the difference between the education conditions of the government quintile one, and non-government philanthropic primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Theme / Sub-theme	No Differences	Minor Differences	Major Differences
Theme 8: Understanding the Grades 1-6 Students - Sub-Theme 2: Student attendance		✓	
Theme 8: Understanding the Grades 1-6 Students - Sub-Theme 3: Students' socioeconomic backgrounds	✓		
Theme 8: Understanding the Grades 1-6 Students - Sub-Theme 4: Students' performance in English(literacy) and Maths (numeracy)		✓	
Theme 9: Understanding the School Management - Sub-Theme 1: Challenges faced by the school management team members			✓
Theme 9: Understanding the School Management - Sub-Theme 2: Further Support Required by the school management team members			✓
Theme 9: Understanding the School Management - Sub-Theme 3: School management team members			✓
Theme 9: Understanding the School Management - Sub-Theme 4: The Role of the School Governing Body (SGB)		✓	

RQ2: What is the difference between the education conditions of the government quintile one, and non-government philanthropic primary schools in the provision of equitable and quality education in the marginalized communities in Kwa Zulu-Natal, South Africa?

Theme / Sub-theme	No Differences	Minor Differences	Major Differences
Theme 10: The impact of educational policies on teaching and managing the school - Sub-Theme: N/A		✓	
Theme 11: Strategies for promoting student well-being - Sub-Theme: N/A		✓	
Theme 12: Community and parent engagement strategies - Sub-Theme: N/A		✓	
Theme 13: Using education as a tool for social justice - Sub-Theme: N/A		✓	