

Intense management of sinking secondary schools to convert them into moving education institutions

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Abstract: This paper examines what it takes to emerge with a caring and moving education institution from the initially sinking one whose scholar results were deplorably low from the perspectives of teachers serving in the School Governing Body (SGB) and the Representative Council of Learners (RCL). This study has been motivated by a variety of discourses on scholar performance, the majority of which are centred on the perspectives of external education stakeholders other than teachers and learners serving on a secondary school's governing council. The paper is conceptual and empirical in nature while following the qualitative research paradigm. The question guiding this paper is: *how long does it take a sinking secondary school to be turned around into a caring and a moving secondary school?* Narrative enquiry and interviewing techniques were employed to generate data. Six secondary schools from one of the circuits in Waterberg region, Limpopo Province, South Africa, were conveniently sampled for this study. Only members of the School Governing Body's teacher components and chairpersons of the Representative Council of Learners (RCL) from each of the six sampled secondary schools participated in the study. Findings revealed that firstly, caring and moving schools do not batter trust with stakeholders. Secondly, caring and moving schools experience minimal derelict of teaching duties by educators. Thirdly, caring and moving schools witness less of derelict of learning responsibility by scholars. Fourthly, there is subjugation of the culture of laziness in caring and moving secondary schools. Fifthly, a policy of remedial lessons for struggling scholars, is upheld in caring and moving schools. Lastly, caring and moving schools experience less of gaping leadership void in their ranks. The researcher recommends for sinking secondary schools to share warm disposition and be friendly with everyone to successfully become caring and moving secondary schools.

Keywords: caring; derelict; moving; sinking; subjugation; trust

1. Introduction

Caring and moving secondary schools place apex priority to their performance and to impressive scholar results. A caring education institution is the one where sustainable performance and its concomitant scholar results remain non-negotiable (Motshabi 2024). Unlike in sinking education institutions, scholars in caring and moving secondary schools normally possess a will and zest to defy the odds by displaying agility and fortitude, demonstrating to everyone that excellence is achievable even in the face of adversity (Sobuwa 2021). This signifies that one scholar; one teacher and one book can change the world as this serves as a mantra for a caring and a moving education institution. One distinguishable feature of a caring and moving secondary school is that it does not normally get involved in a tit-for-tat leadership squabble.

On that basis, a caring and a moving education institution is hardly associated with underperformance and where underachievement accidentally occurs, it does not end up being normalised or routinized. Bambalele (2019) advises that searching for why some education institutions remain sinking secondary schools in terms of their underachievement, causative factors of underperformance need to be unveiled. Likely, the absence of the caring and the moving inclination by those education institutions could be part of the causative factors. What sets a sinking education institution apart from a caring and a moving one is the dedication and the tenacity of scholars in the caring and moving secondary schools (Motshabi 2024).

Caring and moving education institutions have an advantage of scholars with strong mental and intellectual health (Allen 2014). The thesis of this paper is that sinking education institutions are not cursed to be in that condition, it is something that is circumstantially induced which is but very reversible. That is why the argument that caring and moving education institutions need not have

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anything to do with whether a secondary school is a fee-paying or a non-fee-paying but solely to do with an education institution being obsessed about good institutional achievement accompanied by brilliant scholar results (Mahlatsi 2024). The habit and tradition of rewarding scholars that shine keep caring and moving education institution upbeat to continue to produce excellent scholar results. In most instances scholar underachievement characterising sinking education institutions are directly linked to their lack of caring and moving spirits in those secondary schools. That is why, Van Deventer & Kruger (2010) recount that 21st century secondary school scholars achieve or underachieve on the basis of whether their education institution is engulfed by adequate caring and moving disposition there. Schooling in caring and moving educational institution, could have a monumental effect of enabling scholars to always desire to achieve, and thus contribute to the creation of a secondary school that knows no sinking label and categorization. Mangena (2021) posits that the teaching approach in the 21st century is quite different from the former centuries. Mangena (201) claims that the approach in teaching within the 21st century embraces a thought that secondary education or schooling should ensure that a significant majority of learners within and outside the classroom are significantly improving rather than enormously degraded (Levin 2011, Southey 2012). The 21st century education system responded to the demands that learners in the current age must function in a dynamic, encouraging, and incredibly cherishing educational atmosphere in order to achieve consistently excellent performance in school. The school environment in caring educational institutions encourages teachers to portray calmness in order to keep anxious learners calm and focused on their learning.

This then creates an energised learners with motivated attitude and can further stimulate creativity among learners. This is considering that a school environment that fosters mental peace and care to learner's influence learners to develop the sense of belong and passion for that school and therefore manoeuvre themselves in a way to achieve the aims and objectives of such school. According to Coetzee, Van Niekerk, and Wydeman (2011) where secondary school scholars in a caring school are being taught competently, productively and efficaciously, they are likely to maintain the moving nature of their institution (Bodibe 2012, Memela 2012, Kumalo 2021). Mangena (2021) reasons that the distinction between sinking and moving education institutions is in terms of how each respond and reacts to opportunities and challenges of instructional practices. Evidently, to a great extent caring education institutions are likely to be decolonised due to their operational spaces being free from colonial entanglements of the 20th century. In addition, the degree of institutional stability in caring secondary schooling could enable the momentum of that education institution being a moving secondary school. The same could be the degree of its organisational harmony (Kumalo 2021).

The analysis of literature defines drowning education institutions as those whose scholar performance and results are consistently poor in comparison to those at caring and moving education institutions. The latter is well-known for its outstanding academic performance and results (Tsie 2024). According to Olivier (2012) and Owen (2015), secondary schools that consistently struggle with academic performance are likely to be less trusted by both internal and external stakeholders. Literature review points out that caring and moving secondary schools are capable of mending broken scholars psychologically and spiritually (Equal Education 2018, Meador 2019). This they do through embracing socio-emotional learning wherein where possible they integrate artificial intelligence to incite personalised teaching and learning in an education institution. An education institution that practises personalised learning is likely to continue to operate within a fraternal teaching and learning atmosphere so vital to the successful learning by all scholars. This is one of the hallmarks of a caring and moving secondary school. Personalised teaching and learning in education institutions, ascertain that derelict of teaching duties by educators together with derelict of learning responsibility by scholars never occur in secondary schools. What makes caring and moving education institutions to stand out in an enterprise of schooling is because they are able to avoid being crisis-riddled educational organisations. In addition, caring and moving secondary schools do enjoy a brilliant corporate governance culture within their internal and external stakeholders.

Notably, such education institutions do frequently apply their good corporate governance culture and brand to remain stable and persist to experience inherent harmony that facilitates their sustainable performance and their scintillating learner results. Literature review is not mute on the point that normally, caring and moving education institutions are fortunate to attract scholars that are studious and at the same time likely to remain teachable inside a classroom. This is praiseworthy because excellent and scholastic performance of learners originate in an education institution's classrooms (Gqirana 2016, Juan and Visser 2017). According to Ramrathan (2017), a literature review reveals that caring and dynamic schools do not prioritise the personal interests of individual members over those of the overall educational organisation. This may equate to holding schools and the country hostage. Review of literature reveals that caring and moving education institutions are naturally resilient in educational pursuits and are known to be preferring action over idle talk. Implicitly, idle talk and laziness could be associated with sinking education institutions. Educational service of caring and moving secondary schools to the scholar population is largely recognisable. Apart from producing exquisite scholar results which make almost everybody to salute caring and moving education institutions, such education organisations do uplift their community of scholars through innovation and encouraging problem identification and resolution.

That is why, such schools become change-makers in their own right and are ever poised to remain leading education provides (Nowicid 2024). This portrays caring and moving education institutions to have an image of leading a community of scholars entrusted to them to a better and hopeful future (Zhu et al. 2011). Of peculiar nature is that caring and moving education institutions continue to redefine performance and results for individual learners and for their educational organisation in its entirety (Mangena 2021). The review of literature divulges that in caring and moving schooling there is the subjugation of the culture of laziness by whoever institutional incumbent there. In addition, caring and moving education institutions are renowned to be guided by viable and efficacious remedial lesson policies whose sole purpose is ascertaining that not a single scholar is left behind as regards mastery of scholastic work. Furthermore, caring and moving education institutions are frequently never bereft of any ethics, solidarity and empathy necessary for the continued support and care of scholars under the tutelage of an education institution. Because of the existence and prominence of the aforementioned characteristics of caring and advancing schools, it is unusual to find a learner who enjoys referring to herself as a great or excellent learner. Students in such schools accept themselves as learners who must engage in friendly and customised learning, which shows reciprocal empathy in order to maintain the school they attend above all others in terms of caring and moving forward with feasible performance as an institution and consistently brilliant learner results.

The effect of the articulated position is that taking care and evolving schools rarely undergo a massive leadership ineffective in their ranks due to incapacity to and leadership vacuum, which plague a variety schooling institutions such as sinking ones, are simply

unwelcome in their operational environment (Sipuka 2024). A review of the research reveals that, just as remarkable academic pupil-performance is always expected in caring and moving schools, the individuals tasked with producing those mouth-watering scholarly outcomes are always made a vital element of the necessary results to be created. That is why the primary focus on collaborative learning is supported by a sense of scholar solidarity and empathy. The literature review emphasises that any sort of marginalisation of academics in caring and progressive education institutions is foreign (Lee 2023). Given that good school learner results in caring and moving secondary schools begin in the classrooms of education organisations, it stands to reason that where learners within a classroom are privileged to socialise and engage with compassionate and caring teachers, that educational partnership could quickly contain perpetual learner poor performance and replace it with long-lasting and brilliant learner achievement. A literature review reveals that it requires a nurturing and passionate teacher to transform regular learners in a regular secondary school into extraordinary learners, whose academic success is ever outstanding and continually create a scholar's school as caring and advancing (Masondo 2015, Kumalo 2021).

According to a literature review, the complex nature of schooling creates a situation in which some schools continue to endure the stigma of dysfunctionality and inadequate performance by improving from their foundation and abandoning the reputation of a sinking school in favour of one that is caring and advancing. This indicates that the type of branding or image that a school is recognised for may usually function for that school in regular circumstances. The review of studies reveals that, in addition to the character of a school's brand, the type of enabling schooling environment at the school may help promote the flourishing of an educational institution and obtaining the label of an empowering and dynamic school. According to the literature, the multitude of characteristics present in a school are the reasons and causes of an academic organization's compassionate and dynamic nature. One distinguishing quality of a caring and forward-thinking school is its ongoing pursuit of great academic accomplishment for both learners and its staff (Sobuwa 2021). Teaching and learning at caring and progressive schools continue to be distinctive and effective in resulting in scholars' brilliant results. Such is the characteristic of caring and dynamic educational institutions (Lara 2018).

Lee (2023) advises teachers to take a step back and reconcile with themselves while they are working hard, caring, and going forward. This occurs as impressive institutional performance and academic accomplishments have decreased. Caring and responsive educational institutions are recognised for making time to reflect on the progress they have achieved in their previous educational journeys, learn from them, and be encouraged to strive for even better scholar performance and outcomes. The literature review presents caring and moving educational institutions as having healing ability. This is the type of strength that motivates such educational institutions to quickly recover after a setback in both institutional performance and outcomes. Caring and moving educational institutions strive to build equilibrium among themselves by cherishing virtue, overcoming challenges, and constantly protecting their reputation as high-achieving academic schools (Zwane 2021). Such educational institutions are capable of enjoying the present and all that it has to offer, rather than continually reacting to issues, some of which may lead to an education institution underdelivering. According to the literature review, caring and moving educational institutions are determined in declaring themselves without matters that can deprive them of their effectiveness, performance, and bright student outcomes, all of that are part components of fraternal and optimistic educational organisations (Olivier 2012, Sobuwa 2021). In this paper, the study of literature on sinking, caring and moving education institutions was mainly carried out from the perspectives of the RCL and teachers that serve in the SGC committee.

This paper examines what it takes to emerge with a caring and moving education institution from the initially sinking one whose scholar results were deplorably low from the perspectives of teachers serving in the School Governing Body (SGB) and the Representative Council of Learners (RCL). The second objective relates to diminishing sinking education institutions in view of their potential to descend a school into an underachieving mode. On the basis of that, the research question guiding this paper is: *how long does it take a sinking education institution to be turned around into a caring and a moving education organisation?* Scholar studiousness suggests that where pupils are conscious of the fact that they school for themselves and not for anybody else, they are likely to passionately be curious about their studies without being put under duress by their co-scholars and other stakeholders (Meador 2019, Mokgathe 2024).

2. Methods

The nature of this study is premised on qualitative case study. The design of this paper was determined by the problem that this paper seeks to solve, which is to transform a sinking school into a caring and moving one. Furthermore, the paper's objective, which is to evaluate what it takes to emerge with a caring and moving education institution from an initially sinking one with deplorably low scholar results, necessitates that the paper use a qualitative research paradigm rather than a quantitative one. The choice of qualitative technique was also influenced by the fact that the article is based on Interpretivism and the Learning Organisation Philosophy (Moloi 2005). The researcher identified a need to build an interaction between the two theoretical viewpoints that underpin this paper and the qualitative approach as the primary research methodology. Combining the three aided greatly in demonstrating concerns about how the development of a caring and moving education institution from a sinking one must be understood through the lenses of teachers serving on the School Governing Body and scholars serving on the Representative Council of Learners (Clark 2010, Equal Education 2018). The researcher used the theoretical views indicated above to examine what it takes to become successful with a caring and moving education institution from one that was originally sinking.

The prevalence of sinking educational institutions is an alarming problem that requires response particularly as it deprives secondary schools of the ability to be caring and moving education institutions recognised for bright learner performance throughout the times. The researcher employed interpretivism and the Learning Organisation Philosophy to understand what characterises a caring and moving education institution from the viewpoint of teachers' and students' representatives on the School Governing Body. The qualitative research paradigm, Interpretivism, and the Learning Organisation Philosophy were combined to maximise the effectiveness of all three perspectives in order to fully understand the burning discourses about a student performance as seen through the lenses of teachers and students serving on the School Governing Body (Ramrathan 2017). Integrating all three allowed the researcher to gain a thorough knowledge of how, notwithstanding many years of freedom, South Africa still has many instances of sinking education institutions when caring and moving education institutions are required. Such extensive knowledge was more clearly required in order to work from an educated stance about what exactly constitutes a sinking education institution as opposed to a caring and moving one. The researcher conveniently sampled six secondary schools from one of the circuits in Waterberg districts, and each secondary school

had a teacher representative in the School Governing Body and a Chairperson of the Representative Council of Learners (RCL) as research participants.

In order to conclude this section on the study design, it is necessary to state that the narrative inquiry and interviewing procedures were used to gather data for this paper. To be more specific, secondary school teacher representatives participating on the School Governing Body and the Representative Council of Learners were given a platform to narrate from their point of view what defined a sinking as well as a caring and moving educational institution. Furthermore, teachers and students' representatives were allowed to share what they saw as the solution to the existing sinking education institutions, which are well-known for their chronic poor performance rather than widely recognised for their caring and moving education institutions that consistently produce brilliant scholar performance and results. Interviews with study participants who offered narrative inquiry were done to confirm and triangulate the gathered data. In all, twelve study participants took part in interviews on sinking vs caring and moving education institutions in terms of sparkling scholar performance and results. Interview replies were audiotaped for transcription later on. Both the narrative inquiry and the interviewing approach proved to be quite useful in terms of obtaining information related to the absence of evolution by some sinking educational institutions that are transforming into caring and moving education organisations (Meador 2019, Motshabi 2024).

3. Results

The findings presented in this paper are relevant to the research topic, which is an assessment of what it takes to emerge with a caring and moving education institution from an initially sinking one whose scholar results were deplorably low from the perspective of teachers serving on the School Governing Body and the Representative Council of Students. The conclusions are based on the examined data, which were obtained using the narrative inquiry and interviewing techniques. The responses of the 12 research participants were evaluated in terms of replacing sinking educational institutions with loving and moving ones, according to teacher and student representatives. As part of sharing and discussing the findings in a clear and ambiguous manner, the 12 research participants interviewed in this paper are referred to as Respondents A through F, representing teachers working on the School Governing Body, and Respondents G through L, representing scholars.

This was done to safeguard the true identity of the research participants. Paying attention only to teachers serving on the School Governing Body and the Representative Council of Learners should not give the impression that when it comes to turning sinking educational institutions into caring and moving ones, it is always educators and students who are the catalysts. Sinking educational institutions are presumably the result of a variety of circumstances and conditions. However, given the setting of this work, it was necessary to focus on the opinions of teachers and academics on the establishment of caring and moving educational institutions. Considering that scholar performance of education institutions has been debated from various angles such as the principal's leadership role, teacher leadership, among others, the researcher thought that it was necessary to discuss it at this point to the distinctive perspective of educators serving in the School Governing Body and students who serve as members of the Representative Council of Learners (Lara 2018, Meador 2019, Rush et al. 2019). Interpretivism and the Learning Organisation Philosophy, in conjunction with the qualitative research paradigm, have been significantly useful in aiding with data analysis to yield these results. The findings and discussion for this study are as follows: battering trust with stakeholders, minimum derelict of teaching duties, minimum derelict of learning responsibility, subjugating culture of laziness, available remedial lesson policy and experiencing less gaping leadership void.

4. Discussions

4.1 Battering trust with stakeholders

Educational institutions of the 21st century thrive when receiving sufficient support from their stakeholders. Literature confirms that there are education organisations that persistently pull hard in terms of yielding scintillating scholar performance and results. In most instances, the trust factor between those education organisations and their stakeholders could be a contributory variable (Bernstein and McCarthy 2011, Modiba 2011, Mgxashe 2011, Mueller 2011). Battering of trust between education institutions and their stakeholders could spoil everything pertaining to the two continuing to work together cooperatively for their mutual benefit. On this matter, Teacher L of School E complains that *“not many institutional incumbents notice the indisputable truth that the battering of any trust between education institutions and the society is a recipe for dismal performance and results by schools considering that mutually beneficial trust is a tonic for eradicating poor results by education institutions”*. RCL Chairperson K of School A reminds that *“maintaining an enabling trust between stakeholders and education institutions has to be a way to go in case genuine efforts are to be directed to the elimination of perpetual lack of caring and moving education institutions in our society, something that promotes the unwelcome prevalence of sinking education institutions”*. The implication is that education institutions could divest themselves of being sinking secondary schools to become caring and moving education institutions upon ascertaining that there is no battering of trust between them and their stakeholders. Evidently, trust between stakeholders and education institutions is worth treasuring at all times due to its irreplaceable role to the good performance and scintillating scholar results where it prevails (Clarke 2009, Equal Education 2018, Kumalo 2021).

4.2 Minimum derelict of teaching duties

Although all learners have the constitutional right to education, at times pupils snub and violate that right by resisting teaching. That state of affairs is worsened by members of the teaching personnel that practice derelict of duty. Derelict of duty by teachers easily descends an educational organisation into a dysfunctional and an underachieving education institution. The review of literature has unveiled that in the main in sinking education institutions, scholars are not always teachable. That complicates the matter considering that in that context, an education institution battles with problems resulting from teachers and others emanating from learners. That is why one of the research findings in this paper reveals that in the caring and moving education institutions, there is likely to be minimum derelict of teaching duties. This research finding is being supported by an RCL Chairperson G of School C who reports that *“I am more than fortunate to take schooling lessons from a caring and a moving education institution where the rate and degree of teacher neglect to their duties is very minimal in comparison to what we are hearing occurring in sinking secondary schools where teacher derelict of duties is like a way of life”*. A teacher representative D of school E contends that *“I have been embracing a culture of neglecting my*

teaching duties owing to operating in a sinking secondary school and I became a transformed teacher immediately I was affected by redeployment and rationalisation process where I joint a caring and a moving education institution where the practice of a derelict of duty by a teacher was an alien culture and I am remaining a teacher with no derelict of duty in my new operational space". On the basis of the utterances of the research participants, the unpleasant practice of derelict of duty by teachers is associated more with the sinking secondary schools than with the caring and the moving education institutions. Literature reviewed advises that in an educational institution, a challenge has to be identified and processes be put in place to formulate solutions based on the cause of that problem (Clarke 2009, Fomunyam 2017, Meador 2019). In this context, a problem is a sinking education institution itself that ferments a practice of the derelict of duty by teachers and a durable solution is quickly turning around a sinking education institution into a caring and a moving secondary school where a practice of a derelict of duty by teachers shall have no space.

4.3 Minimum derelict of learning responsibility

Being a scholar at an education institution has to imply that a learner shoulders a responsibility for her learning. In an event where as a scholar one wants to advance to the next level at the end of the year yet one is not prepared to create a sufficient space for learning, then that becomes contradictions (Nowicidi 2024). Motshabi (2024) reports that execution of teaching activities at the education institution without being accompanied by the concomitant learning activities by scholars become incongruent. Adequate delivery of an educational service to scholars has to trigger constitutional and scholar performance. On the expressed matter, Teacher representative F of School F stresses that *"my two decades at the secondary school level has alerted me to the reality that sinking education institutions continue to destroy and ruin the future of countless scholars due to lack of the culture of learning by scholars there, something which purely leads to the entrenched culture of the derelict of the learning responsibility by almost every scholar receiving instruction at the sinking education institution"*. RCL Chairperson I of School B contends that *"sinking education institutions which could be perpetual underperformers are likely to find it difficult to quickly counter their experienced underachievement in comparison to caring and moving education institutions which arguably by virtue of being used to performing, could be wise and experienced enough on what went wrong in the past, which led to the set-up of underachievement which in no time requires that an education institution, turns around from a sinking secondary school into a caring and a moving one"*. The expressed views by the research participants, emphasise the need for education institutions, this 21st century of being able to intervene as part of resolving their witnessed underperformance difficulties orchestrated by the derelict of learning responsibility by scholars. That is why, Mkhabela (2011) and Ramphela (2011) are emphatic that in the 21st century, education institutions need to be populated by scholars who are averse to the practice of derelict to learning responsibilities. Finally, Modiba (2012) and Juan and Visser (2017) articulate that overcoming the emergent practice of derelict of learning responsibility by scholars in education institutions has to be countered sooner rather than later to prevent it from taking roots. Derelict of learning duties by scholars is simply anti-development and therefore deserving no flourishing space.

4.4 Subjugating the culture of laziness

Caring and moving education institutions contrary to sinking ones are able to overturn underachieving secondary schools through mending broken psychological and spiritual mentality of incumbents. This enables amongst others the lifting of their emotional strength to be ready to have their laziness habit being supplanted with the industriousness spirit which is essential in terms of ever galvanising everyone to contribute to the achievement of the mandate of an education institution (Arden 2013, Botha 2017). Furthermore, caring and moving education institutions are also able to reset the organisational confidence of almost all the internal stakeholders for the continued good performance of an education organisation due to reversing the perturbing laziness culture. That is why one of the research findings in this paper relates to the caring and moving secondary schools being characterised by the inclination of subjugating the culture of laziness prevalent within the incumbents of an education organisation. On this matter, Teacher C of School E narrates that *"having more than three decades as a classroom teacher within five distinct secondary schools, I have rarely witnessed secondary school incumbents being willing and enjoying to stop working at cross purposes, something which dominates in nearly all the sinking secondary schools of this world and which confirms that the culture of laziness is simply at its highest level and persists to gag the ushering in of a caring and moving education institutions"*. RCL Chairperson H of the same school reiterates that *"talking and acting unity-of-purpose to subjugate laziness that has taken roots within the school members, ranging from teachers to learners, is more said than done, something confessing that internal stakeholders in secondary schools do not easily pull in one direction with much of what they involve themselves in and this in itself consolidates the existence of sinking education institutions"*. The responses of the research participants are painting a bleak picture of how much sinking secondary schools are still plentiful due to delay in completely eliminating a culture of laziness characterising myriad sinking secondary schools to reconfigure the sinking education institutions into the caring and the moving secondary schools (Mahlati 2024). Mabote (2008) and Ramrathan (2017) remind that every educational institution prescribes for either its greatness or otherwise through the manner of consistently galvanising institutional incumbents to work hard for the caring and the moving secondary school as against the sinking one.

4.5 Available remedial lesson policy

The heterogeneity of scholars in education institutions calls for diverse interventions especially for struggling learners the majority of those could be found in sinking secondary schools (Lee 2023). Normally, caring and moving education institutions are likely to be advanced in terms of how they service their struggling scholars in comparison to sinking secondary schools, the bulk of which could be without excellently coordinated remedial lesson policies. Education organisations with dependable and sustainable intervention measures for scholars pulling hard with their studies are associated more with caring and moving secondary schools than with the sinking ones. The reason is because, the latter are likely to battle to self-rehabilitate when distressed, on the basis of a number of factors one of which is less commitment and less duty-conscious by the majority of its internal stakeholders.

That is why Turner (2000) and Bambalele (2019) proclaim that sufficiently dedicated internal stakeholders have to be deployed to sinking education institutions to pick up the level of educational delivery there to resemble that offered in caring and moving secondary schools. This resonates with one of the findings in this paper which is about caring and moving education institutions possessing readily available remedial lesson policy to guide their remedial-related practice. A teacher representative E of School B advises that *"in many secondary schools, underachievement of scholars is amongst others ascribed to failure to subject struggling scholars to well-*

coordinated remedial policies that stand to lift those scholars to the required level of the gifted scholars in education institutions". RCL Chairperson J of School B emphasizes that "it is not impossible to get rid of all the sinking secondary schools upon ascertaining that they all adopt features of caring and moving education organisations that persistently expose their struggling scholars to well-planned and implemented remedial policy lessons than overturns an underachievement mentality in struggling scholars and replace it with achievement mentality resembling caring and moving education institutions".

The expressed views or research participants explicitly suggest that since it is scholars who create caring and moving education institutions, in the 21st century, those scholars have to be treated differently and heterogeneously compared to their predecessors with regard to the improvement of institutional performance and results by scholars. This stands to enable scholars to enliven the schooling set-ups, where the bulk of teachers populating those education institutions normally lament lack of participation of scholars in their own schooling activities. Modiba (2012), Gae (2016), Gqirana (2016) and Lara (2018) sum this spectacularly, when observing that nowadays, with remarkably enforced remedial lesson policy, scholars from sinking secondary schools could perform as good as those from renowned caring and moving education institutions. Ramphele (2011) and Botha (2021) attest that, yes indeed remedial lesson policy being operationalised with passion and vision can work wonders with every scholar despite the nature of a secondary school, be it a sinking or a caring and a moving education institution.

4.6 Experiencing less gaping leadership void

Few educational institutions are able to underperform this year and quickly turn the tide in no time. This is one attribute that sets apart caring and moving education institutions from the sinking ones. Southey (2012) and Omar (2019) remind that by virtue of experiencing sustainable and impactful head-teacher leadership, caring and moving secondary schools are able to rise from their ruins, implying quickly restoring impressive scholar performance and results where scholar underperformance together with poor institutional results were becoming a usual way of life. It is no secret that where unsustainable institutional leadership is commonplace in an education institution, reconfiguring a sinking secondary school into a caring and a moving one could take long to accomplish. That is an unpleasant state of affairs, considering that the absence of core institutional leadership makes an education institution to become a liability other than an asset for the educational clients. Quality head-teacher leadership is necessary to reverse the mentioned state of affairs which in most cases is associated with sinking secondary schools. Hence one of the findings in this paper unveils that caring and moving secondary schools are capable of rolling institutional underachievement coupled with poor scholar results. Teacher representative A of School F narrates that "*strong head-teacher leadership is everything especially in terms of assisting a sinking secondary school to become a caring and moving education institution characterised by brilliant institutional performance and scintillating scholar results*". RCL Chairperson I of School D narrates that "*it is a point beyond dispute that head-teacher leadership has a potential of motivating teachers to honour their lessons daily without being reminded and getting every scholar to be sufficiently dedicated to he studies to enable an education institution to pride itself to be a centre of academic excellence when scholar results are being unveiled, something that prevents the monotonous scholar grade repetition*". The articulated optimism by research participants, who are teacher representatives serving in the School Governing Body and the Representative Council of Learners over head-teacher leadership and the conversion of sinking education institutions into caring and moving secondary schools, comforts that where there is strong leadership, institutional performance and results improve. Bernstein and McCarthy (2011), Fomunyam, (2017), Equal Education (2018) and Sobuwa (2021) contend that the difficulties associated with sinking education institutions remain surmountable with the necessary strong, impactful and sustainable head-teacher leadership in place.

5. Conclusions

As demonstrated, both the evaluation of literature and the theoretical frameworks behind the paper fulfilled a substantial role in discussing the paper's conclusions. Furthermore, the narrative inquiry and interviewing approaches, as well as the two selected theoretical perspectives, interpretivism and Learning Organisation Philosophy, granted greater opportunity for the whole paper to be observed and understood. Small wonder that among others, findings revealed that education institutions that are not battering their trust with stakeholders, find it less difficult to turn around from a sinking education institution into a caring and a moving one. Finally, the absence of a gaping leadership void in education institutions enables them to reconfigure from the sinking education institutions into a caring and moving ones. The conclusion arrived at in this paper, is largely, being informed by the perspectives of teachers serving in the School Governing Body and the RCL as regards a sinking, caring and moving education institution. The foundation of these recommendations is the discussed findings which are as follow: there is a need for sinking education institutions to share warm disposition and be friendly with everyone to successfully become caring and moving secondary schools. Education institutions need to encourage the containment of the derelict of learning responsibilities by scholars and derelict of teaching duties by educators. Furthermore, subjugation of the culture of laziness prevalent in sinking education institutions deserves double dedication for its obstruction if sinking secondary schools are to be overturned into caring and moving secondary schools. Moreover, there is a need to take remedial lesson policies very seriously in both sinking, caring and moving education institutions so that available struggling scholars there are lifted to the standard of their gifted peers for continuous scintillating performance and results of their education institutions. Finally, there is also a need for every education institution to experience less of gaping leadership void. This shall serve to underscore the power and impact of head-teacher leadership to the stability, harmony and persistent good performance and scintillating results by scholars. This is vital in regard of the schools that continuous underperform and are regarded as sinking public secondary schools especially in Limpopo Province, South Africa.

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