

Enhancing interest in active citizenry through democratic governance of schools, stakeholder participation and strong partnerships

by

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DECLARATION

Student number: 444-900-54

I declare that **“Enhancing interest in active citizenry through democratic governance of schools, stakeholder participation and strong partnerships”** is my own work. All the sources that have been used or quoted have been listed and recognised by means of comprehensive references.

Signed: 
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10/12/2022

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ABSTRACT

The South African government has identified parent and community involvement in children's education as one area which has the potential to impact education outcomes positively. International and local research confirms the critical role of parents in their children's education in order to maximise learning outcomes. School governing bodies (SGBs) have been established by government to address a number of school matters for the smooth running of public schools. Numerous scholars and organisations concur that the mammoth task bequeathed on the SGBs cannot be fully realised without the active participation of all relevant stakeholders and communities with vested interest in education.

This study explored the democratic governance of schools, stakeholder participation and establishment of strong partnerships in South African public schools, North West Province-Dr Kenneth Kaunda District. It focused on SGB executive members, principals as representatives of the Head of Department, and chairpersons of SGB committee of six institutions. The study was conducted using six case studies with pseudo names. The executive members comprised of the chairpersons, secretaries, treasurers and included the SQLTC chairpersons. The aim of the study was to determine the role of governors on enhancing interest in active citizenship of education stakeholders and strengthening partnerships in their communities and the wider society in South African public schools.

The study used qualitative methodology in the form of conducting interviews and doing document analysis. The study has revealed that despite an enabling policy environment that mandates democratic participation by parents and communities in schools as partners both in their children's education and in school governance and management, effective participation of parents, stakeholders and community in education is dwindling. It was also evident from the interviews that the training offered on an ad hoc basis was insufficient to address their gaps. Furthermore, accountability and skills audit are not normalised in schools including regular self-assessment to inform election or re-election, co-option of SGB members, and training needs and relevant topics or programmes to close the existing gaps.

It was disappointing to discover based on the few schools that participated in this study, that the initiatives taken by our government and the education sector to redress active participation of parents and other stakeholders such as business, were ineffective. This is despite the developed framework that encourage and guide schools on engaging with parents and communities to work together to maximise learning outcomes and learner achievement. However, unless relevant and implementable policies are put in place to this effect, never will there be active community and stakeholder participation in the governance of all schools.

Faint definition of terms like stakeholder, community and community participation can have a great bearing on the success and evaluation of any intervention program implemented to enhance stakeholder and community participation. Public participation framework, social capital and governance are issues that still need to be critically looked at in order to improve governance. Non-governmental organisations with long experience and expertise in strategies and techniques for mobilising communities can play a significant role in the effectiveness of SGBs in enhancing stakeholder participation and strengthening partnerships in schools.

This study also revealed that the constitution of the RSA and related school policies were not effectively implemented by SMTs, internal school monitoring and evaluation functions were not carried out as expected by SGBs.

In conclusion, this study presents practical solutions to the identified gaps in this study. It also suggests flexible proposals that pinpoint the steps that schools and the department need to take to encourage more active and evocative participation by internal and external stakeholders including the business sector. Skilful and highly capacitated SGBs turn out to be the fulcrum for participation of communities in the education of their children. Therefore, regular evaluation of the training provided should be done in order to maximise individual contribution of SGB members, as well as track progress on the performance during follow-up visits to schools. How the SGBs are able to achieve community and stakeholder participation can thus be drawn from this paper.

KEY TERMS

Democratic governance; cooperative governance; effective governance, stakeholder participation; collaboration; capacity building; strategic planning, oversight monitoring, support, and accountability.

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ABBREVIATIONS AND ACRONYMS

AAPR	Annual Academic Performance Report
AFS	Audited Financial Statement
AGM	Annual General Meeting
AICD	Australian Institute of Company Directors
ANC	African National Congress
COC	Codes of Conducts
COSATU	Congress of South African Trade Union
COVID-19	Corona Virus Disease-19
CSVSR	Centre for the Study of Violence and Reconciliation
DBE	Department of Basic Education
DfE	Department for Education
DoE	Department of Education
DPO	Disabled People Organisations
ECF	Education Collaboration Framework
EFA	Education for All
EFT	Electronic Funds Transfer
EMGD	Education Management and Governance Development
ERA	Education Reform Act
FBO	Faith-Based Organisations
FEDSAS	Federation of Governing Bodies of South Africa
FIN-COM	Finance Committee
GBV	Gender-Based Violence
GDP	Gross Domestic Product

HEI	Higher Education Institutions
HIV/AIDS	Human Immuno-Deficiency Virus Infection and Acquired Immune Deficiency Syndrome
HOD	Head of Department
HR	Human Resource
HSRC	Human Sciences Research Council
IGSS	Institutional Governance and Support Services
IMGS	Institutional Management, Governance and Support
LEA	Local Education Authorities
LSEN	Learners with Special Education Needs
LSPID	Learners with Severe to Profound Intellectual Disability
LTSM	Learning and Teaching Support Material
MEC	Member of the Executive Council
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NEDLAC	National Economic Development and Labour Council
NEEDU	National Education Evaluation and Development Unit
NEPA	National Education Policy Act
NGO	Non-governmental organisation
NNSFSF	National Norms and Standards for School Funding
NPC	National Planning Commission
NPO	Non-Profit Organisation
NQLTC	National Quality Learning and Teaching Campaign Steering Committee
NSNP	National School Nutrition Programme
NW	North West

NWED	North West Education Department
NWSEP	National Whole School Evaluation Policy
OECD	Organisation for Economic Co-operation and Development
PED	Provincial Education Department
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
QLTC	Quality Learning and Teaching Campaign
RCL	Representative Council of Learners
RSA	Republic of South Africa
SA	South Africa
SADTU	South African Democratic Teachers Union
SAPS	South African Police Services
SASA	South African Schools Act, 1996
SDG	Sustainable Development Goals
SDP	School Development Plan
SES	Socio-Economic Status
SG	Superintendent-General
SGB	School Governing Body
SIAS	Policy on Screening Identification Assessment and Support
SIP	School Improvement Plan
SMT	School Management Team
SQLTC	School Quality Learning and Teaching Campaign
SSE	School's Self-Evaluation
TIMSS	Trends in International Mathematics and Science Studies
UNESCO	United Nations Educational, Scientific and Cultural Organisation

UNICEF United Nations International Children's Emergency Fund

WSE Whole School Evaluation

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction and background

This chapter introduces the research context, outlining how school stakeholder involvement in democratic school governance can boost student engagement in civic life. The study's justification, research question, and primary and secondary objectives follow. The definitions of terms, the parameters of the study and its restrictions and caveats are then discussed at length. Finally, the chapter is summarised, and the study's overall findings are presented. Since the country's democratisation in 1994, significant progress has been made in including affected parties in policymaking processes. For a key instrument for the social, economic, technological, and political development of any nation, education has also been included in this liberated view (Abebe, 2012:1; Firdisa, 2009:2; UNESCO, 2005:94).

Explicit guarantees of representative and participatory democracy, accountability, transparency, and public involvement can be found in the Constitution of South Africa (RSA, 1996). The document assures the populace that their democracy is both representative and interactive (Lewis and Naidoo, 2004:102). Parents, as well as internal and external stakeholders, are encouraged to be involved in education decisions through various mechanisms, including the National Education Policy Act (NEPA), the National Development Plan (NDP), and the Action Plan to Realize Schooling 2030 by 2019. Through School Governing Bodies (SGBs), SASA ensures that parents have a voice in schools' decision-making and policy-making processes. The most significant factor in a country's economic growth today is education (Ayalew, 2009:9, Derebssa, 2009:3). According to the World Bank (2010:45), families with higher levels of education tend to have fewer and healthier children and have a higher standard of living.

Many people believe that the key to societal and economic progress lies at the heart of education transformation: increased stakeholder involvement in school governance. Students' voice in school administration extends beyond simply electing representatives to include a say in policy formation. In accordance with the Quality Learning and Teaching Campaign (QLTC) mandates in the South African education system, parent and community participation in school governance is an essential ingredient in building democracy and fostering active citizenship. Furthermore, parents and the broader community are more likely to care about a school's inputs and outcomes if they have a say in shaping those processes. Everybody who works in a school or other educational institution, including teachers, trainers and administrators, has a duty and the right to have input into the learning that takes place in their institution. One of South Africa's most cherished ideals is the creation of mutually beneficial partnerships between schools and the communities they serve (Naidu, Joubert, Mestry, Mosoge and Ngcobo, 2016:128).

Communities with high concentrations of single parents, working parents, orphans (as a result of the HIV/AIDS pandemic), and child-headed families present unique difficulties for many students. They bring mental, physical, and social issues to the classroom with them, limiting their potential for success. Broken homes, drug, substance, and child abuse, violence against women or domestic violence, child rape or molestation, incest, vandalism of schools, which also occurs during service delivery protests, gangsterism, and other criminal activities all have a negative impact on learner performance and undermine the school's efforts to ensure the holistic development of a child. "Stressors from living in these unstable environments are bound to affect children's functioning in the school," write Anderson-Butcher and Ashton (2004:39). Because of this, the principal, as the head of the institution, is responsible for establishing and nurturing a wide range of partnerships by identifying relevant, value-adding stakeholders, forming partnerships, and collaborating with other key social partners, organisations and agencies to address existing problems and improve teaching and learning.

Schools are often centrally located in their communities, making them a prime target for community wide initiatives to boost student achievement, social status

(including the number of families in which children serve as primary breadwinners), and disciplinary practices. However, many school leaders appear to be unaware of these opportunities; so, they are not fully exploited. Additionally, there appears to be a dearth of research on school partnership and networking, with little conducted to investigate whether or not there are relationships between schools and communities, what strategies schools employ to utilise businesses, social partners and alumni to plough back into their communities fruitfully, or how schools serve surrounding communities beyond merely educating the children who attend them. Naidu et al. (2016:132) note that in some low-income areas, schools are the only sources of hope for the locals.

Since everyone in a society has a stake in the success of schools, everyone should do what they can to help foster an atmosphere conducive to learning. To ensure the next generation of young citizens is ready and able to play their democratic role within their own communities and wider societies, it is crucial for educational leaders to involve relevant stakeholders to actively participate in school governance for the progress along the path of democracy. The school actively seeks out and creates opportunities to work with and for the community through strategic partnerships with local agencies and institutions. People or organisations that work together do so by exchanging favours. In this way, a partner serves to strengthen the weaknesses and enhance the strengths of another. This symbolic bond serves the interests of both parties (Naidu et al, 2016:132). As such, schools must continue to look for and connect with community organisations and social partners that can help them address identified problems and realise desired outcomes.

The White Paper on Organisation and Funding of Schools (RSA,1996), published in 1996, sought to promote democratic institutional management by instituting a school governance structure that gave all stakeholder groups active and responsible roles to promote and encourage diversity of opinion, critical thinking, and group decision-making (Department of Education, 1996:16). This White Paper eventually led to the passing of the South African Schools Act (SASA), Act No. 84 of 1996. To ensure that every school meets the needs of its students, staff and community, SASA mandates that each one have a well-functioning School Governing Body (SGB).

1.2 Statement of the problem

Even though apartheid and colonialism discouraged parental involvement in the governance of South African public schools, Matshe and Pitsoe (2013:649-650) argue that this issue has become the focus of policy and research. As a result, the new democratic system encourages parental involvement as a means of decentralising the educational process. In post-apartheid South Africa, parental involvement has increased, but this trend has not been without challenges. Under the South African Schools Act (RSA, 1996), all schools in South Africa are required to form school governing bodies (SGBs) on which parents make up the majority of voting members (Christie, 2001). Considering the difficulties associated with parental involvement in the past, one might wonder why parents should be involved in education, and more specifically in school governance.

South Africa can literally "take the nation back to school" if it adopts a more responsible approach to school governance. 'Taking the nation back to school' is an important notion for many reasons. The event stands out as a pivotal one in the history of the country's growing civic capacity, extending and expanding upon earlier movements, such as the Freedom Charter movement of the 1950s and the popular movements of the 1980s, which fought for the right to education, housing, and health. It is a great chance for parents to make their way into politics. By participating in school governance, parents can gain insight into the processes, obstacles, opportunities, and benefits associated with shaping educational programmes for their children. This is a chance that must be taken (DoE: vi).

The government is encouraging stakeholder engagement through the QLTC, which aims to have not only school boards but the entire country work together to strengthen the educational system through the establishment of strategic alliances. The QLTC is centred on a dedication to the children of South Africa. Good education is a right that should be afforded to every child. Therefore, it is the responsibility of every citizen to ensure that high-quality education is provided in all public schools so that rising student performance and achievement are not just pipe dreams.

The school boards in the Dr Kenneth Kaunda District of South Africa are not safe from difficulties. For them to do their jobs, they are given the resources, training, and guidance they need. Despite these measures, the North West Education Department (NWED) Province is still having trouble with the building's functionality. With a focus on democratic governance of schools, capacity building of school governing bodies (SASA), section 3) and the promotion of public participation (pre- and post-democracy eras), the study aims to understand participants' perspectives and experiences on the governance of public schools in relation to democratic principles and values as outlined in the Constitution of the country.

This inquiry was motivated by the following question: "Did the NWED investment in enhancing the skills of school boards of governors yield the desired results, as required by Section 19 of SASA?" The study's secondary objective was to inquire into how effectively SGBs ensure that schools adhere to the requirements outlined in SASA No. 84 of 1996. The study also examined national and international reports on the challenges and achievements of stakeholder participation on school governance in terms of raising students' enthusiasm for civic engagement and bettering governing bodies' execution of their constitutional duties in public schools. Finally, the study also explored the post-apartheid initiatives taken by the South African government and the Ministry of the Department of Basic Education (DBE) to address the identified educational challenges brought to light by the research.

1.3 Research questions

Stakeholder participation in democratic school governance has a long history. The following issues persist in most North West Province public schools and were exacerbated by the COVID-19 pandemic:

- poor or no attendance of SGB meetings, including nomination and election meetings;

- lack of recruitment and retention strategies to ensure a good balance of much-needed skills on the governing body and promote good governance (briefly, SGB skills audit before elections is not encouraged/undertaken in majority of public schools);
- needs analysis to inform proper establishment and functional SGB Sub-committees (specifically QLTC to ensure successful partnership);
- the one-size-fits-all SGB induction only programme is still preferred.
- No consultation with schools to determine their training needs;
- no systems in place to ensure robust accountability by SGBs on their legislated roles and responsibilities (no evidence of drafted and implemented year plans/activities as well as monthly/quarterly reports); and
- escalating and unresolved conflicts within the SGB and/or with SMTs due to role confusion (due to lack of training of both SMT and SGB) and disruptions due to service delivery.

Therefore, this study examined stakeholder participation and governance in Dr Kenneth Kaunda district schools.

Perhaps it is important to note that 21st-century school governance is moving toward theories of cooperation, networking, governance, institution building, and maintenance. Stakeholder participation and partnerships in school democracy and quality learning and teaching may be related. The problem statement generates the main research question: *To what extent can democratic school governance in South African public schools, North West Province, strengthen partnerships in their communities and society?*

This research question leads to the following other sub-research questions:

- What are participants' perceptions and experiences with stakeholder participation and partnerships in public schools?
- How adequate is the participants' knowledge and understanding of democratic values in relation to public school governance?
- What skills do stakeholders have in school governance to improve functionality?

- How can active stakeholder participation and strong collaboration with partners enhance school performance?
- What guidelines could the Department of Basic Education implement to increase stakeholder participation and strengthen partnerships in school governance?

1.4 Aims and objectives of the study

The research aims and objectives of this study are to:

- Explore participants' perceptions and experiences with stakeholder participation and partnerships in public schools.
- Investigate participants' knowledge and understanding of democratic values in relation to public school governance.
- Investigate the skills possessed by participants on the governance of schools to improve functionality.
- Explain the impact of stakeholder participation and successful partnership on school performance.
- Suggest guidelines for the Department of Basic Education to increase stakeholder participation and strengthen partnerships in school governance.

1.5 Rationale of the study

Because members leave for various reasons, most SGBs have incomplete structures. I have also seen eligible school members decline nomination and election to the governing body. Most SGB educators are quiet (almost voiceless) and appear to be supporting irregular conduct within the structure rather than helping uninformed parents. The SGB's learners are not actively involved in decision-making as expected. Most departmental officials do not follow SASA Section 19. (2). Social partners are unclear about their school governance roles,

and the SGB subcommittee School Quality Learning Teaching Campaign (SQLTC) is not working. This study examined all the aforementioned opinions.

This research could restore constituency confidence by clearly outlining education stakeholders' roles and responsibilities and increasing stakeholder participation in school governance, which has drastically declined, as shown in the 2015 and 2018 provincial SGB election report on nomination and election meetings. Owing to low parent attendance, some schools had to hold the third nomination and election meeting, which is not required by the provincial SGB election regulations (Vital and Jansen, 2004 cited in Maree, 2007:28).

This study has the potential to make the government of the Republic of South Africa, National and Provincial Departments of Education, and policymakers critically reflect on the value that the SGB structure and other stakeholders are adding to ensuring quality teaching and learning in public schools since the inception of the governing bodies. I hope the academic community will build on my findings and recommendations to improve education in the country. The study also sought to close the gaps outlined in the introduction and background section and ensure a sustainable structure that is highly capacitated, respects the rule of law, operates effectively and efficiently, and has school governors who are accountable to the school community.

1.6 Significance of the study

This study is significant because it aims to provide an improved understanding of the roles and responsibilities of SGBs in public schools. Also, it intends to benefit each person serving in the SGB by empowering them on different skills, functions, roles, responsibilities, accountability levels needed to deliver smooth governance in institutions. Furthermore, it intends to educate everyone with vested interest in education to clearly understand their contribution to educational outcomes. The findings and recommendations of this study will assist the country, provinces, districts, circuits, schools, SGBs, SGB associations and

related partners to improve both the strategic and operational mandates of public institutional governance.

1.7 Limitation of the study

This study is limited to six public schools within Meepong Circuit, Dr Kenneth Kaunda District in the North West province, South Africa. As such, the results cannot be generalised. The results of the study are based on the responses of those participants who were interviewed. Therefore, they cannot be generalised. The recommendations are only applicable to the selected schools. However, they may have implications for other public schools that were not part of this research.

1.8 Definition of key concepts

Simply put, key concepts are mental constructs. Principles, ideas and tenets are generally regarded as the underlying pillars of any given system of thought. Ideas that are central to a field of study are often complex and difficult to define. They are deeply intertwined and share many common concerns. An overarching conceptual approach to subject-specific and interdisciplinary education is made easier with the help of a few key concepts.

1.8.1 Stakeholder participation

The stakeholder participation model for organisational (school) effectiveness derives its tenets from group-interest. In this model, the relationships between the various groups and formations both inside and outside the school are defined in terms of their interests in education and their involvement in the school; each group attempts to protect and advance its own interests (Camarena, 1999:4-5) in Naidu et al study's (2016:131).

1.8.2 Accountability

To be held responsible for one's actions or inactions is a common definition of accountability. It entails explaining one's actions in light of legal responsibilities to the appropriate parties (Van der Westhuizen, 2003:173). In addition, the people who assigned responsibilities in the first place have a right to be informed of how things turned out. Being accountable means that you take responsibility for your actions and are clear on the promises you have made to others (Maile, 2002:326).

To be held to account, as Ndawi and Peasuh (2003:210) point out, one must either publicly display one's accomplishments or admit one's failure. Accordingly, "to give an account" denotes the act of reporting, explaining, or justifying one's actions to another party. Therefore, accountability is a call for efficacy, a pledge to deliver as promised, and a moral obligation to answer to others for fulfilling responsibilities as expected or bearing responsibility for falling short of the mark set by those who entrusted you with responsibilities (Maile, 2002:326). Owing to the division of labour in society, various members of society are responsible for carrying out a variety of tasks. At some point, workers in an organisation or on a programme will have to explain their actions, provide documentation of their progress, and face scrutiny from higher-ups (Verbiest, 2006; Maile, 2002:326).

1.8.3 Capacity building

The training given to public school board members in accordance with subsection 19(2) of the SASA is an example of capacity building (RSA, 1996a). Additionally, it includes training and support for governors who have previously filled similar roles but now require information unique to the SASA (RSA, 1996a:14; Beckmann and Visser, 1997:157).

1.8.4 Collaboration

Working together and taking turns being accountable for the outcomes is what Anderson-Butcher and Ashton (2004:40) mean by collaboration. They further contend that helping a group in need through collaboration entails not only financial contributions but also moral and intellectual guidance. Collaboration, then, is the act of two parties providing each other with assistance. In this context,

"school-community collaboration" refers to a relationship in which the school and the community work together to provide mutually beneficial services.

1.8.5 Cooperation

Cooperate means "to work jointly on an activity," as defined by Sones and Stevenson, Oxford Dictionary in Naidu et al. (2016:130). Cooperation relies on the foundation of trusting, empathetic and helping relationships as well as the presence of environmental factors that encourage people to work together. So, the first step for a school's administration should be to create a climate that encourages involvement from parents and the wider community in academic and extracurricular activities.

1.8.6 Decentralisation

Those members of the school community who were previously excluded from decision-making processes may now be included and their active participation may be amplified through decentralisation, which is the process by which power is transferred from a centralised state office to the school level. Decentralisation, in practice, shifts authority away from the central government and onto lower levels in order to improve resource management and educational quality (UNESCO, 2005: viii). Conceptually, it concerns moves of power from one location or level to another, specifically in the realm of educational institutions (McGinn and Welsh, 1999:17).

1.9 Planning of the study/Chapter outline

An introduction will be provided at the beginning of each chapter of this study. These introductions will provide a summary of the topics that will be discussed in that particular chapter. Following a brief summary of the topics that were covered in the chapter that came before it, the introduction of a new chapter will then move on to discuss the information that will be presented in that chapter. The organisation of the chapters of my research can be seen as follows:

Chapter 1: Introduction and background

This chapter provides a general overview of my study, including an introduction and background, rationale for the study, research problem, research question, study purpose, definition of concepts around which my study will revolve, and an overview of the research design and methodology. Following the conclusion of this chapter, a brief outline of the remaining chapters will be shared, indicating the main topics that will be discussed in each of the remaining chapters.

Chapter 2: Literature review

This chapter will begin by highlighting the literature that has already been reviewed and how I intend to divide my review of the literature. The literature will be presented in an orderly and structured fashion. The chapter will conclude with an overview or summary of the main conclusions that I would have reached based on reviewed literature and empirical data from my research.

Chapter 3: Theoretical Framework

The democratic theory will be used as a lens to view the world of the participants in this study in this chapter. Existing literature will be reviewed, and a structure will be provided outlining how I intend to approach my study philosophically, epistemologically, ontologically, methodologically, and analytically using the chosen theoretical framework. This chapter will be concluded with a summary.

Chapter 4: Research design and methodology

The fourth chapter will provide an in-depth description of the research process in the form of design and methodology used by other scholars on the same topic. Definitions will be defined, research instruments will be discussed, and sampling design and methods will be explained. The chapter will conclude with a summary of the research methodology and design.

Chapter 5: Data analysis and interpretation

Chapter 5 will provide an introduction, the objectives of this study, full details of the research design and methods, ethical measures, sampling techniques, data collection strategies, how participants will be accessed, data collection tools and procedures, dates and settings of collection, data capturing and editing procedures, and the reasons for my choice of data analysis methods.

Chapter 6: Conclusion, discussions and recommendations

This chapter will begin with an introduction, followed by a conclusion and discussion of the main findings obtained in my research, recommendations, and developed conclusions. The following topics will be covered to help you understand the nature of the findings: research objectives, amount of data collected, sample and its characteristics. The main findings from the tables, including trends and patterns, themes and categories in the data, will be described in relation to the research questions. The relationship between the obtained results and the conceptual and theoretical frameworks discussed in Chapter 3 will be shown. Existing gaps will be identified, and recommendations for both the research problem under investigation and recommendations for future research will be highlighted. This chapter's limitations and summary will be evidenced.

1.10 Conclusion

This section will describe the legislative framework that will guide this research, democratic school governance, and an overview of the dysfunctionality and functionality of the SGB and SGB sub-committees. The rationale for SASA, as well as stakeholder (internal and external) participation and the establishment of strong partnerships in the education system, will be emphasised. The primary purpose of this research, as well as its goals and objectives, statement problem, and research questions, will be discussed. Furthermore, this section will indicate and explain the theoretical framework that guides the study, research design; methodology; data collection instruments such as interviews, observations, and document analysis; data analysis and interpretation; and the study's findings and recommendations.

1.11 Chapter summary

This chapter provided a general overview of my study, including an introduction and background, rationale for the study, research problem, research question, study purpose, significance of the study, limitations of the study, definition of concepts around which my study will revolve, as well as an overview of the research design and methodology. A brief outline of the remaining chapters is shared, indicating the main topics that will be discussed in each of these chapters.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The Constitution of the Republic of South Africa (RSA) is a beacon of democracy and section 1 sets out the basic values on which the Constitution and consequently the entire South African dispensation is based. The values in the constitution guide all the thoughts and actions as well as apply to the SGB, every institution and the citizens of the country. Therefore, they should be part of the SGB's daily operations. The RSA as one sovereign democratic state, is founded among others on the following values: human dignity, the achievement of equality and the advancement of human rights and freedoms, non-racialism and non-sexism, the supreme authority of the Constitution, and the rule of law in South Africa (SA) (Oosthuizen, 2008:3). The SGBs need to examine each value to gain an understanding in terms of how they can be embraced in the culture of their institution as they reflect to embrace the fundamental principles that underpin transformation and democracy.

In a school context, stakeholders need to discover and articulate the values they wish to perpetuate and then ensure that there is congruence between values and what happens in the school as a whole. Inside the classrooms, educators have to treat learners and colleagues with respect. Children mirror the behaviour of adults, learners need to be given opportunities to take on roles that require moral responsibility, particularly in meeting the needs of the school. However, they should not equate moral responsibility with passive obedience; learners should be encouraged to develop social problem-solving skills as this will instil the values that underpin non-confrontational interaction, and learners could be encouraged to explore paths in politics, spirituality and religion. DoE (2008b) maintains that values should be expressed and communicated simply and effectively in order for learners to understand their relevance and importance. Also, values in the school context provide direction, guide all actions and activities in the school; empower and motivate all stakeholders; set a standard with which performance

can be measured; embrace key principles, and have transformational power (DoE, 2008b). The following section discusses the four themes under this chapter:

2.2 Theme1: Democratic Governance of Schools and Constitutional Values

This section discusses the democratic values and how they should be used in the school context:

2.2.1 Democracy value

According to the South African Schools Act (SASA) the SGBs main function is to govern schools (SASA, section 16 (1) *Subject to this Act, the governance of every public school is vested in its governing body and it may perform only such functions and obligations and exercise only such rights as prescribed by the Act; and not to manage it (SASA, section 16(3) Subject to this Act and any applicable provincial law, the professional management of a public school must be undertaken by the principal under the authority of the Head of Department.* They are expected to govern the school using available and relevant policies, regulations, circulars and intervention plans. This implies immense responsibility and accountability to these governors.

How is the value of democracy upheld in the school context? SGBs and RCLs are democratically elected by the school community; all school stakeholders are involved in the process of policy formulation, implementation and review; the voices of the school community are heard through meetings, surveys, votes, petitions, suggestion boxes, debates, open dialogues, information-sharing sessions, circulation of minutes and newsletters and open door policy; the will of the members at the school community is heard and respected by the SGB and RCL; and SGB and RCL members are accountable to the school community to leading on a transparent way.

2.2.2 Equality value

In terms of section 9, subsection (1) of the Constitution, everyone is equal before the law and has the right to equal protection and benefit of the law, which includes learners. Sub-section (4) prohibits the direct or indirect unfair discrimination against learners on different grounds. Consequently, measures for dealing with misconduct have to be based on equality and fairness. Mahmud, Mutua and

Valdes (2015) imply that “equality remains under unabated attack, perhaps even more so than ever before”. Wolpe, Quinlan and Martinez (2007) explain that “equality is influenced by many factors, which may disadvantage learners”. They argue that disadvantaged students need “priority assistance” and identify affirmative action plans for empowering students in need.

How is the value of equality upheld in the school context? All kids should have the same opportunities to learn. Whether they attend a school in a suburb, a township, or a farm, all students in those public schools should have equal access to the same resources and personnel. No student should be denied an education simply because of their family's financial situation. A public institution of education also cannot discriminate on the basis of a student's race, colour, religion, culture, etc. Lawsuits challenging the lack of equality in access to, and continuation of public school education have been filed in South African courts in large numbers in recent years (Matukane et al. v. Laerskool Potgietersrus 1996). Among other things, it turned out that the primary school's admission policy only allowed for white students to enrol. Because it unfairly discriminated on the basis of race, Judge Spoelstra ruled that such a provision in the admission policy was unconstitutional (Oosthuizen, 2009:30). In a similar vein, Oosthuizen (2009:30) stresses the importance of not conflating the principle of equality with the idea of differentiation. However, equality does not imply that everyone should be the same, that they should all be treated the same, or that they should all have the same talents and abilities. To demonstrate the differences, Currie and De Waal (2005:233) use the hypothetical situation in which all children receive the same education. They point out the fact that learners with disabilities may need to be taught a different curriculum than typically developing students to achieve equality of outcome-properly educated students.

2.2.3 Non-racialism and non-sexism value

The Constitution's emphasis on the value of "non-racialism and non-sexism" commits us all to redressing the imbalances of the past where people were oppressed or devalued of their race and/gender. It ensures that black and white citizens, men and women have equal treatment. Non-sexism also means that neither females nor males become victims of harassment or sexual abuse.

How are values of non-racialism and non-sexism upheld in the school context?

- Making sure that previously disadvantaged learners get equal access to education.
- Ensuring that previously disadvantaged learners and educators attain equality with their previously advantaged peers.
- Ensuring all educators and learners are free from racial abuse or harassment in school.
- Ensuring everyone knows it is his or her responsibility to make schools safe places of teaching and learning.

All learners, educators and other staff should be protected from sexual abuse. Therefore, all public schools must adopt the National School Safety Framework and, and the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools (NSSF) that will protect everyone, male and female.

2.2.4 Human Dignity/Ubuntu value

This value is similar to the Christian ideal of “love thy neighbour”. The principle of *Ubuntu* is embedded in the concept of communalism, which comprises supportiveness, cooperation and solidarity. Ubuntu is a social contract that originates in the individual family and spread to the entire community as an extended “family” network. *Umuntu ngumuntu ngabantu* literally means “I am because you are, you are because we are. The core values of *Ubuntu* are morality, interdependence, human dignity and human potential. Nafukho (2006) argues that traditional African learning articulates a basic respect and compassion for others in society; it provides the rules for ethical conduct in a community and consists of religiosity (spirituality), consensual building and dialogue.

The preceding qualities listed should be linked to "personal qualities required for effective management," which include, among other things, role modelling in the school and community, strategic thinking and planning, motivation and the ability to empower others to participate in school activities, and skills related to cooperative leadership rooted in Ubuntu (van Deventer, 2013). Educational leaders who work in diverse cultural landscapes must have a sophisticated understanding of the concept of cultural diversity and, more specifically, its management (Collard, 2007; van Vuuren, 2008). As Birkinshaw (2010) suggests, they should be well-informed and transformative public intellectuals, constantly

questioning, critiquing, reflecting on, and interrogating issues of race, class, and gender; embracing diversity while effortlessly rejecting elitism and exclusivity; and serving as examples of moral and ethical leadership (Dantley and Tillman, 2010; Collard, 2007).

According to research (Hugo, 2005; Pendlebury and Enslin, 2004; Soudien, 2006), the reality in the South African education system is that the political promise of "education for all" has not produced the outcomes anticipated in 1994. Instead, marginalisation, exclusion, powerlessness, cultural imperialism, and violence continue still persist. Ubuntu could be used as a value system to communicate all of the unique and genuine values to all stakeholders. According to Vrba (2013), a leader (mutugamir in Shona and umakhokheli in Zulu) is inspired by the Ubuntu philosophy. Leymah Gbowee, a peace activist, reminds us of a saying that captures the spirit of ubuntu: "a single straw of a broom can be broken easily, but the straws together are not easily broken." Compassion, kindness, altruism, generosity, and respect for human dignity flow from Ubuntu. It necessitates a focus on what we share as human beings, and it expresses the concept of mutual understanding and active appreciation of our interconnectedness.

How is the value of human dignity upheld in the school context?

- knowing others, knowing yourself;
- knowing where your own prejudices lie;
- knowing when not to express your prejudices;
- learning how to judge objectively;
- increasing your levels of tolerance and kindness;
- increasing your levels of generosity and compassion; and
- finding your space in a vibrant, multicultural school environment.

We are all obligated to respect one's humanness no matter how different we may be in terms of culture, belief, religion, age, etc. There should be mutual understanding and appreciation of the value of human difference.

2.2.5 Social justice and equity values

Because of the constitutional obligation to provide citizens with equal access to education in schools that are adequately resourced and taught in their native languages if they so choose, the social justice clauses have far-reaching implications for the field of education. First, what is meant by unfair discrimination in the classroom is defined by the South African National Tutor Services, (SANTS) (2000:23), which expands on the idea that equity forbids such behaviour. According to Tinarelli (2000:2), the policy's overarching goal is to eliminate discrimination of any kind in the areas of personnel selection, advancement, in-service education, pay, benefits, and termination. Equity in education, as defined by a number of studies (Wolpe et al. 2007, Mestry and Ndlovu, 2014), refers to the idea that all students should have the same opportunities to succeed in school. As stated by Brooks and Kensler, "Equity reflects the democratic principles of fairness, dignity, and the decentralisation of power" (2011:61). Wolpe et al. (2007), however, express the caveat that equity does not imply treatment on an equal footing.

Programmes in South African schools are based on the tenets of inclusivity and equity. This is in keeping with international mandates like the Sustainable Development Goals (SDG) that encourage a concerted effort on the most disadvantaged and call for "quality education that is accessible to all" (UN, 2015). Because inclusion is predicated on the idea that all children, irrespective of ability, gender, location, or socioeconomic status, should have access to and benefit from education, it must serve as the guiding principle for all interventions. It is well-known that the poor and other marginalised people are disproportionately affected by disasters. The programme uses a context sensitive approach, meaning that it considers different settings in which schools are located (urban versus rural), different socioeconomic factors (quintiles), and different circumstances (multi-grade teaching schools versus farm schools) (DBE, 2020).

Whether or not decentralisation improves equity depends heavily on the school's funding mechanisms. In situations where schools must raise money to supplement state funding, inequity may increase because less affluent communities are less likely to be able to do so than more prosperous ones (Van Wyk, 2007). The political power of more affluent and influential neighbourhoods

helps them secure a larger share of state funding and supplement meagre government grants with their own money. With the help of these donations, we can expand our team. As a result, a large number of predominantly black schools will have inadequate resources, while a smaller number of schools serving white and middle-class black students will have abundant resources (Weber, 2001).

How is the value of social justice and equity upheld in the school context? This could be done by ensuring basic services are available and maintained. Where they are not, the SGB should seek to provide them, and ensuring that learners have access to inalienable rights such as nutrition, healthcare and social services.

2.2.6 Accountability (Responsibility) value

Constitutional voting rights are meant to affirm and strengthen the values of transparency, openness, and accountability. The values and principles of professionalism, efficiency, equity, transparency, representativism, and accountability are codified in the Constitution as guiding principles for public administration. To prevent misunderstandings about responsibilities, it is essential to define who is responsible for what in the context of accountability.

How is the value of accountability upheld in the school context?

- Understanding who is accountable to whom and for what;
- Developing codes of conduct for all stakeholders and ensuring that all members of the school community are aware of and respect them;
- Understanding that accountability is a two-way street;
- If you expect the school community to hold the SGB and RCL accountable, the SGB and RCL must hold the school community accountable;
- Ensuring the SGB performs its governance functions to the best of its ability and identifies support for areas of weakness; and
- Ensuring the RCL performs its leadership functions to the best of its ability and identifies support for areas of weakness.

In terms of the School Development Plan (SDP), the SGB must identify and implement an accountability system that promotes the school's fundamental goals. If one of the goals is to be "democratic," then a system that allows for accountability to operate between all aspects of the system must be developed,

keeping in mind that accountability that operates in only one direction will not further the goals of democracy. As a result, the SGBs must constantly remind themselves that they were elected to their positions because they are trustworthy. In a democracy, it is critical that they operate transparently; that they are professional and not personal in their interactions with other stakeholders in the school. They should understand that they are accountable not only to the school, but to the entire community. Accountability for school governors also means that they have been assigned functions in the SASA and are therefore expected to account for the nation's advancement through quality service delivery.

2.2.7 Rule of law

The rule of law is as important to the constitutional state as the Constitution itself. We are all obligated to uphold the rule of law because it holds us all accountable to a common code of acceptable behaviour. Without widely accepted codes, the concept of accountability loses meaning, and the light of an open society begins to dim. Furthermore, the rule of law is the guarantor of accountability at our workplace and in our daily lives, and we are expected to obey the laws because we understand that if we do not, we will be held accountable by those who enforce the law and are accountable to. The authorities are the guardians of the rule of law in the workplace, and they are required to apply it evenly, fairly, and proportionately—if they do not, they, too, are in violation of the rule of law.

How is the value of rule of law in the school context?

- ensuring that unfair discrimination does not occur in any form;
- ensuring that codes of conduct are in place and adhered to on a daily basis;
- ensuring that school budgets are used for the well-being (purpose intended) of the school community and not for personal gain;
- ensuring that educators who physically or sexually abuse learners are reported to all relevant authorities; and
- ensuring that members of the school community are law-abiding and do not carry illegal weapons, posses, or possess illegal substances

The SGB and the School Management Team are the guardians of the rule of law at the school (SMT). They are expected to carry it out fairly and evenly.

2.2.8 Respect value

The Constitution and the Bill of Rights call on all of us to respect each other, do our part to ensure each other's access to our human rights. Therefore, respect as a value is not implicit in the Constitution but it is implicit in the way the Bill of Rights governs not just the state's relationship with its citizens, but also the citizen's relationship with each other.

How is the value of respect upheld in the school context?

- ensuring there is good communication, teamwork and productivity;
- building equality between all members of the school community: SGBs, educators, non-teaching staff, RCL, learners and parents;
- being polite and respectful in our greetings, in our meetings, in our consultations and in our day-to-day operations;
- being open to sharing points-of-view and being willing to assist each other to participate in the life of the school.

Respect is a fundamental value in a school setting. It is an essential precondition for communication, teamwork and productivity.

2.2.9 An Open Society value

The value of openness is at the core of our country's educational curriculum, which cherished debate, discussion and critical thought, for it is understood that a society that knows how to talk and listen does not need to resort to violence. Being a democrat in an open society means being a participant rather than an observer; talking and listening and assessing all the time; being empowered to read and to think; being given access to as wide a range of information as possible through as wide a range of media as possible and also being given the tools to process this information critically and intelligently; and most of all, it means encouraging a culture of dialogue and debate that is often absent or discouraged in our workplaces; a culture of discussion out of which values and priorities are perpetually being evaluated and reassessed.

How is the value of an open society upheld in the school context?

- understanding who is accountable to whom and for what? formulating codes of conduct for all stakeholders and ensuring that they are known and respected by all members of the school community;

- understanding it's a two-way street: if you expect the school community to be accountable to the SGB and RCL, then the SGB and RCL must be accountable to the school community;
- ensuring that the SGB and RCL perform their functions to the best of their abilities and identify support for areas of weakness.

The SGB is expected to adhere and promote the principles underpinning an open society such as listening; encouraging dialogue and debate; fostering a culture of negotiations and discussions instead of violence.

2.2.10 Reconciliation value

Healing and reconciling the past differences remain a challenge in SA. The RSA Constitution calls on citizens to heal the division of the past and establish a society based on democratic values, social justice and fundamental human rights. It requires redress even in material ways. The drafters of the Constitution prescribed that "the pursuit of national unity, the well-being of all South African citizens, and the peace" must be based on "reconciliation between the people of SA and the reconstruction of society". Reconciliation values difference and diversity as the basis for unity. It means accepting that our country is made up of people and communities with different cultures and traditions, different experiences of what it means to be South African, experiences which have often been violent and conflictual. Reconciliation is impossible without the acknowledgement and understanding of this complex, difficult but accurate history. The conditions of peace, well-being and unity-adhering to a common notion of South Africanisms flow naturally from the value of reconciliation. But, as the postscript of the interim constitution makes clear, they also stem from active engagement in the "reconstruction of society".

How is the value of reconciliation upheld in the school context?

- understanding our shared and different pasts so as to learn from one another and avoid repeating the mistakes of our predecessors;
- acknowledging that our differences may sometimes bring us into conflict.
- It is our responsibility to use dialogue to see each other's points-of-view;
- committing ourselves to uphold codes of conduct so that all of us abide by the same rules which apply to all fairly;

- disciplining rivaling parties in a way that is to fair and in keeping with the law of the land;
- encouraging a process of give-and-take and mutual understanding between groups;
- encouraging an inclusive, tolerant school community that is committed to redressing past injustices through effective SGB and RCL governance, and promoting a sense of unity through respect for the national symbols (the national flag;
- the national and provincial coats of arms; the national anthem; and
- the national orders, national heritage symbols, national holidays, etc.).

A school is an extension of society. Learners come from different communities. Therefore, educating learners about reconciliation, means creating a better society.

2.2.11 The democratic values and learner discipline

Rather than relying on rules, van Deventer (2018) argues that values should form the foundation of school discipline. The scholar asserts that discipline and mutual respect are hallmarks of value-driven institutions. The lack of respect, responsibility, honesty, diligence, and self-discipline among students is often the root cause of the lack of discipline in schools. Without these principles, a school that teaches discipline will fail (DoE, 2008a; Naker and Sekitoleko, 2009). To a large extent, I agree with van Deventer that it is simpler to describe and adhere to values than it is to establish rules for every conceivable aspect of conduct. Therefore, ethics become regulations. According to van Deventer's research from 2018, disciplinary actions should focus less on rule breaking and more on a lack of commitment to core values. The author further argues that decisions made within the school should be guided by the institution's core values. The DoE (2008b) argues that these principles, which include but are not limited to compassion, respect, a primary focus on learning, responsibility and accountability, care and support, encouragement, teamwork, quality, and participation, should be supported by the principles enshrined in the Constitution.

It is important to keep the legal framework in mind when addressing student behaviour issues at school. Learners have rights that must be respected at all times, even in the face of extreme misbehaviour because they are legally protected. The prevalence of physical and verbal abuse in American schools has decreased significantly from 18% in 2009 to 13% in 2015 (General Household Survey). However, these figures remain excessive. According to research by Mestry and Khumalo (2012), a well-disciplined school is one where students are not engaging in any disruptive behaviour that could have a negative impact on their education or the school's ability to maintain a calm, focused atmosphere that is conducive to learning.

2.2.12 The democratic values and service delivery in schools

Every school in the country should be permeated by the values that underpin the organisational behaviour of the institution, and by the values enshrined in our Constitution that inform educational policy, as encapsulated in the Manifesto on Values, Education, and Democracy of 2001. Both the SGB and the RCL adhere to a central tenet of ethics. According to the Centre for the Study of Violence and Reconciliation (CSV), the Crime Prevention Research Resource Centre of the South African Police Service (SAPS), and the DBE (2017:61), a student's ability to persevere through adversity is bolstered when they have a firm grasp on his or her moral compass, a sense of belonging to a community that recognises and upholds individual rights and responsibilities, and a sense of personal worth and dignity. Teachers and students alike treat each other with contempt, unfairness and dishonesty because they lack a shared sense of what constitutes right and wrong in society. Suspicion and dishonesty characterise their relationships, and students have no basis in religion, spirituality, or politics.

2.2.13 The democratic values and school culture

The 2017 NEEDU study reveals that in high-performing schools, values are at the heart of the ethos and underpin everything they do. This is because they provide a sense of purpose, direction and self-belief, all of which are necessary for the school to continually improve and to overcome any challenges it may face. Instilling a strong work ethic, ensuring a high degree of consistency in approaches regardless of which staff member is involved, holding a view that no

challenge is insurmountable and making no effort to spare in the search for ways to do things better are all hallmarks of a "culture of excellence" school.

When things are uncertain, we can rely on our shared values to keep us steady. In times of crisis, we look to the principles we hold dear. At a time of such unpredictability, the goal of education must shift to cultivating well-rounded individuals rather than simply producing specialists. The stabilisation of the system relies on values. The study's authors agree with Joubert and Prinsloo (2001) that the people of South Africa have proven to the world that the values articulated by figures like Franklin Sonn, Nelson Mandela and Martin Luther King can be put into practice and realised through negotiation on the continent. All citizens have a role to play in fostering these ideals, but teachers and other educational leaders like School Management Teams (SMTs) and School Governance Boards (SGBs) have a particularly important one. The authors write, "As responsible men and women, we must rise to the challenge of restating the eternal and universal human values and unequivocally proclaiming our dignity as human beings, and we must forcefully reiterate that we will not be estranged from our fundamental beliefs and our inherent human dignity" (Joubert and Prinsloo, 2001:16). Instead of trying to force people to follow these values by threatening them with the law if they do not comply, the ongoing challenge remains trying to give meaning to these values and promoting a society that will celebrate them.

We must not underestimate the value of student voice in school decision-making and democratic school administration. The slogan "learning and living democracy" underscores the importance of exposing students to democratic principles and procedures in the classroom. When it comes to decisions that have an effect on students' lives on a daily basis, the first level of decision-making is at the school's governing level. It would seem that establishing a democratic school is a necessary first step if educational institutions are serious about preparing students to be engaged, active and responsible citizens in a democratic society. Trying to instil morals in people when society is not run in accordance with those principles is a waste of time. Children will feel at ease and at home in a society based on democratic values if the school is governed in a democratic manner. As a result, they will be able to adopt the ideals and practises of democratic citizenship without any prompting.

2.3 Theme 2: Stakeholder Participation and Partnerships

Internal stakeholders such as managers, educators, parents, learners, and other staff members are naturally included in the stakeholder participation model expressed in the SASA. However, in the context of this research, external stakeholders such as community members who are co-opted to the SGB and committees like the School Quality Learning and Teaching Campaign (SQLTC) are also included. In addition, the legislative analysis considers school governance to be a collective task on the part of the state, parents, students, teachers, and the broader community. South Africa places a premium on fostering a system of democratic school administration and building community-based educational partnerships. Furthermore, democratic governance necessitates that all decisions be made in accordance with the principles of consultation, collaboration, cooperation, partnership, and the active participation of all stakeholders in the institution. Stakeholders are referred to as partners in the Policy on Public Participation Framework, working together to create better solutions and outcomes. Furthermore, stakeholders are defined as "those groups without whose support the organisation would cease to exist" by Quan-Baffour and Arko-Achemfour (2014). Quezada (2012), on the other hand, claims that the analysis is shaped by a company's approach to social responsibility, which necessitates that stakeholders be placed at the centre of a company's management practices.

2.3.1 Observations made from other countries regarding partnerships

The following are observations made from United States of America, Britain and South Africa with regards to the impact of legislation on partnerships in school governance (Marishane, 1999):

(a) The American legislation on partnerships in school governance.

For the United States, the Goals 2000 Act (Educate America Act) of 1994 has been the linchpin of legislative reform on school governance (cf 2.1.4.1). The purpose of this law is to create a coordinating structure between state and local authorities to promote comprehensive reform of the educational system (Riley 1994:296). Parents, teachers and community leaders are all encouraged to have a voice in the decision-making process for education reform at every stage of the

act's implementation. Instead of mandating change, the federal government should serve as an advocate in this process. Subsection 301(C1) of the Act argues categorically that simultaneous top-down and bottom-up education reform is necessary to encourage educational and innovative approaches by individual schools to assist all students in achieving internationally competitive standards (Riley 1994:317). This declaration represents an evolution toward a partnership between stakeholders from different ends of the governance spectrum. Also highlighted is the approach's intended outcome of raising academic performance. U.S. Secretary of Education Richard W. Riley said, "With the help of education, parent and business groups, we intend to engage families, school people, and community members in active partnerships to improve student performance."

(b) Motivation for reform legislation

Educative change in the United States has been propelled in large part by the Goals 2000 Act. The belief that American students must improve in order to meet the formidable challenges that await their country in the 21st century is at the heart of this movement (Milito in Miller 1995:100). The following are some suggestions for ensuring the project's success. To begin, it is suggested that federal, state, and local governments coordinate to advance "bottom-up reforms" in education, increasing the likelihood that all students will meet or exceed rigorous standards (Ravitch 1995:14). Second, it is proposed to define and approve new local authorities to serve as school districts, school boards and superintendents, thereby bringing about major changes to the structure, management and leadership of schools on a local level (Cunningham 1993:234). Concerns have also been raised about the potential increase in federal control over education as a result of the Goals 2000 Act's pursuit of higher standards, which may directly regulate what is taught and how it is tested. It has been argued that the federal government should proceed with caution in this area for the reasons listed below (Ravitch 1995:37): When federal lawmakers and special interests in Washington, D.C., and state legislatures and bureaucratic overseers are not in charge, educational institutions flourish.

Last but not least, a systemic change wherein process participants work in isolation from one another, without communicating and coordinating, is difficult to conceive of. All parties involved in a school's administration must work together if American schools are to meet the challenges ahead. Therefore, the Goals 2000 Act allows for federal funding to be distributed to state and local agencies to improve the quality of education in all participating schools through coordinated systemic reform and the establishment of partnerships (Riley 1994:297).

(c) The Chicago school reform act of 1988.

Multiple important alliances were established as a result of the Chicago School Reform Act of 1988 (Pink and Borman in Borman and Green 1994:207-208). Local School Council (LSC) partnerships include partnerships between the LSC and the principal, where the principal administers the school while working for a council that has the authority to hire and fire; LSC partnerships between the principal and the district superintendent, where the principal reports to the superintendent but reports to the council on matters of policy; and LSC partnerships between the principal and the community.

(d) British legislation on partnerships in school governance

There have been several major education acts passed by the British government since 1980 that have affected partnerships in school governance (Sallis 1995:8-9). The Local Education Authorities (LEAs) are primarily under the control of local council representatives, but the 1986 Education Act made provision for various stakeholders, including parent and community representatives, to be involved in school governance in LEAs. Furthermore, there has been a strengthening of the local council and governor partnership in key decision-making processes. The Education Reform Act (ERA) of 1988 expanded the authority of school boards by allowing schools more freedom in making decisions about their own budgets, hiring faculty and deciding whether or not to participate in the local education authority system in exchange for federal funding. This Act also encouraged school competition by instituting "open enrolment," under which schools were mandated to accept students regardless of whether or not they would otherwise be able to fill their seats. This was done for two reasons: first, so that local governments would not shield schools that were not able to compete in the

market, and second, so that students would be distributed fairly across local schools.

The Education (Schools) Act of 1992 established a new system for routine school inspections, with the duty of developing an improvement strategy for implementation falling on the shoulders of the school's governing board. In addition, the Act established mechanisms for dealing with government-appointed "quasi-autonomous non-governmental organisations" (quangoes) that are tasked with sharing or, in some cases, taking over local authorities' powers and functions, such as planning for school places in areas where a certain percentage of schools have "opted out" of the local education control system. By requiring annual review, the Act made it easier for students to "opt out" of school requirements.

(e) South African legislation on partnership in school governance

The SASA, Act 84 of 1996 provides the legal basis for collaboration between all parties in South Africa who have an interest in the country's educational system. Since its implementation in 1997, this law has required all South African public schools to have SGBs that are elected through a democratic process. Teachers, non-teaching staff, parents, students in grades 8 and up, and other members of the community who have been co-opted into the structure without voting rights are all now actively involved in the governance of public schools. The initiative is based on the belief that including stakeholders will help bring about the change that is sought (Mosoge and van der Westhuizen 1998: 73). SASA's central tenet is that all stakeholders—parents, teachers, students, and the local community—should be actively involved in the organisation, governance, and funding of schools because the state cannot do everything for schools. This concept originates from the conviction that local communities provide the best governance for their schools because they understand the issues and requirements of those institutions better than anyone else. In light of this, it is imperative that the school's constituents be given the authority to make policy decisions (MacGregor et al 1997:4-5). In addition to aiding the SMTs, SGBs' responsibilities also include handling issues of governance.

2.3.2 The importance of engaging with stakeholders

The SGB's role is to facilitate productive communication between the institution and its constituents both within and beyond the walls of the school. Participating effectively in stakeholder engagement necessitates a dedication to actively engaging with all stakeholders, listening to their concerns, explaining the school's existence and mission, and establishing a positive, productive working relationship with them. According to the Association for Institutional Change Directors (2013), "engagement is not an end in itself, but a means to help build better understanding and relationships" with the various groups, departments and other entities with which the institution interacts. Good governance necessitates the identification of stakeholder interests and the establishment and maintenance of appropriate relationships. As a result, it is important to include relevant parties in setting goals and priorities. What this does not mean is that the SGB should let the opinions of its stakeholders guide its overall strategy.

The SGB has a moral obligation to consult with stakeholders about their expectations and requirements in order to provide useful information to the governors about topics like school improvement strategies, potential funding risks or opportunities, strengths and weaknesses, potential strategies, build relationships with stakeholders (build goodwill, address potential issues), and increase the likelihood of a school being able to deliver on its purpose and objectives. Therefore, in order for them to have any effect on achieving goals, it is crucial to identify the school's needs and match them to stakeholders to understand what is significant to them and why, and to connect with them effectively through the drafting of the engagement letters to clarify roles. Having input from important parties is especially crucial when determining or revising the school's mission. In a nutshell, it is crucial for schools to respect the rights of SGB members, who have a voice in and vote on crucial school matters, and to actively engage and communicate effectively with all other relevant stakeholders.

2.3.3 Stakeholder communication channels

The success of stakeholder engagement often hinges on open and honest two-way communication between the SGB and the stakeholders. At their core, schools have a positive reputation because people generally believe that they are working toward the greater good. One definition of reputation is "the

aggregate of perceptions held by those with whom the organisation intersects in the areas in which it operates, i.e., its stakeholders," regarding the organisation itself, its employees and its activities (AICD, 2013). The annual performance report is a common example of good practice; it details the extent to which the school has achieved its stated objectives and does so in a way that anyone with a vested interest in the school can understand. It is clear that the institution has many potential avenues open to it for connecting with various stakeholders.

It is advised that schools develop a formal communication strategy or a thorough stakeholder analysis and engagement programme. Governors may have an opportunity to take an active role on behalf of the school in this setting, provided they adhere to any relevant codes of conduct that the SGB endorses. If a school is dependent on a specific policy from the government or a department, and the potential effects of any changes or environmental shifts are unclear, the board of governors may find this type of engagement method useful. More importantly, the SGBs' involvement in a straightforward briefing could prove to be an efficient strategy for elevating communication and facilitating better comprehension. The same is true of their active participation in community activities, which may boost confidence and speed up the achievement of goodwill in ways that even the best written communication cannot match. A simple method of stakeholder engagement is to maintain an ongoing conversation with the relevant SGB association to which the school belongs through email, newsletter, or even a phone call in order to ascertain the stakeholder's perspective. This would guarantee timely updates on any pressing issues. A school's stakeholder engagement can only be sustained if it consistently and openly communicates with all of its constituents about the institution's goals and the ways in which those goals will benefit all parties involved.

It is in everyone's best interest to ensure that all children can get a good education because that is a fundamental principle of our democratic society. A well-educated populace and a competent labour force are essential to the health of our democracy and our economy. Someone who has an interest in education is considered a stakeholder for the purposes of this discussion.

For schools, this can include, but not limited to the following:

2.3.3.1 Learners

Decisions should always be made with the student's best interests in mind. However, many students face obstacles and social ills that prevent them from focusing on their education, such as the prevalence of child-headed households, drug use and HIV/AIDS. Academic success and achievement have been shown to be influenced by students' social and emotional development (Elias and Haynes, 2008; Stipek and Miles, 2008). Educators have reported a number of socio-emotional factors, such as a learner's or environment's distance from school, whether or not the learner has eaten before arriving at school, the learner's or environment's home environment, the learner's or environment's socioeconomic status, and the learner's or environment's health and nutrition status (NEEDU, 2017:70).

2.3.3.2 Parents/families

The term "parental involvement" was coined by Myeko (2000) and is used by Chindanya (2011) to describe the process by which parents actively participate in their children's education. Participation can range from casual watching of school productions to concerted efforts to train parents to teach their own children more effectively. Parents are not only responsible for getting their children to school, but also for ensuring that they show up every day and make the most of their time there, consulting with teachers about how their kids are doing, attending parent-teacher conferences when necessary, and participating in all aspects of their children's education (DoE, 1996). Therefore, parents play a crucial role in their children's education. SASA does not only give parents the legal authority to be actively involved in their children's education, but it also creates numerous opportunities for them to do so.

Parents who are actively involved in their children's education tend to see an uptick in their children's performance in school. "When schools work with families to support learning, children tend to succeed not just in school, but throughout life," write Henderson and Berla [1994:1]. Numerous studies [Hoover-Dempsey and Sandler, 1995; Houtenville and Conway 2008:437; Lemmer and Van Wyk 2004:259; Parhar 2006:1; Vassallo 2001:1; Jeynes 2005:1; Desforjes and Abouchaar 2003:28] buttress the hypothesis that parental involvement is correlated with student success. Many schools fail to successfully establish

strong links between the school and the home, despite the fact that such links are linked to students' academic success (Lemmer, 2007; Symeou, 2007).

Parents are not expected to act as teachers at home, but teachers can help them by providing them with information about the value of homework, why it is important for students to do it at home, and how to make the home environment more conducive to learning. It is important for parents to know how to monitor and check if homework is completed without being experts in the subject; so, they can offer suggestions like setting a specific time and providing a distraction-free environment where students can do their work. Parental involvement can be improved through the implementation of programmes and interventions with a direct impact on the relationship between parents, students and educators (Mmotlane, Winnaar and wa Kivilu, 2009:528). This is how the educational system could improve the standard of its output.

2.3.3.3 Educator

Teachers are underrepresented on the SGB in South Africa. Educators, members representing non-educator staff, parents, or students, according to Karlsson (2002), have the greatest participation in decision-making after the principal. This interpretation is supported by Mabasa and Themane (2002), who elaborate by noting that principals and teachers tend to take control of SGB meetings and expect their recommendations to be approved by all members with little to no debate. Furthermore, educators have been accused of disrespect by some concerned parents (Van Wyk, 2007). They no longer see themselves as governors but rather as "teacher union representatives" or "site stewards." They also feel that the role of the teacher union is being compromised by their participation in the SGB, whose members they were elected to represent. Instead of thinking about the SASA and how to best serve their constituents, they show up to SGB meetings with a predetermined agenda in hand. This is a disservice to their real job, which is to look out for the institution's interests and add an educational lens to governance discussions. Their habitual behaviour violates Section 16A of the SASA which prescribes functions and responsibilities of principal of public school because it usurps the principal's authority, whether intentional or not.

In the SASA era, educators who participate in the administration of the school do not have any defined responsibilities. They are not in the structure to fight for the conditions of service of the constituency that elected them. For that, we can look to teachers' unions and labour movements. SGB members are not there to advance their careers or lobby for their friends to be appointed to positions of power; rather, they are governors tasked with carrying out the duties specified by SASA and helping parent governors in their interpretation of educational law and policy.

2.3.3.4 The School Management Teams (SMTs)

Using the work of Squelch (1998) as an example, Sejanamane (2014) argues that cooperative governance is a key democratic principle underlying the new constitutional dispensation and educational system in South Africa. Therefore, the SMT should (Squelch, 1998) acknowledge parents as partners in education; promote a harmonious relationship with them; keep parents adequately and timely informed about the well-being and progress of the learner; win the trust and respect of parent community; ensure that the parents feel valued and accepted as equal partners of the school; put systems in place for effective communication to keep parents abreast of school activities, aims, and objectives. Yet, they continue to collaborate with the SGB and faculty to develop and approve the school's strategic plan for the next three to five years. They are also accountable for translating the strategic plan into SDP, conducting an annual review, and ensuring that the plan is executed. With SMTs' help, you can get much done, like establishing rapport and trust with your stakeholders.

2.3.3.5 The Principal

Under the direction of the Head of Department, a public school's principal is in charge of the school's professional management in accordance with Section 16 (3) of the School Administration Act (HOD). According to the Hunter Report, which examined the structure, management and financing of schools, the principal is responsible for helping to form the SGB and overseeing its daily operations (DoE, 1995b:58). Moreover, the principal is responsible for advising the SGB on the purchase of LTSM and asset management, supervising the development of the budget, ensuring that monitoring controls are in place,

monitoring compliance, and taking appropriate action in the event that noncompliance is detected.

The principal's responsibility toward the parents of his or her students is multifaceted and includes, but is not limited to, the following: providing parents with important information about their child's performance; inviting parents to meet with their child's teacher to discuss individual results; convening parents' meetings to share learner performance; disseminating the developed School Improvement Plan (SIP) strategies; keeping the parents informed of key department interventions and programmes and making sure they understand it. As such, the SGB should delegate authority for carrying out the school's mission, policies, and strategies to the principal. The principal is not the sole point of responsibility and accountability in a school. It also does not absolve the SGB of responsibility and accountability.

2.3.3.6 School Governing Body (SGB) members

The SGB holds a position of trust with respect to the school and as such, its actions on behalf of the school should be made with the school's best interests in mind. Any public school must have a governing body that can only do the things and have the rights that are specified in the SASA. The SGB is still responsible under common law and SASA even if it has delegated specific tasks to the principal or committees. Therefore, the SGB's goals are to boost the school's educational standards, streamline administrative processes and secure long-term financial security. Their formation was not motivated by a desire to act as a mouthpiece for any one group or organisation. As a result, no political events may be held at the school while classes are in session. Political party members are not permitted to use school time for political campaigning or party promotion (FEDSAS guide booklet, 2018: 7-8).

2.3.4 The broader school community, parents' formations or movements

Every community needs a strong educational system. Our government has implemented various policies and strategies to alleviate educational constraints. Both the SASA (SA 1996) and Section 4(m) of the NEPA (SA 1996c) make it clear that community members should be involved in the administration of public schools. Section 4(m) of NEPA is a directive principle that includes the democratic requirement of stakeholder participation in policymaking and

governance matters related to the development of education. Schools and education more broadly, are not the exclusive purview of any one nation, culture, or people group; nor is education the exclusive purview of any one type of institution or group of people. This is why the NDP promotes engaged citizenship and the formation of virtuous cycles, with participants representing different economic interests. The DBE has established an Education Collaboration framework in response to this demand for cross-sectoral action to enhance educational outcomes through the coordination of numerous partners (ECF). Every year, businesses invest nearly \$3 billion into classrooms across the world. For ECF to be effective, it must carry out flagship programmes like those involving district-wide systemic change interventions and innovation projects.

Since then, the Basic Education Accord of the National Economic Development and Labour Council (NEDLAC) has been signed. The agency has since teamed up with over 100 different companies since then. The department where this research is being done, the North West Education Department (NWED), has begun reviving the QLTC structures at all levels of the department. These systems are intended to facilitate cooperation between various agencies of government and the civil sector to provide high-quality education to all who are interested.

This research aims to help parents and communities realise the importance of working with local schools to help their children succeed in school and feel good about their academic accomplishments. Children and young people's access to learning opportunities and success factors will be increased through the collaborative efforts of a wide range of stakeholders, including community-based organisations, youth development organisations, health and human service agencies, parents, and other community leaders. This is in line with Goal 25 of the basic education sector, which aims to use schools as vehicles for promoting access to a variety of public services among learners in areas like health, poverty alleviation, psychosocial support, sport, and culture.

2.3.4.1 Education District Offices

Because of their pivotal role as intermediaries between schools and various tiers of government, they are a potentially invaluable resource for bolstering educational institutions' capabilities. District offices, with the help of their circuit

offices, are responsible for public engagement, which involves communicating with and receiving input from the public in an open and honest manner, and for adhering to Batho Pele principles in all official business. The focus on district tier organisation, roles, and responsibilities, as articulated in the Policy on the Organisation, Roles and Responsibilities of Education Districts (2013), is an encouraging step toward redressing the historical neglect of the district tier of the education system. School districts with the greatest needs should receive the most support.

2.3.4.2 Traditional leaders

The vast majority of rural schools are constructed on tribal trust lands, where traditional leaders have the final say in determining the land's permissible uses. It is important to consider the effects of this dynamic when designing mechanisms to ensure that all members of the school community participate in setting institutional policy (Mbokazi, 2012). When considering community partnerships in education and the breakdown of learning and teaching in some schools, Van Deventer (2018) suggests considering the distinctive leadership structures, different land tenure systems, diverse socio-cultural profiles, and the authority of tribal authorities administered by traditional leaders in rural communities. They need to be accessible to SQLTC members at all meetings and willing to help fund QLTC projects in as many locales as possible.

2.3.4.3 Retired Professionals

Their role among others is to volunteer their time to help learners with their homework, provide counselling to children affected and infected by HIV/AIDS, motivate learners and educators; and help with health problems or any other challenges using their experience.

2.3.4.4 Professional Educator Unions

They play a pivotal role in boosting the quality of teaching and learning. From what I have seen in other countries, it is hard to get unions to prioritise raising teachers' salaries over their primary professional concern: bettering education. This is because union leaders lack the requisite level of expertise in the field (NDP, chapter 9). The NDP acknowledges the importance of helping unions build their members' expertise. Accountability in the professions is predicated on a system of self-regulation in which experts can check and correct each other's

work without being overseen by anyone but their peers, based on a shared body of knowledge and a mutual commitment to confidentiality.

2.3.4.5 Health services

Regular health clinics and immunisation programmes are run by health officials, who also educate the public on a wide range of health-related topics, such as the importance of personal hygiene, HIV/AIDS, Sexual Transmitted Diseases (STDs), and more. In some institutions, they are also responsible for stocking and maintaining the school's first aid kit. Principals and teachers should keep in touch with health nurses by reporting on students' academic progress while they are receiving medical treatment and providing updates on cases referred to medical professionals.

2.3.4.6 Social services

These entail students services in areas such as family conflict, coping with loss, overcoming obstacles to learning, and problem-solving techniques provided by psychologists and social workers. Social workers and psychologists are able to reach families by way of students because they are made aware of any issues at home during the guidance and counselling process.

2.3.4.7 Home Affairs

Students' identification documents and lists of undocumented students are two ways in which the Ministry contributes to the partnership. Many students never interact with social services or home affairs until they are referred by the school. The committee at SQLTC should make sure that representatives from these services are included, as they can make a significant contribution toward increasing the number of students who enrol in school and maintaining high attendance rates among all students of school age.

2.3.4.8 South African Police Service (SAPS)

The Safe Schools programme, Tiisano-Thuto, and Adopt-a-Cop are all examples of how the South African Police Service (SAPS) and the DBE work together. As a result, a handbook aimed at assisting schools and those involved in the management of safe schools with a variety of social challenges such as bullying, gangs, gun use, substance and social abuse was compiled (Annual Report, 2002-2003). The realisation that early intervention in changing criminal behaviour was crucial to crime prevention was the primary impetus for this partnership. The

Adopt-a-cop programme is an effort by the SAPS to improve the public's perception of law enforcement in elementary and secondary schools across the country. The goal of the programme is to reduce crime in public schools so that teaching and learning can take place in an atmosphere free from fear for students and staff. It is strengthened by the participation of teachers, students, parents, and the school board. Parenting skills, problem-solving, communication-skills, negotiation-skills, citizenship, health and environment, sports, and the arts are just some of the topics covered.

2.3.4.9 The traffic department (public safety)

The department provides a visible service to schools by *establishing patrols* where the learners crossroads and providing officers who preside over other-public areas.

2.3.4.10 Local government/Municipality/City council

These are responsible for delivering a variety of services to schools within their jurisdiction. The library services of the city councils provide for learners and out-of-school youth as well as support schools in establishing their own libraries. Also, the maintenance of schools grounds, provision of water and electricity, removal of refuse from schools are closely tied to the duties performed by the city council. Moreover, the council liaises with the school on cultural basis when learners participate in activities organised by council in consultation with the departmental school enrichment unit. The council also provides personnel in the form of nurses, and social workers to assist learners in various manners.

2.3.4.11 Former students and other role models

These appreciate that motivating school learners is not always an easy task; successful people that learners look up to can be invited.

2.3.5 Community Based and religious organisations

One of the recommendations made by the authors of the study as a means of fostering strong relationships between schools and organisations is for there to be consistent communication between the two parties to discover what a particular organisation can provide a school with. In the fight against "moral decline," our government, along with those of the United States and other countries, is beginning to recognise the value of FBO. A partnership between these organisations and schools does not imply that the management of a school

is being handled by one of these organisations; rather, this status indicates that the two entities are working together.

Traditional community leaders from faith-based organisations (FBOs) hold meetings with members of the community at churches or other community hubs to hear their aspirations for stronger ties between schools and neighbourhoods and to brainstorm ways to put those aspirations into action. These meetings take place in an effort to better connect schools and neighbourhoods. Religious organisations like churches, mosques, synagogues, and charity organisations have the potential to wield a significant amount of influence over the educational institution. The people who belong to these groups are extremely concerned about the educational possibilities that are open to their offspring. Naidu et al. (2016) present an argument that is compelling, and I agree with it, that the predominant value system in the majority of communities and schools has a religious basis. As a result, they are especially helpful in bolstering the moral fibre of the community and equipping learners with acceptable behaviours, thereby contributing to a reduction in issues relating to discipline. To further strengthen these ties, it is suggested that principals, without being biased, invite religious leaders to address students and present sermons on moral regeneration topics and skills, promote reading by allowing children to read scripture for the congregation before the interpretation by the Minister during the service, and encourage retired professionals within the church to volunteer their expertise at schools. These are just some of the suggestions that have been put forward (e.g., retired lawyers can help schools with policies).

2.3.5.1 The Business Community

There are many reasons for businesses and industries to offer their services to schools, including the following: the need for a skilled labour force; the availability of a large pool of applicants from which to choose; the chance to save money on taxes and social services; and the desire to help today's youth prepare for a successful future. According to studies, a wide variety of businesses not only hire students directly from schools but also provide bursaries and other forms of financial aid so that bright young students can enrol in college and study a technical field. Learnerships, internships, apprenticeships, and other forms of work-based education are offered by some of these companies and sectors to

students and young professionals. Schools should not expect a positive response from local businesses just because they send out proposals. Schools need to use an integrated approach such as the use of phone calls, visits, mail and email interchangeably according to the situations as contact method might not work. The following details must be included in the letter or proposal's crucial body: to what extent the products and services people need will align with national priorities. Why the company should get involved; what educational needs will be met by the product or service; what those outcomes and contributions will be; and what impact they are expected to have on the school and the community. And what exactly does the company stand to gain from this collaboration?

2.3.5.2 Non-Profit Organisations, Disabled People Organisations and Higher Education Institutions (Policy on SIAS, 2014)

National and local organisations that aid children and their families are called non-governmental and non-profit organisations (NGOs/NPOs). They can provide services to the government on a contractual or voluntary basis. The Department of Social Development contracts with non-profits like these to provide a wide range of important services. Organisations that advocate for the rights of people with disabilities are called Disabled People's Organizations (DPOs). Some of these groups may be service providers, while others may be rights-based organisations. Within this field, you will also find a number of parent-run organisations that work to advocate for the rights of families raising disabled children who are unable to do so on their own. Most DPOs in SA are affiliated to the South African Disability Alliance or Disabled People South Africa. As a part of their training and community service initiatives, some universities also offer their services to people in underprivileged and rural areas. There is immense cooperation between these programmes and non-profit organisations. Learners with additional support needs must have their involvement in the admissions process acknowledged by NGOs, NPOs, and HEIs owing to the scarcity of early intervention programmes in the country. Oftentimes, these organisations are the only ones who come into contact with families and children, making them a valuable resource for admissions and programme development.

2.3.6 The benefits of school-community collaboration

Poverty, under- or unemployment, mental health issues, substance abuse, and domestic violence all complicate child welfare issues. According to Naidu et al. (2016), the multiple needs of learners caused by such issues can hardly be met by a single organisation or school. As a result, it is critical that the needs of the learners be addressed holistically through a multifaceted and multidisciplinary approach. There are numerous benefits to collaborations that validate the effort of developing healthy working relationships between the school and the community, including: improved learner attendance, positive attitudes toward the school and learning, increased homework completion, higher job satisfaction among educators; improved communication and attitude between the school and the community, higher quality of learning, and delivery of learners who are better able to take their rightful place in society. Illiteracy levels may be reduced, skills provided to community members, and crime levels may be reduced through out-of-school programmes offered to the community.

2.3.7 The role of the school to communities

The community should be able to count on the school to return its favour. Attending funerals, donating money to help the bereaved, and providing hands-on assistance during the funeral are all ways in which the principal and the SGB can encourage educators and students to support families during times of loss. Many of them might also be big supporters of local clean-up efforts (LETSEMA). Student community service, in which they perform a variety of tasks that benefit the public, is another quick method of fostering cooperation between the institution and the neighbourhood in which students live. During the school year, students can volunteer their time at important community hubs like retirement communities, government offices and social service agencies. Studies have shown that when students are exposed to real-world situations, both they and the community at large benefit.

UNICEF (2007) asserts that educational institutions have a responsibility to the communities they serve, the children entrusted to their care, and to the local community for their governance and management. School facilities and resources should be made available to the neighbourhood, particularly in cases where there is a dearth of such amenities elsewhere. School-community

partnerships are strengthened when the school opens its doors to the community for educational purposes. The community, in turn, has a duty to act as stewards of the school by safeguarding its physical plant and lending its support to the institution's efforts to enhance the quality of education it provides. Van Deventer (2018), citing Van Deventer (2013), describes a principal who, when speaking to his parents, argued that the school did not require a fence because the community should serve as that barrier, and that students should attend classes out of their own volition.

It can be concluded that violence and crime do not only occur in the school premises. Outside of the classroom, in the home, the community, and society at large, are some of the most significant contributors to youth violence. It is for this reason that any intervention strategy should include a community based mobilisation component. While simultaneously addressing the issue of creating a safe learning environment, schools must take a stance against acts of violence like these. Therefore, it is crucial that the DBE, SMTs, RCLs, and SGBs work together with the other departments and community structures, as the sector can neither educate nor contribute to the realisation of a prosperous future for the country if efforts are not directed toward providing a secure and supportive setting for all those involved. The best reason to collaborate is that everyone has a stake in keeping the school and its surrounding neighbourhood safe. The safety of a school is integrally tied to the safety of the surrounding neighbourhood. If children are not shielded from the dangers of being victims and perpetrators, parents cannot have faith that their children are being prepared to fully participate in the nation's social and economic mainstream. The government, the DBE and the SGBs cannot claim to fulfil their mandate and promises to the nation so long as service delivery protests, which damage school property, crime, and violence threaten our schools.

2.4 Theme 3: SGB Capacity Building and Rightful Skills

SASA, section 19 (1) (a-b), accentuates that the HOD must establish a programme to provide introductory training for newly elected SGBs to enable

them to perform their functions, as well as continuing training to promote the effective performance of their functions or to enable them to assume additional functions, using funds appropriated for this purpose by the provincial legislature. According to SASA, section 19 (2), the principal has a role to play in providing all necessary assistance to the SGB in carrying out their functions under this Act. Capacity in this context refers to volume, such as the school's adequate scale, whereas capability refers to job-related skills, such as know-how. This theme focuses on the knowledge, skills and effective behaviours of governors that are required to inform appropriate capacity building programmes and promote good governance (DBE, 2017). High-quality minute-taking includes keeping track of skill audits and training that have been completed to help the SGB keep its skills up to date and build its capacity.

2.4.1 Getting appropriate mix of skills, knowledge and experience

This study contends that SGB can only achieve its goals if it is staffed by a diverse group of individuals with a range of relevant backgrounds and experiences (such as in the relevant fields of study, in the business world, in the provision of philanthropic support, etc.). This is important to think about whenever the SGB is reviewed, not just when new members are being elected or co-opted. According to a study conducted by the Association of Corporate Directors (AICD) in 2013, boards that have a sufficient and diverse range of skills and experience are less likely to engage in "group think" or have "blind spots," and are better able to deliver value and respond to any issues that may arise. It is possible that some new knowledge and abilities will not add much value, while others could have enormous rewards.

SGBs should also think about what kind and how much diversity is healthy for their campus community. Clearly, SGBs should assemble groups of members who, collectively, represent a wide range of expertise that can be applied to helping the school succeed. When doing so, it is important to think about how much diversity a given school has historically had and how that compares to what is currently needed. As a result, finding people who will help promote constructive discussion and debate without sacrificing the fundamental SGB cohesion or a collegiate approach to SGB decision-making can be a difficult balancing act during the election process for SGB. Failure to take a deliberate, methodical

approach to making choices can have disastrous consequences, such as indecision. Therefore, it is crucial to think about one's character traits and behavioural abilities.

2.4.2 A skills matrix

According to the 2013 AICD study, larger organisations occasionally use a "skills matrix" to help determine whether the board has the right mix of individuals on it and to aid in the selection of new members. Considering electing people who have the following abilities to ensure that SGBs also have the necessary personal traits, "passion for the cause" or "passion to serve," and the minimal competencies needed, such as financial literacy and organisation of scale:

- expertise in accounting and finance;
- the capacity to read and comprehend the public school's accounts;
- financial material presented to the SGB, or any requirement for financial reporting, as well as some comprehension of the school's financial drivers/funding and business model;
- strategic expertise, the capacity to direct and review strategy through constructive questioning and suggestion legal—the SGB is responsible for ensuring that various laws are followed, as well as understanding each member's legal obligations;
- managing risk—the SGB has experience in managing areas that pose a significant risk to the organisation;
- leading change;
- understanding the dynamics of fundraising; and
- having a thorough understanding of public schools—passion for the cause, prior work in corresponding organisations, sectors, etc.

The detailed information regarding the knowledge, skills and effective behaviours of governors is discussed (DBE, 2017) as follows:

2.4.3 The importance of people and relationships

The SGB secretary plays a critical role in ensuring that the body has accurate records of the people and their skills and can contribute to induction and training of new members. Additionally, the secretary builds and maintains professional working relationships with the SGB which is the foundation for providing impartial

advice and support. Good relationships are also essential in establishing open communication and ensuring smooth information flow between SGB, the SMTs and where required, staff, parents and the local community. Skills and effective behaviours entail:

- developing and maintaining effective professional working relationships with the chairperson, the SGB and SMTs;
- using appropriate influencing skills to gain the SGB's confidence; builds relationships with key contacts within, and external to, the school where required by the SGB;
- establishing clear channels of communication for sharing SGB information within the school and, where appropriate with external contacts and partners;
- being aware of the importance of robust, constructive challenge both in meetings and in the wider school, and supports the SGB in developing a culture where challenge is welcomed;
- using knowledge of governance to contribute to the SGB discussions on design of governance and committee structures that are fit for purpose and appropriate to the scale and complexity of the school, ensuring that decisions on structure are recorded and shared across the school;
- understanding the importance of succession planning and can advise the governors on expiry of any individual's term of office and the impact of this on the SGB's capacity as well as skills mix;
- establishing, in discussion with the SGB, open and transparent vacancy filling processes and procedures for election, co-option and appointment of sub-committee chairpersons, facilitates these where necessary including recording the outcome;
- being aware of tools and methods for carrying out evaluation of SGB skills and coordinates the administration of regular skills audits, collating responses and advising the chairperson and SGB on skills gaps and strategies for addressing these;
- contributing to the coordination of effective learning and development opportunities for those involved in school governance, including induction and continuing professional development;

- understanding the value of SGB's self-evaluation and assisting to facilitate this through accurate record-keeping of attendance and non-attendance, and knowledge of governors' active participation in governance;
- demonstrating a commitment to developing and improving his/her own knowledge and skills including through self-review (against discussed and agreed upon objectives where appropriate), learning from others to improve his/her own practice, sharing his/her skills with others, including governors; as well as undertaking relevant training/workshop and development opportunities (DBE, 2017).

Research suggests that the SGB might think about including the following issues:

Which members of the committee or the volunteers bring the most valuable skills to the table? Do you know if there are any shortages in the available skills? Which qualities or accomplishments have brought fame to the committee or its volunteers? Ask yourself this question: Do the current committees or volunteers have the expertise to finish the job or tasks? Where do you keep tabs on and rate those skills? If there are holes or unmet requirements, how will the SGB help fill them or bring about improvements? To what extent does the school has the culture and behaviours necessary to execute current strategies and deliver on purpose; the knowledge, skills, and experience of the SGB; the school's financial resources; and the extent to which the principal and other SMTs have the ability to do so. Occasionally, it becomes necessary to choose between attempting to enhance a school's capacity to deliver on its stated purpose and strategies, and choosing a different purpose and/or strategies altogether. The SGB may decide to provide mentoring and coaching to the principal and governors, invest in the professional growth of its members, and pay special attention to the methods by which the school's successes are recognised and rewarded.

It is imperative that schools address certain issues to achieve adequate performance and meet critical benchmarks including:

- Allotting financial and non-financial resources within the school, as well as establishing appropriate policies and procedures for efficient operation,

such as policies relating to learner duty of care, and establishing an effective leadership group are some examples.

- Determining which way to go: competencies in strategic planning, prioritisation, progress monitoring, and change management necessary for effective school leadership.

Any member of the SGB must possess the following information, abilities, and habits:

- strategic priorities (and, where applicable, charitable objects) for their school;
- key characteristics of effective governance;
- national and provincial education policy themes;
- methods and equipment for strategic planning, change management best practises, including the difference between strategic and tactical choices, possess the knowledge, abilities, and dispositions necessary to engage in strategic thinking and contribute to the development of the school's strategy;
- be able to identify the school's strategic priorities (and, where applicable, charitable objects) and explain how these inform goals;
- develop and implement a system for tracking the school's progress toward its strategic objectives; and
- advocate for strategic change, providing constructive criticism when necessary to ensure that any changes are made with the students, staff and community's best interests in mind.

The chairperson should be familiar with educational priorities at the national and provincial levels and understand how these priorities will affect the school and the SGB. They should also be familiar with the leadership and management processes and tools that support school transformation mandates, and they should be able to think strategically about the school's future and the steps that will be necessary to achieve their goals.

2.4.4 The culture, values and ethos

The abilities to successfully establish the school's culture, values, and ethos, to model them in the SGB's work, to permeate all aspects of the school, and to track how those efforts affect students' academic and social growth as well as the school's standing in the community. Moreover, knowledge of the school's values and how they inform strategy and improvement plans is essential knowledge for all members of the organisation, the school's and, if relevant, the trust's values, particularly those with a religious bent, therefore, explaining how the SGB's code of conduct reflects the institution's core values and principles. Everyone possesses the knowledge, abilities and effective behaviours necessary to establish and reach consensus on the school's unique characteristics, including its culture; demonstrates and supports the school's values and ethos; and works to ensure that policy and practise reflect those values and ethos.

The chairperson should be able to identify when the SGB as a whole or an individual member is not behaving as expected and take corrective action; chair meetings in a way that reflects the school's values and ethos.

2.4.5 Decision-making

When SGBs take on the role of strategic decision-makers, they lay the groundwork for increased innovation, creativity and improvement at their respective institutions. Getting from open dialogue to concrete, observable results is the hallmark of good decision-making. All members of the SGB must demonstrate the following qualities and behaviours to effectively identify options and the ones most likely to achieve the school's goals and objectives:

- putting aside vested or personal interests to make decisions that are in the best interests of all learners;
- acting with honesty, frankness, and objectivity;
- taking decisions impartially, fairly, and on merit using the best evidence and without discrimination or bias;
- bringing integrity, and considering a range of perspective and diverse ways of thinking to challenge the status quo, reject assumptions and take nothing for granted.
- Adheres to the principle of collective-decision-making and stands by the decisions of the SGB, even where their own view differs;

- encourages transparency in decision-making and is willingly answerable to, and open to challenge from, those with an interest in decisions made; and
- abides by the decisions of the SGB, even where their own view differs.

The chairperson needs to be able to summarise the position to help the SGB reach consensus where there are divergent views; make sure that all perspectives, viewpoints, and dissenting voices are properly taken into account and recorded; facilitate decision-making even when it is difficult; and manage the exclusion of voices that disagree with the majority.

2.4.6 Cooperation with associated parties

Successful SGBs listen to and address the concerns of their most important constituencies, including parents and other primary adults. They pave the way for fruitful interactions, fostering mutual respect and a sense of pride in the school's direction, goals, and accomplishments. Knowledge of key stakeholders and their relationship to the school, principles of effective stakeholder management, tools and techniques for stakeholder engagement, especially in regard to engaging parents, guardians, and caretakers, are all necessary for effective participation in the SGB. The following are also essential:

- uses clear language and consistent messaging when communicating with parents; works in partnership with external bodies where this will contribute to the school's desired goals;
- consults and responds to the views of a wide group of stakeholders when planning and making decisions;
- anticipates, prepares for, and welcomes stakeholder questions and ensures that these are responded to in a relevant, appropriate, and timely fashion. supports and challenges leaders to raise aspiration and community cohesion, both within the wider community and within the school itself, and is credible, open, honest, and appropriate when communicating with stakeholders and partners (including clear and timely feedback on how their views have been taken into consideration).

The chairperson's familiarity with the community connections the school must forge the impact and sway that a community leader possesses, particularly in

regards to educational matters. Moreover, the chairperson should be proactive in seeking and maximising opportunities for partnership working where these are conducive to achieving the agreed strategic goals; is proactive in sharing good practises with colleagues, parents and caregivers, partners, and other agencies; considers how to tailor their communications style to build rapport and confidence with stakeholders;

2.4.7 Handling dangers

An organisation's risk appetite and tolerance can be significantly influenced by the quality of its SGBs. A strong framework for risk management can be achieved through their ability to ensure that risks are in line with strategic priorities and to implement effective improvement plans and intervention strategies. Those serving on the SGB will be able to do their jobs effectively if they have the skills necessary to recognise threats to the school, assess those threats and rank them in order of importance. Knowledge of risk management principles and how they apply to education and the school; understanding of the school's process for risk management, in particular how and when risks are escalated through the school for action; understanding of the risks or issues that can arise from conflicts of interest or a breach of confidentiality are necessary for all members of the SGB.

Competence and productive actions pinpoint and rank the school's most pressing risks, as well as any potential consequences these risks may have and the best way to mitigate them, as well as any contingencies that may arise and who is responsible for mitigating them.

- Ensures the school's short- and long-term strategy delivery is supported by adequate risk management and internal control systems.
- Provides guidance on how to strike a good balance between the risks that must be taken and the benefits that can be gained from doing so.
- Follows up on reviews of the risk management and internal control systems to make sure they're working as intended.
- Displays a high level of diligence in avoiding conflicts of interest and/or declaring and handling those that arise.

Effective leadership of the SGB requires the chairperson to avoid, declare and manage conflicts of interest; to set appropriate risk appetite and tolerance for the

organisation; to ensure that the SGB has sight of, understands, and undertakes scrutiny of risk management plans; and to know when the SGB needs external expert advice on risk management.

The following questions can be considered: Is the procedure for selecting SGB members, nominating candidates, and holding elections clear and well-publicised? Has it been taken into account how the SGB is composed (and/or refreshed), with tools like a "skills and experience matrix" as possibilities, to guarantee that it has governors with: appropriate skills, capability, and capacity, considering the school as an organisation, its purpose, operations, and identified needs; sufficient diversity of relevant experience and perspective? When asked about joining the SGB, do prospective members say they have the time to serve? How about forming a nomination committee for the SGB?

2.4.8 Enhancing learning environments

The SGB can confidently challenge where necessary and hold leaders accountable for improving outcomes for all students when they possess these skills, which allow them to know that the information they are receiving about the educational performance of learners is accurate. To ensure that leaders are held accountable, it is necessary to set appropriate expectations, establish clear lines of responsibility, implement appropriate monitoring systems, ensure evaluation, and act on evaluation findings. These abilities are necessary for every member of the SGB: the importance of an SGB and balanced curriculum; the rationale for the chosen curriculum and how this both promotes the ethos of the school and meets the needs of the learners; the relevant national standards for the phase and type of education, and how these are used for accounting purposes; the importance and impact of high-quality teaching on improving outcomes; the systems, techniques, and strategies used to measure teaching quality, learner progress, and attainment.

Also, somebody on the SGB should be well-versed in the laws and regulations governing the safekeeping of students and who is also familiar with the laws and regulations governing the education of students who have been identified as having special educational needs (LSEN) or disabilities. Confidence in questioning the executive leaders' strategies for keeping students safe and ensuring their good behaviour.

2.4.9 Deliberate examination of the facts

To keep tabs on academic progress and make necessary adjustments, SGBs need to acquire specialised information. As a bonus, it will aid them in holding their leaders to account. It is imperative that all members of the SGB possess the following information and abilities:

- familiarity with the Department of Basic Education's (DBE) online data and school comparison tool;
- familiarity with data sources available online for schools and students;
- familiarity with the evidence-base from which data are derived (such as learner attainment and progress data and how it is collected, quality assured, and monitored across the school);
- familiarity with the school's setting and its relationship to others in the district. Attendance and exclusion rates for the school, district, state, and country;
- the significance of corroborating data on student growth and achievement from multiple sources, such as those provided by executive leaders (e.g., lesson observations, work scrutiny, and learning walks), internal stakeholders (e.g., parents, students, and teachers), and external sources (e.g., benchmarks, peer reviews, and internal and external experts);
- uses published data to better understand which areas of school performance need improvement and can identify any further data that is needed;
- questions leaders on whether they are collecting the right data to in order to evaluate the performance of a group of learners; and
- analyses and interprets progression and destination data to understand where young people are headed after completing basic education.

To identify patterns and trends, someone on the SGB (possibly recruited with relevant expertise) reviews and analyses a wide variety of information and data.

By coordinating with the SGB secretary and the school's Administrative Assistant (AA), the chairperson promotes the importance of data interrogation in holding executive leaders accountable and increases the likelihood that accurate data will be provided by the school's administration.

2.4.10 Accountability and fiscal frameworks

It is the responsibility of the SGB to put the school in a solid financial position so that it can achieve its long-term goals, and this requires a certain set of expertise, understanding, and actions on the part of the board members. It's all about keeping the school running smoothly and economically for the long haul. These include the following:

- Knowledge of the school's financial policies and procedures, funding arrangements, funding streams, and mechanisms for ensuring financial accountability;
- knowledge of the school's internal control processes and how these are utilised to monitor expenditure and ensure propriety to secure value for public money;
- knowledge of the school's financial health and efficiency and how this compares with similar schools; and
- knowledge of the school's internal control processes and how these are utilised to monitor expenditure and ensure propriety to secure value for public money are all necessary for membership on the SGB.
- has faith in the arrangements for the provision of accurate and timely financial information and the financial systems used to generate such data;
- demonstrates effective behaviours based on a solid understanding of financial management in order to safeguard the financial data received by the SGB and set up strong financial controls.
- participates in the school's self-evaluation of activities relating to financial performance, efficiency, and control;
- asks pointed questions to gain a thorough understanding of whether enough is being done to drive financial efficiency and align budgets to prioritised activities

Someone on the SGB (co-opted with expertise) is familiar with the school's financial situation and how it stacks up against other institutions of its type in the province and across the country. That process need to possess the abilities and effective behaviours necessary to advise and guide the SGB using their in-depth financial knowledge and experience that is proportional to the size of the school.

Chairperson expertise and effective behaviour in leading the SGB and its committees will ensure that executive leaders are held accountable for financial and business management and educational outcomes. This will allow the SGB to determine when an individual with specialised knowledge and experience in areas like auditing, fraud detection, or human resources is needed to complete a specific task or to lead the SGB and its committees on an ongoing basis.

2.4.11 Controlling and keeping an eye on one's finances

The necessary skills will guarantee that the SGB can allocate funds and resources effectively and make well-informed decisions that will lead to better student outcomes. It will also ensure that tax dollars are being spent wisely and effectively in the best interests of the institution. These abilities are necessary for every member of the SGB: how the organisation receives funding through section 20 and 21 allocations and other grants (such as NSNP, full service, LSPID), and how these are spent, including how spending affects learner outcomes; the budget setting, auditing, and monitoring processes; the school's financial health and solvency; and the importance of focusing allocations on impact and outcomes. Therefore, the ability to interpret financial data and ask pertinent questions about income, expenditure, resource distribution, and priority alignment is essential as it demonstrates effective behaviours that help them to understand the financial implications of school priorities and use this information to allocate current and future funding.

2.4.12 Handling personnel matters and monitoring employee productivity

The skills and habits necessary for the SGB to monitor executive leaders as they carry out their duty to staff the school with the right people and ensure they are properly managed and incentivised to do their best work. These abilities are necessary for every member of the SGB: familiarity with the annual budget for personnel and materials at the school, as well as any relevant data. What the school does to attract and retain qualified teachers, and how that stacks up against best practises is also crucial. Furthermore, the SGB needs to determine the criteria for staff pay progression, objective setting, and development planning, and how the SGB staff performance management is used across the school to achieve strategic goals and priorities. The following are also important:

- Pay structure for all school boards of governors.

- The knowledge and effective actions to guarantee a well-functioning organisational structure and set of leaders.
- accept complete accountability for developing, revising, and enforcing a fair and equitable compensation structure.
- has full faith in the system's efficacy and is prepared to implement it to improve executive leadership performance.
- determines how various salary-related decisions will affect the overall budget and evaluates these impacts.
- considers the importance of a healthy work-life balance for those in positions of authority and teaching.

2.4.13 Human resource (HR) education policy

The school's processes in regard to educators' pay and conditions, the role of governance in staffing reviews, restructuring, and due diligence are all areas in which a member of the SGB (co-opted with expertise) can contribute. The chairperson has the necessary skills and effective behaviours if they show that they are confident and well-prepared to conduct a leadership appraisal and can explain their proposals on leadership pay awards to the SGB.

2.4.14 Responsibility to others

Here, we will discuss the institution's strategy for interacting with the various groups that may play a role, formally or informally, in holding it accountable. It gives the SGB the assurance and competence to make decisions and oversee executive leaders while also being responsible for the implementation of the school's strategic plan. Members of the SGB need to be well-versed in the following areas in order to do their jobs effectively: the national performance measures used to monitor and report performance, including the minimum standards that trigger eligibility for intervention; the purpose, nature, and processes of formal accountability and scrutiny (for example DBE, Ofsted, EFA, etc.) and what is required by way of evidence. Having the knowledge, attitudes and behaviours necessary to ensure that adequate systems, procedures, and professional development are in place to meet the needs of both internal and external scrutiny; respecting the sense of pride that parents, guardians, and other stakeholders have in "their school" and ensuring that the SGB is accessible and accountable to them; making use of an understanding of relevant data and

information to present oral and written responses to external scrutiny (suggestion)

Also, confidence in providing strategic leadership to the SGB during periods of scrutiny; making sure the SGB is aware of and prepared for formal external scrutiny are two examples of the skills and effective behaviours expected of a chairperson.

2.4.15 The elements of a successful team

Having these traits and abilities will help you maintain healthy relationships and group dynamics at your next meal. They contribute to the development of an atmosphere conducive to learning, where new ideas are encouraged, disagreements are handled in a civil manner, a wide range of experiences and perspectives are celebrated, and excellence is the norm. This demonstrates commitment to role and active participation in governance; ability to acquire the fundamental knowledge needed to be effective in role; effectively employ active listening to build rapport and strong collaborative relationships; welcome constructive challenge and challenges others in a respectful manner; and provide timely feedback and is positive about receiving feedback. The chairperson has knowledge of the importance of succession planning to the ongoing effectiveness of both the SGB and the school. Skills and effective behaviours are to:

- ensure that everyone understands why they have been recruited and what role they play in the school's governance structure;
- ensure new members are helped to understand their non-executive leadership role, the role of the SGB, the vision and strategy of the school, therefore enabling them to make a full contribution;
- set high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these;
- create an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom;
- create a sense of inclusiveness where each member understands their individual contribution to the collective work of the SGB;

- promote and foster a supportive working relationship between the SGB, governance official/association, executive leaders, and staff of the school as well as external stakeholders;
- identify and cultivates leadership within the SGB;
- recognises individual and group achievements, not just in relation to the SGB, but in the wider school;
- take a strategic view of the skills that the governing body needs, identifies gaps and takes action to ensure that these are closed;
- develop the competence of the deputy/vice chairperson to act as chairperson should the need arise;
- build a close, open and supportive working relationship with the deputy/vice chairperson which respects the differences in their respective roles;
- value the importance of the governance official/professional/association, and their assistance in the coordination of leadership and the governance requirements of the school; and
- listen to the governance official/professional/association and takes direction from them on issues of compliance and other related matters.

2.4.16 Roles and responsibilities

Everyone in the SGB requires the following knowledge and skills:

- Knowledge of the role, responsibilities and accountabilities of the SGB, and its core functions.
- The strategic nature of the governing body's role, how this differs from the role of executive leaders, as well as what is expected of each other.
- The role and powers of members and how these relate to those of the SGB.
- The governance structure of the school, chiefly how the governance functions are organised and delegated, including where decisions are made.

2.4.17 The constitution of the SGB and committees

Skills and effective behaviours to be able to contribute to the design of governance and committee structures that are fit for purpose and appropriate to

the scale and complexity of the school; able to adapt existing committee structures as necessary in light of learning or experience including evaluation of impact.

The chairperson's knowledge of the importance of their non-executive leadership role, not just in their present position, but in terms of their contribution to the local, provincial, and where appropriate, national educational improvement priorities. Skills and effective behaviours to lead discussions and decisions about what functions to delegate are also critical.

2.4.18 Statutory and contractual requirements

Everyone in the SGB requires the following knowledge and skills:

- knowledge of the legal, regulatory and financial requirements on the SGB.
- the need to have regard to any statutory guidance and government advice including the Governance Handbook.
- the duties placed upon them under education and employment legislation, and the funding agreements as outlined in both the SASA and NNSFSF.
- the articles of association or instrument of government.
- the national governance monitoring tool or regulatory framework.
- the SGB's responsibilities with regard to equalities, health and safety legislation including COVID-19 Standard Operation Procedures (SOPs).
- duties relating to safeguarding;
- special education needs and disabilities (LSEN);
- information including Data Protection and Freedom of Information legislation and relevant policies.
- The school's whistleblowing policy and procedures, and any responsibilities of the SGB within it.
- The importance of adhering to the school's policies such as parental complaints or staff and learner discipline matters.
- skills and effective behaviours to be able to speak up when concerned about non-compliance where it has not been detected by the SGB or where they feel it is not being taken seriously;
- explain the SGB's legal responsibilities and accountabilities;
- is able to identify when specialist advice may be required.

- the chairperson's skills and effective behaviours to set sufficiently high expectations of the governance professional as applicable;
- ensuring that the SGB is compliant with the regulatory framework for governance; and
- ensures that the SGB receives appropriate capacity building/training/workshop or development where required on matters of compliance.

2.4.19 Managing self-review and development:

This encapsulates the skills and behaviours that help individuals on the SGB to reflect on how they personally are demonstrating the agreed upon values and culture of the school including what impact their individual contribution is making to ensure effective governance. Everyone in the SGB requires the following knowledge and skills:

- knowledge to recognise their own strengths and areas for development and seeks support and training to improve knowledge and skills where necessary;
- Skills and effective behaviours for outward facing and focused on learning from others to improve practice;
- maintains an in-school personal development plan to improve his/her effectiveness and links this to the strategic aims of the school;
- Is open to taking-up opportunities, when appropriate, to attend capacity building sessions or training/workshop and any other opportunities to develop knowledge, skills and behaviours;
- obtains feedback from a diverse range of colleagues and stakeholders to inform their own development;
- undertakes self-review, reflecting on their personal contributions to the SGB;
- demonstrating and developing their commitment to improvement, identifying areas for development and building on existing knowledge and skills;
- the chairperson's skills and effective behaviours to actively invite feedback on their own performance; and

- puts the needs of the SGB and the school ahead of their own personal ambition and is willing to step down or move on at the appropriate time.

2.4.20 Managing and developing the governing body's effectiveness

It is crucial for the SGB to reflect on its effectiveness including the effectiveness of its processes and structures. This will contribute in building relationships as well as refining accountability, and will enable the governing body to ensure that there is a rich distinction between strategic and operational leadership. Furthermore, it will assist in setting the tone and culture of the SGB. Everyone in the SGB requires the following skills and effective behaviours to evaluate the impact of the SGB's decisions on learner outcomes:

- utilises monitoring and support feedback/report fully to inform decisions about the SGB development; and
- contributes to self-evaluation processes to identify strengths and areas for development.

The chairperson has knowledge on different leadership styles and applies these appropriately to enhance their personal effectiveness. Skills and effective behaviours to set challenging development goals and works effectively with the SGB to achieve them. This inevitably results in the following:

- leads to performance review of the SGB and its committees;
- undertakes open and honest conversations with the governors about their performance and development needs, and if appropriate, commitment or tenure;
- recognises and develops talent in SGBs and ensures that they are provided with opportunities to realise their potential;
- creates a culture in which governors are encouraged to take ownership of their own development;
- promotes and facilitates coaching and mentoring, development, support and evaluation for all governors;
- is open to providing peer support to other chairpersons of committees; and
- takes opportunities to share good practice and learning.

2.4.21 The importance of understanding governance

A sound understanding of the SGB's roles and responsibilities, governance legislation and procedures as well as the wider context in which the SGB operates enables the secretary to make an important contribution to the effectiveness of the structure. Also, it will result in better quality advice on legal and procedural matters related to governance; make for more accurate recording of discussions and decisions and enable more efficient use of the SGB's time.

Knowledge and understanding of the key features of effective governance and the core functions of the SGB as outlined out in SASA and the knowledge, skills and behaviours in the code of conduct are essential. These include the specific duties and functions of the secretary as set out in the departmental guidelines or articles of association as appropriate; the key themes of national education policy and provincial education context/regulations the relevant functions of SGBs under education employment legislation and related guidelines; the SGB's responsibilities with regards to the equality, health and safety legislation including COVID-19 Standard Operation Procedures (SOPs); the SGB's functions, the school's policy and internal procedures, and any responsibilities of the SGB within it, relating, but not limited to: (i) whistleblowing (ii) safeguarding (iii) disclosure and barring service checks (iv) Edubase entries relating to the governance of the school; and (v) the publication of information about governance on the school's website.

The SGB's responsibilities relating to proper record-keeping and the provision of data, including legislation and policies related to data protection and the freedom of information, as well as how these apply to the recording and retention of information relating to the operation of the SGB; the purpose of, and frameworks for, the SGB's accountability to and relationship with others, and the secretary's role in ensuring supporting evidence is readily available; the governance structure of the school including its constitution and procedures relating to the conduct of governance; its scheme of delegation for governance arrangements; and what this means for how and where decisions are made and communicated; the SGB's strategic priorities for their school; the culture, values and ethos of the school; the learner performance and financial management information which the SGB will utilise to hold leaders to account.

2.4.22 The importance of administration

High-quality minute-taking ensures that the processes and procedures of governance are administered efficiently. Moreover, taking care of the basics enables the chairperson and the SGB to make more effective use of their time and focus on strategic matters. The responsibility entails developing a forward plan with the chairperson so that the governors are well prepared for meetings and the principal and SMTs are able to provide the right information for discussion. High-quality paperwork leads to better-informed decision-making, and clear record-keeping enables compliance and accurate reporting to others within and outside the school (DBE, 2017).

- Skills and effective behaviours to use excellent time and project management skills to deliver efficient arrangements for SGB and/or committee meetings ensuring that agenda and meeting documents/papers are shared in a timely manner;
- uses technology effectively to streamline planning and administration activity for the SGB;
- promotes effective utilisation of project management tools, including risk registers, to support the chairperson in planning ahead and preparing for future meetings;
- identifies priorities, anticipates issues which may arise and draws these matters to the chairperson's attention as well as proposes recommendations;
- uses an array of approaches for recording and presenting information, deciding which is suitable for the type of information and the audience;
- evaluates the effectiveness of their administrative systems and processes to ensure they are meeting the needs of the SGB and to make improvements where crucial;
- Pays attention to detail, predominantly when reviewing or proof-reading the agenda and governing body meeting documents/papers for clarity and accuracy before circulation;
- is well prepared for meetings having read all relevant meeting documents/papers and followed up on actions and matters arising from previous meetings;

- checks that meetings will quorate and if not, advises accordingly; makes good judgements about which discussions points to capture in the minutes, and is aware of the importance of recording dissenting voices or challenges from the SGB, and records all decisions to produce truthful minutes and actions from the meeting;
- has the confidence to challenge the SGB in the event that meetings are not conducted in a proper or orderly manner or the programme of work does not embody the principles of good governance;
- is aware of the importance of confidentiality and where and how this applies to discussions and documentation;
- maintains or helps in the maintenance of accurate registers (example register of interests, gifts and hospitality) and is able to access these or provide relevant information from them when asked by the SGB;
- ensures systematic and organised filing procedures to manage documentation as well as puts in place clear processes for retention and retrieval of information in accordance with legal requirements for records management;
- maintains a high standard of work and calm demeanour, even when under pressure, ensuring information is complete and accurate; and
- Ensures the safe custody and proper use of any corporate seal (s).

2.4.23 The importance of providing advice and guidance

The SGB can better manage the risk of non-compliance with legal and regulatory frameworks if it has access to timely and accurate advice and guidance or is directed to expert advice when necessary. By receiving sound counsel, the SGB can lessen the likelihood that it will become side-tracked by operational concerns and more effectively carry out its strategic mission. Excellent last-minute – Taking the initiative to stay educated and up to date earns the trust and respect of the administration. knows where to look for answers; has a good grasp on when they should offer advice themselves and when they should refer the question to an expert; (DBE, 2017).

Capabilities and productive actions: knows how to use the internet or other resources to find information and is aware of the importance of checking whether

the information is from a credible source; establishes processes for systematically identifying, and sharing with their SGB, any changes to relevant legislation; and knows when and where to seek out specialist third party advice or guidance, including legal advice on behalf of the SGB; is aware of the potential consequences of conflicts of interest and loyalty (financial and non-financial, real and perceived) and advises the SGB on how to address them when they arise (and can explain them clearly when asked);

2.4.24 Recruitment policy

How the school is able to attract and retain individuals with necessary skills and experience, and often with limited financial benefits to offer such individuals, is a matter of focus by many SGBs. Benevolence and belief may not always be enough to get and keep the type of skills needed. So, many SGBs dedicate time, in consultation with school management, to develop school policies and plans in terms of how the school will access the much needed resources in order to build and sustain its school's capacity and capability.

2.4.25 Use of volunteers

Volunteers, especially at the SGB level, are crucial to the continued success of the vast majority of public, fee-free schools. What this usually entails is a serious dedication on the part of the individuals involved to the schools' fundamental mission. Volunteers as a group can be one of the most useful, if not essential, assets for public schools. With the enormous benefits of having access to them, however, come some issues that must be addressed, and these are contingent on what the school does and how it actively promotes the participation of volunteers. Things to think about include ensuring proper training is provided; addressing any concerns related to health and safety in the workplace; and conducting necessary background checks, reference checks and performance evaluations (AICD, 2013).

Not to mention, a public school's mission, enrolment, structure, and programming will all play a role in determining the breadth and depth of expertise required to run the institution successfully. It is inevitable that the SGB's requirements will shift as the school grows and enters a new phase of its existence. It is important to think about the school's future as well as its present condition when determining what the school requires. The Association of Independent School

Heads (AISHD) recommends that, even in smaller public schools where a formal skills matrix process might be too much, SGBs should still consider and agree upon the kinds of skills and personal qualities that will be most appropriate given the school's particular circumstances. Facilitating confidence among stakeholders and providing an understanding of what is required for potential governor nominee or candidates can be achieved through a straightforward, transparent process for the nomination, election, and re-election of governors to the SGB.

2.5 Theme 4: Functionality and Accountability of Stakeholders

The SGB's primary responsibility is to look out for the school's best interests. SASA, section 20 articulates functions of all governing bodies **(1) *Subject to this Act, the governing body of a public school must-*** (a) *promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;* and its other duties are outlined in more detail elsewhere in the following SASA Chapters: 2 sections 5–9 deals with issues related to learners, Chapter 3 sections 16–33A deals with Public Schools, and Chapter 4 sections 25–44 covers Funding related matters of Public schools (SA 1996e).

The SGB's primary duties include, but are not limited to, articulating, evaluating, and upholding the school's overarching mission, goals, and guiding principles. Acceptance of both immediate and future plans. Budget for the year is accepted. The okaying of a monetary outlay in excess of certain limits. The selection, referral, performance review, and (if necessary) dismissal of the SGB worker. Protection from potential harm. Verifying the accuracy of external financial and non-financial reports. Anything the school needs to keep an eye on to ensure it is being managed well and is helping to facilitate productive relationships with key constituents.

2.5.1 Key Features of Effective Governance

The Governance handbook from the Department for Education (DBE, 2017) share the following features of effective governance:

2.5.1.1 Strategic leadership

This sets and champions vision, ethos and strategy. It entails setting direction; culture, values and ethos; decision-making; collaborative working with stakeholders and partners; and risk management. Strategic role: shaping the direction of the school: extent of the governing body involvement in school planning; consultation with learners and parents; target setting; budget drawing and control; policy development; and performance management. Strategic leadership and planning function: the school's governing body plays a critical role in setting the vision, purpose and confident strategic leadership of the school so it can understand and provide direction or plans. Effective governing bodies lead by example and "set the tone from the top". These competencies relate to the core function of the governing body to set vision, ethos and strategic direction.

Strategic leadership that sets and champions vision, ethos and strategy through:

- a clear and explicit vision for the future set by the SGB in collaboration with SMT that is communicated to the entire school community and has the best interests of learner progress and achievement at its heart;
- strong and distinct educational values and ethos defined and modelled by the governing body, embedded throughout the school, and adhered to by all who work in it or on its behalf;
- strategic planning that defines medium to long-term strategic goals, development and improvement priorities, and ensures that everyone in the school understands them;
- processes to monitor and review progress against agreed-upon strategic goals, and to refresh the vision and goals on a regular and as-needed basis, including at key growth stages or when the organisation's performance falls;
- mechanisms for enabling the governing body to listen to, understand, and respond to the voices of other key stakeholders such as: parents, caregivers, educators, non-teaching staff, and learners, community members with vested interests in education, and social partners;

- determination to initiate and lead strategic change when it is in the best interests of learners and the school, to champion the reasons for and benefits of change to all relevant stakeholders;
- procedures for implementing strategic change and an informed decision on whether to form, join, or grow a group of schools that is supported by thorough due diligence and an understanding of the need to evaluate the effectiveness.

Self-evaluation and strategic planning: To meet the demands for higher quality and standards, schools must develop appropriate strategies for monitoring and evaluating their work. They are expected to find practical ways to organise a self-evaluation programme that is supported by audits and evaluations by external teams. The audit or evaluation process aims to provide a broad, participatory monitoring and evaluation model. The school evaluation process is also expected to include discussions about identifying school and system impediments that prevent all learners from fully participating in school activities. These barriers may include physically inaccessible plants, curricula, assessment, learning materials, instructional methodologies, and negative attitudes toward differences. All stakeholders involved in the school must work together to address these blockades.

2.5.1.2 Risk identification and management

Regardless of school size, SGBs must manage risk. Furthermore, SGBs can help their schools achieve their goals by implementing risk oversight and internal controls. School systems should assess risk appetite, oversight, recognition, management, treatment, and control. Risk management in a strategic and cultural context will help the school achieve its goals and strengthen it. Many public no-fee schools must be "accredited" and maintained through oversight to fulfil their mission. They should have experts in legal, financial, and operational risk compliance for public no-fee schools. Health and care providers must meet minimum clinical and qualitative standards, and many government-funded no-fee schools must have strong financial risk management. Like the principles, risk management will depend on the no-fee school's purpose, size, structure, and staff. With external professional advisors, larger schools may have developed a sophisticated risk management programme of controls, systems and processes.

Risk Management-Principles and Guidelines can help schools manage risks. Smaller no-fee SGBs with few staff will use their experience, judgement and common sense to discuss risks and mitigation plans for the school. No-fee schools can start with the risk identification and management commentary and questions below. School governors' clear leadership on risk management will promote a healthy culture in any no-fee public school, regardless of size or purpose.

Schools should consider staff and employment issues (wrongful dismissal, harassment); physical spaces and equipment (fire, workplace health and safety issues, theft or misuse, public liability); legal and compliance risks (failure to lodge statutory information in time); and financial risks (e.g. loss of funding, insolvency, expense blow-out).

Other responsibilities include governance risks (ineffective oversight); record management (legal requirements to keep records, confidentiality); cash receipt and payments (inaccurate records, lack of internal checks and balances); financing (conditional grants); brand and reputational risks (e.g. due to worsened stakeholder or community perceptions, from major event failure or adverse commentary on performance via traditional and/or digital and social media channels); environmental inclusion.

School-specific risks vary. In a Grade R school, staff and volunteer screening and the health and safety of the playground are likely to be important. Member-based associations may need to secure confidential member data.

A conventional approach to risk management, some of which an SGB may delegate to management, provided there is adequate reporting to and monitoring by the SGB, requires the SGB to:

- identify the risks, particularly principal risks, facing the school; analyse the risk (what category is it?) and effect of that risk;
- determine the school's risk appetite;
- rank the risks;
- a risk register with likelihood, materiality, and prioritisation;

- regularly review the school's risk assessment processes and develop and implement risk management strategies as needed, including risk avoidance (e.g., don't do the risky activity), risk transfer (e.g., insurance), risk mitigation (e.g., limits of activity), and risk acceptance.
- monitor identified risks are written into relevant staff job descriptions, clearly setting out responsibility and accountability; and
- as part of regular reviews, consider whether additional risks need to be assessed and managed, and whether existing risk management strategies need to be modified.

SGB risk oversight may benefit from a separate committee or audit committee responsibilities. A risk management subcommittee should have an SGB-approved charter or terms of reference. The sub-committee chairperson reports quarterly to the full governing body at the scheduled SGB meeting after each committee meeting.

2.5.1.3 Accountability

This drives up educational standards and financial performance. It entails education improvements; rigorous analysis of data; financial framework and accountability; financial management and monitoring; staffing and performance management; and external accountability. **Accountability role.** Holding to account and being accountable; showing evidence of the impact of the governing body decisions: evidence of how the governing body has held the school to account-proactive in asking for reports; scrutiny of external monitor reports; performance management. Scrutiny of data (governor's essential data pack and information from the school learner tracking). How is the governing body accountable to learners, staff, community and department of education?

Being accountable to stakeholders: the SGB is responsible for and accountable to the DBE and the community for the stewardship of their assets. The SGB is also accountable to a variety of other stakeholders for various activities. Therefore, it is important for SGBs to have in place systems whereby: there is a flow of information to the board (governing body) that aids decision-making; there is transparency and accountability to external stakeholders; and integrity of financial statements and other key information are safeguarded.

Appropriate and timely information – a healthy governing body and good school governance require timely and relevant information. It will also improve communication between the governing body and school leadership, and promote transparency. The SGB chairperson, other SGB members, the school principal, and SMT members must work well together for good governance. There is also agreement on roles and responsibilities, the required mix of governors, how well the SGB operates, how well it interacts with SMT, how accountable the SGB is to its constituents, and how accountable governors are to each other.

The SGB's reasonable expectations for information content and quality are the foundation of a healthy SGB-SMT relationship. SGB members need current, relevant reports with the following information to perform their duties and ensure accountability: The AICD (2013) advises the board to monitor the organisation's "health" and performance. At each SGB meeting, SMT should provide a management or professional report on how the school is doing against its purpose and plans, its financial health, major strategic project reports, material risk updates, and any important regulatory, compliance, and reporting obligation matters. According to the AICD (2013) study, such reports' structure and detail depend on operation size, type and complexity. Smaller school governors should expect basic financial health indicators like expenditure against budget, cash flow projections, and a balance sheet. Larger schools may need an internal audit function working with the SGB-appointed audit committee.

A challenge for SGBs in this regard might be to determine, in consultation with SMT, a set of metrics that serve as a “dashboard” or indicate how the school is performing. As the name suggests, a “dashboard” affords governors to get a sense of the school’s progress against Key Performance Indicators (KPIs) at a glance. “Dashboards” are often generated to give a filmic representation of the executive summary of sometimes large amounts of supporting information, example: a coloured pie-chart reflecting the type of financial performance indicators, or on a project of risk update, management might use a simple “traffic light” system (coding of **RED**, **GREEN** and **YELLOW**) to represent how well things are making headway on central elements of the project. Dashboards may also be of value to demonstrate that the school is meeting any fundamental

regulatory, compliance and reporting obligations associated with any “accreditation” or “licence” requirements linked to what they do.

The importance of accountability – these are competencies that the governing body need in order to deliver its core functions in terms of holding the executive leaders to account for the educational and financial performance of the school. The secretary plays a vital role in supporting the governing body to hold the SMTs to account. He/she provides guidance to the governing body chairperson and other governors to assist them to identify the information they need as well as the questions that they should ask of SMT members. He/she works with SMT members to provide the information and data that the governing body requires about education standards and financial performance in a timely manner. This gives the governing body the opportunity for detailed scrutiny of data before discussions and facilitates challenge of the principal and other SMT members about current performance and strategic priorities. Furthermore, the secretary has to inform the governing body’s accountability to others through proper minutes that provides evidence of challenge and scrutiny of the executive, the governing body’s overall ability and capacity to govern the school well.

- Accountability drives up educational standards and financial performance through-rigorous analysis of learner progress and attainment information with comparison against local and national benchmarks and over time;
- clear processes for overseeing and monitoring school improvement and providing constructive challenges to SMT;
- a transparent system for performance managing SMT which is understood by all in the school, linked to defined strategic priorities;
- effective oversight of the performance of all other staff members employed by the governing body and the framework for their salaries and conditions of service;
- a regular cycle of meetings and appropriate processes to support business and financial planning; and
- effective controls for managing within available resources and ensuring regularity, propriety and value for money.

2.5.1.4 Organisational performance

It can be challenging to determine whether or not a school is successful in its stated mission. However, this can be helped by the board deciding on and evaluating suitable performance categories and indicators for the institution. According to a study conducted by the Association of Corporate Directors in 2013, boards should evaluate not only whether or not their school is profitable, but also how well its resources are being put to use in order to achieve its stated goals. Is it making the most of its resources while minimising waste? Similar to any other organisation, schools must determine what resources (financial, physical, intellectual/intangible, and so on) they will need to fulfil their mission and devise a strategy for acquiring, allocating, and managing those assets.

Strategic planning typically includes selecting measures or indicators that allow the SGB to track progress (i.e. Key Performance Indicators) on the school's performance on execution of its strategy and achievement of its purpose. In this regard, governing bodies should think about which performance indicators are most appropriate in the school's circumstances (for instance, activities undertaken, grantor requirements, etc.) and which indicators should be chosen for measuring purposes, in light of the school's mission. Clearly, it is vitally important for SGBs to guarantee that the metrics adopted can be measured and understood. The SGB must evaluate the school's progress and decide whether or not it is achieving its goals. To accomplish this, the SGB can make use of comprehensible financial and non-financial indicators to determine performance.

Sections 36–44 of the SASA outlines the responsibilities of the SGB in terms of school finances.

If the school's teaching materials are too basic, it will have a negative effect on the students' ability to learn. The government of South Africa provides more funding per student to schools in quintile 1 than it does to schools in other income brackets. The Department of Basic Education (DBE) is working to "ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively" (Action Plan 2019 Goal 23, DBE, 2015). The Provincial Education Department (PED) wires money directly to the schools' bank accounts and provides strict guidelines for how the money must be spent. Minor facility upkeep; classroom equipment

(furniture, computers, etc.); school supplies like pencils, paper, chalk board, flipchart; and basic services like electricity, water, sanitation, garbage removal, and telephone are all required expenses, as outlined by each province's department of education.

2.5.1.5 Assessment of the governing body performance

SGBs should evaluate their performance and make changes to improve governance. This review may involve an outside facilitator and a formal school governing body or governance assessment tool. This may involve casual one-on-one interviews with the chairperson, a different designated member of the governing body, or an expert external facilitator, keeping in mind that one of the things being evaluated is the SGB chairperson's effectiveness, and discussion at a governing body meeting as a supplement. Therefore, SGB orientation for new governors, coaching and mentoring of less-experienced members, and adequate resources for professional development could improve performance.

2.5.1.6 Careful forward planning of governance-related activities

The researcher in this study observed that many of the participating public SGBs do have a yearly activity plan or what the 2013 AICD study referred to as a “board calendar”. This is a work plan whereby important and recurring governance related issues are assigned to particular SGB sub-committee chairpersons to deal with in their respective committee meetings.

2.5.1.7 Communicating performance against purpose

As stated earlier, it is important that the SGB have in place a well-thought-through and clearly expressed purpose that is communicated effectively both within the school and externally.

2.5.1.8 External financial reporting

Public schools should seek to ensure that their financial position is sound and that their systems of financial reporting and assurance have integrity. The level of financial reporting which schools undertake vary significantly from school to school. Some schools prepare full audited financial reports. Others should prepare “special purpose” financial reports as opposed to “general purpose” financial reports. No matter what financial reporting requirements a school is subject to, the SGB plays a key role in assisting to ensure the integrity of the financial reports. They should accept responsibility for overseeing the integrity

and quality assurance of the school's financial standing, performance and reporting. Suggested activities that the SGB might undertake to help promote the integrity of financial reports include, but not limited to: having an appropriate level of financial literacy at SGB level; establishing an audit committee; establishing an internal audit function; and drawing on external financial expertise, such as voluntary audit or review.

2.5.1.9 Policy development

Policies are guiding principles by which an organisation is run. There are a number of policies an organisation should consider having. It's the governing body's responsibility to develop their governance policies and to make sure that other policies developed by SMT are in place and being implemented. These policies which will vary from organisation to organisation, generally come under the following main categories:

- governance and management: governing body or executive relationship, financial management, risk management and planning policies;
- advocacy and representation: communication, relationships policies;
- human resource: volunteer, recruitment or induction policies; and operations and administration:
- information management, record keeping, sponsorship, internet usage and transport policies.

2.5.2 The roles and responsibilities of SGB committees

2.5.2.1 Office bearers

The treasurer: the SGB treasurer is expected to perform the following:

- handles all financial receipts;
- give reports that reflect income and expenditure;
- submits monthly and annual financial reports;
- administers the bank account;
- serves as one of the signatories of the school's bank account;
- controls the school budget; and
- makes audited finances available to relevant stakeholders.

The secretary: the SGB secretary supports and challenges the chairperson to ensure that the SGB focuses on strategic rather than operational decisions and flags up where the SGB is overstepping or deviating from its role. This enables the SGB to focus on its strategic role and to exercise its functions effectively and confidently. High-quality administration is very key to the efficient functioning of the SGB as the strategic decision-making body for the school. A professional secretary supports the chairperson by ensuring that meetings are planned efficiently over the course of the school year; that meeting documents are received in a timely manner; and that minutes contain a clear record of debate and decisions.

The chairperson: the chairperson occupies a pivotal role in determining the effectiveness of a SGB. He or she, among other things, serves as the primary interface between the SGB and school principal, presides at SGB meetings and annual general meetings and would typically lead the recruitment process of the new SGB members (perhaps in conjunction with a nomination or governance committee) (AICD, 2013). Attributes of a good SGB chairperson would among others include, but not limited to the following:

- provides overall effective leadership to enhance the effectiveness of the SGB;
- has the confidence of the SGB;
- has a productive and harmonious working relationship with the principal;
- has a good understanding of the school's purpose and operational glitches;
- has the skills to ensure that the school SGB works as a cohesive team; and
- is an effective "conductor" of the school SGB meetings.

A core part of SGB's activities involves recommending to the HOD an appropriate principal. Often the SGB chairperson will serve as a sounding SGB for ideas or proposals considered by the principal. Some circumstances may also necessitate the SGB terminating the employment contract of an employee appointed by SGB.

2.5.2.2 Establishment of SGB committees

The SGB is expected to establish governance committees and determine the composition and function of each committee. The committees must be chaired by elected members of the SGB. The following are observations made regarding sub-committees: in most of the public schools, committees are established by educators during the staff meeting chaired by the principal. Some of the SGB committees are chaired by educators who are not members of the SGB. The established committees are dysfunctional in the sense that there is no annual activity plan, no monthly schedule of meeting or activities, no meeting documents at all, no monthly nor quarterly reports.

2.5.2.3 The effective use of SGB committees

It makes sense for the detailed work of the SGB to be considered by its committees. They can play a key role in assisting the SGB to fulfil most of its governance responsibilities, as well as provide a vehicle for enhancing the participation of non-executive members. In particular, SGB sub-committees can assist to:

- pay more detailed attention to designated areas that is not feasible in a full SGB meeting;
- share the workload among SGB members;
- address potential conflicts of interests; and
- streamline full SGB meetings and thereby enable the SGB to function more effectively.

Prominently, the use of committees does not diminish the responsibilities of those SGB members who are not on the committee. The matters considered by a SGB committee remain decisions of the SGB for which the entire body must take responsibility.

The appropriate number and type of SGB committee varies based on issues such as school size, complexity of operations, the school's constitution, and regulatory requirements. Common SGB committees include, but not limited to:

- Finance Committee (FIN-COM);
- Risk Management Committee;
- Maintenance Committee;

- SQLTC Committee;
- Recruitment Committee;
- COVID-19 Compliance Committee;
- Fundraising Committee; and
- School Election Committee.

Establishment of the SGB committees requires, among other things, clear terms of reference, and in an ideal world-a regular review of the ongoing need for such a committee and its mandate. A committee may, for example, receive approval to conclude matters delegated to it in terms of the rules without referring these back to the full SGB meeting. However, owing to their nature, some functions cannot and should not be delegated with power of disposal such as approving the annual financial statement as well as adopting the budget. The SGB remains accountable for all the decision taken by a SGB sub-committee in terms of power of disposal, even though individual members of the SGB may not have been aware of the committee's decision.

A wise SGB will always make sure that the principal is automatically on all committees of the SGB. After all, the principal is ultimately accountable to the SGB and other stakeholders for ensuring that the policies, strategies, and decisions of the SGB are carried out correctly. During school visits to check on how well the SGB and its committees were working, the researcher noticed that there were no activity plans or management plans for the year in the SGB master file (where it was available). This meant that there was no way to track progress toward meeting governance goals and ensure that the SGB was working and holding itself accountable on a quarterly and yearly basis. Some SGB committees at schools are led by teachers who are not on the SGB. In a small number of schools, SGB members are not on any committees at all.

2.5.3 School Governing Body (Board) Effectiveness

The SGB's effectiveness may be enhanced through a careful forward planning of governance-related activities, meetings being run in an efficient manner, regular assessment of performance, having a succession plan, effective use of committees, and assessment indicators for the school. The manner in which the SGB is structured and operates can have a direct impact on the ability of a school

to meet its strategic objectives. To improve SGB's effectiveness, the governors should consider the following recommendations as shared by the AICD (2013):

- appropriate SGB structure;
- planning activities in advance;
- running meetings efficiently;
- assessing SGB and governor performance regularly;
- effectively utilising SGB sub-committees; and
- SGB succession planning.

Having a compliance programme in place that will appropriately address foregoing matters will assist school boards (governing bodies) to run effectively and efficiently. This will also assist SGBs to document everything that is required of board members and clearly define roles.

2.5.4 Clarity concerning the role of the SGB

For a SGB to function effectively, there needs to be clarity regarding its role. While part of SGBs role is to oversee the operations and finances of the school, it is usually also externally focused and concerned with the larger context and "setting" of the school. Management on the other hand tend to focus more on the operational detail. The role of the management is often described as being responsible for implementing the strategy approved by the SGB, to get the right results and deliver the right outcomes (depending on the organisation's purpose), without too much direct SGB involvement.

It may be the case that the involvement of the SGB in organisational activities increases and contracts over time, as the needs of the organisation change. For instance, the SGB may become more involved in the operations of a new school's early years or where there is a period of significant change due to an amalgamation or merger of two schools. One glitch that can emerge in few schools could cloud of role boundaries. This can arise, for example, where governors serve in a volunteer capacity and regard "stepping in to fill operational gaps" as purely a leeway of their volunteering activities. This can create complications from a governance viewpoint, including the muddling of accountabilities.

School governors might be “wearing two hats”: as a key operational contributor-like an executive, and as an SGB member. To meet what can be a common challenge of “role confusion”, it is vital to remember that no matter what else they do, governors still have the same legal duties and responsibilities, and need to govern in the best interest of the whole school.

2.5.5 Individual contribution of members

There should be clarity regarding individual member responsibilities, organisational expectations of governors and the clearly defined roles of the governors. Individual governors are more likely to be effective in their roles when they are clear on their responsibilities as well as what is expected of them as members of the SGBs, including the nature of their duties and the operations and the school finances at a level that permits them to govern effectively. This awareness of members’ responsibilities and expectation is key so that individual members are effective in their roles and duties.

The AICD asserts that it is inappropriate and unwise to have individuals join SGBs and expect that they should know, “innately” or through “osmosis”, what is expected and how SGB operates. They also recognise that this is the case for individuals appointed to a board, but are drawn to a school and are prepared to serve on a pro-bono or fiduciary basis. Therefore, to avoid any confusion, schools should clearly define member’s role by setting expectations in a letter of appointment or engagement (consistent with the school’s constitution). The letter should set out details such as: how they are nominated or appointed and from what date; their role, responsibilities and duties; the term of their appointment and any conditions or limits; expectations in relation to their governance role, potential advocacy, conflicts of interest, fundraising and any operational or public profile activities; and any induction processes.

It is the role of the governor to take a strategic overview of the school and this will include:

- shaping the vision for the school;
- understanding the school’s strengths and weaknesses and setting targets for improvement;

- monitoring and evaluating the progress made or addressing weaknesses by challenging and supporting the school;
- approving plans and policies to promote achievement and learning;
- accounting for the school's and SGB's performance;
- carrying out the governing bodies statutory duties; and
- Acting as the "critical friend" to the school.

It is also the duty of each governor to maintain the efficiency and effectiveness of the SGB. This would include attending meetings regularly, reading the papers in advance and contributing to the discussions. A good quality Induction process should be in place and all governors should receive regular training and be given opportunities to gain experience of leadership within the SGB.

2.5.6 Meetings

The importance of preparing, by reading the papers received, giving some thought to the items on the agenda and arriving at meetings with any questions you may have to clarify issues with the SGB chairperson, SGB Sub-Committee chairperson, principal and school staff; the importance of regular and punctual attendance. Failure to attend any meetings of the SGB in a period of six months without the consent of the SGB will result in disqualification. It should be remembered that sending apologies is a courtesy but it is not the same as being given "consent".

The importance of observing "committee disciplines" enables the meeting to be conducted efficiently and the business discharged effectively. committee disciplines include:

- working democratically;
- declaring interests and withdrawing when appropriate;
- Speaking, when invited, to the item under consideration and seeking clarification to ensure you understand the attainment and achievement of all pupils;
- not raising items outside the agenda without prior notice and agreement of the chairperson;
- keeping contributions "to the point";
- respecting others' viewpoints; and

- Accepting collective responsibility for decisions;

The importance of discretion: respecting the privacy of all discussion in the meeting and observing the confidentiality of matters which the SGB decide will be confidential.

2.5.6.1 Understanding Meetings

SASA prescribes that the SGB should meet at least once per term/quarter while it is suggested that the executive leadership of the SGB (principal, treasurer, chairperson and secretary) should meet at least once every two weeks. Managing a school is impossible without the successful and effective conducting of meetings. Conducting a formal meeting comprises four main steps, namely: the announcement of the meeting, the preparation of an agenda for the meeting, the actual meeting and the writing and distribution of the minutes of the meeting. “Talk-show” meetings must be avoided. Meetings must emerge with action plan and there must be accountability in terms of responsibilities given thereafter. The DBE (April, 2017) recognises that professional-quality minute-taking/secretariat, is critical to the effectiveness of a SGB in fulfilling its core strategic functions. Meetings are necessary only when the subject or the problem to be discussed needs the meeting of minds and a collaborative effort. They provide for interaction that is not provided for any other way. Therefore, meetings should never be called if the purpose can be accomplished by a memo, an appointment or by telephone.

2.5.6.2 Recording minutes

The minutes are of particular importance and without them meetings very often do not lead to anything. The importance of recording minutes:

- it is an official record of what transpired during the meeting;
- decisions are taken based on them, and serve as point of reference in case of disputes;
- minutes should always reflect the date, the time and the type of meeting, and the members present and absent; and
- minutes should capture all the salient points, follow-up actions, the persons responsible for these actions, and timeframes.

The minutes of a meeting must be adopted by those who attended the meeting. When considering the exactness of the minutes of a meeting, care must be taken not to consider them in terms of the meticulousness in which they report on the issues that served at the meeting, but rather in terms of their accuracy as a report on the meeting.

Apart from their statutory responsibilities, SGBs are expected to apply good governance principles, including providing *oversight, approving* and, or *adopting, establishing, controlling and monitoring implementation of policies*, as well as *delegating responsibility* and *managing knowledge*. Therefore, an important aspect of educational leadership and governance is the involvement of stakeholders in the decision-making processes (Behnaz and Alireza, 2008:53).

2.5.7 Oversight function

The oversight role may be defined as monitoring, watching, observing in order to note, oversee, supervise, keep track of and survey (Jaff, 2005:27). In terms of this perceived responsibility, the members oversee and monitor the implementation of and adherence to the developed and consulted policies. The SGBs are assigned targets by the DBE such as: recommending to the HOD the appointment of educators, subject to the Employment of Educators Act, 1998, Labour Relations Act, 1995 and non-educators subject to the Public Service Act, 1994 at the school, and proper management of finance. Based on this, the SGBs provide an oversight role by becoming an eye of the DBE. The current available means of performing this function is through the four meetings per year, meaning, at least once per term as prescribed by the SASA, provincial regulations (RSA, 2006:56).

2.5.8 Approval and Adoption function

Jaff (2005:28) indicates that approval implies endorsement, support and agreement. Therefore, as regards this function of approval and adoption, the SGB formulates and adopts policies related to the governance of public schools.

2.5.9 Monitoring, support and control function

Monitoring is an important management function. It serves a purpose at all three management levels and has a role in ensuring quality teaching and learning practice. Furthermore, monitoring is the regular collection and analysis of information relating to a programme or intervention. Monitoring is the regular

observation and recording of activities taking place in a project or programme. To monitor is to check on how project activities are progressing.

Monitoring for support: Monitoring for planning. Monitoring teaching practice.

Monitoring learning: Internal and external role players. Monitoring structures at school. Reporting and recording processes. Links to systemic monitoring and evaluation.

Goal 27 of the Action Plan to 2019 is about improving the frequency and quality of the monitoring and support services provided by district offices to schools. It is suggested that the SGBs use the Annual Academic Performance Report (AAPR), School Improvement Plan (SIP), School Development Plan (SDP) the SGBs code of conduct and the Strategic Plan to monitor performance (Jaff, 2005:57). However, the SGBs are neither monitored by the Member of Executive Council (MEC), district director or circuit manager with regards to measuring their effectiveness in fulfilling their statutory obligations

2.5.10 Interaction or engagement function

Jaff (2005:34) indicates that councils that apply the codes of responsible governance would actively interact with the national Department of Basic Education (DBE), the provincial education departments (PEDs), and other government departments, institutions and stakeholders in the interests of the school community. It is lamentable that SGBs often represent themselves instead of the stakeholders and are mostly unskilled for this important role.

2.5.11 Knowledge management function

Jaff (2005:29) indicates that it is incumbent on members to provide strategic direction with regard to addressing the social objectives by ensuring that there are requisite policies in place. It is very critical that the SGBs share their expertise and knowledge with the management of the school to enable the school to make an equitable contribution to the economy of the country in line with the objectives of the Fourth Industrial Revolution (4IR). However, this will not be achieved if the SGB members do not have the much needed skills and knowledge, if they remain untrained, also if new members are not inducted to help them to fully understand their roles and responsibilities.

2.5.12 Delegation function

SGBs act as representatives of the school's stakeholder community and report to the MEC. The SGB is expected to delegate some of its responsibilities, such as the drafting of policies, to the subcommittees and SMT via the principal in order to carry out its duties. Therefore, when delegating, it is crucial to provide clear instructions to prevent misunderstandings and power struggles. Principals in public schools play a pivotal role in guiding student learning and school policy. Principals, as the primary school-level capacity builder, are responsible for ensuring that board members know what they are supposed to be doing and are following the suggested laws. Teachers also have to balance the needs of the school's administration and board of trustees. The principal is also accountable for the efficient and effective administration of the school (RSA, 2006:20). He or she must aid the board of governors in performing their duties as they relate to the daily management of the school. As a result, principals in South Africa are tasked with fostering the democracy that serves as the country's overarching educational goal by fostering the type of leadership that encourages participation from all stakeholders in the school (DoE, 2007:20).

2.5.13 Compliance with statutory and contractual requirements

It entails statutory and contractual requirements. Fulfilling the statutory responsibilities: Evidence of the school SGB's self-evaluation; a rolling programme of policy development or review; and a citation of specific examples which have had an effect on students in the previous academic year are just a few of the many statutory responsibilities that schools must fulfil. When considering the diversity of the country, it is important to consider how the following forms of diversity among SGB members may affect the quality of the body's functioning and the capacity building needs of its members (Beckmann and Visser, 2000). A wide range of socioeconomic backgrounds, including but not limited to unemployment, manual labour, and highly skilled professionals; a range of home languages and levels of proficiency in the language used by the school; a range of literacy and education levels; a range of religious affiliations; a range of occupational backgrounds; a range of personal wealth that may restrict participation in school activities; and a range of experience with participation in statutory bodies.

Compliance: One of the most crucial aspects of good governance is a shared familiarity with the statutes, regulations and policies that govern the institution of higher learning. To ensure that the school complies with all applicable legal frameworks, contractual obligations, and governance requirements, the principal and the SGB secretary should provide knowledgeable and confident support to the SGB. This includes keeping a record of policies; along with copies of policies and procedural documents approved by the SGB; and making sure that these documents are readily available and reviewed as required. Adherence to National Norms and Standards for Education; knowledge of and compliance with responsibilities under education and employment legislation and other legal duties; plans to ensure key duties are carried out effectively across the school, including safeguarding, inclusion, special education needs and disability; monitoring and oversight of the impact of learner allocation and other targeted funding streams.

2.5.14 Evaluation

It monitors and improves the quality and impact of governance. It entails managing self-review and personal skills as well as managing and developing the SGB's effectiveness. Evaluating role entails rigorous challenge and support as a critical friend; knowing strengths and weaknesses; monitoring plans and the budget: extent of the SGB involvement in the whole school self-evaluation; monitoring and evaluating impact of the school plan for learners; monitoring and evaluating progress towards targets and outcomes at the end of key stages; information from the school learner tracking systems, data analysis; external monitor reports; robust financial systems and value for money; and SGB annual evaluation of its work.

2.5.14.1 The importance of evaluation

The performance of the SGB must be constantly evaluated. The SGB should evaluate how well it is carrying out its responsibilities and whether or not it is doing so efficiently and effectively. Each member of the SGB should consider how they have contributed to making the whole more effective and inspired. The effectiveness of the SGB should be evaluated, and the principal and the SGB secretary should provide an audit trail to that end. This includes detailed meeting minutes documenting the SGB's deliberations and decisions, attendance logs,

and follow-up on identified skill gaps. The value of the secretariat service provided to the SGB can be evaluated in terms of its effect on the board's ability to govern the school effectively using any method of evaluation the board deems appropriate. Evaluating the secretary's performance could provide an opportunity for self-reflection about how they are contributing to good governance and whether or not they are living up to expectations.

Processes for regular self-evaluation and review of individuals' contribution to the SGB and of the body's overall are essential to the function of the SGB. The second pair address the structure of government, while the final pair deal with ensuring and enhancing the quality of government.

When SGBs are doing their jobs well, they can significantly contribute to the school's success by enhancing the overall educational environment and subsequently enhancing student learning. Improving community connections, encouraging democratic engagement, and bolstering efficient government are all top priorities. Effective governance also gives institutions like schools and academies a sense of control and direction. It is aspirational for all students to achieve the best possible outcomes and establishes stringent accountability, oversight, and assurance for their academic and financial performance. Without interfering with the traditional leadership of the principal and the school management team, the SASA mandates that SGBs perform at two levels of leadership: managerial and visionary. A school's visioning or strategic planning, also called the school's "mission" in the Act, was previously the responsibility of the principal alone. However, the Act now mandates that the SGB be involved and provide guidance in this process. While providing visionary leadership is important, SGBs also have significant fiduciary and financial responsibilities unless they are relieved of these by the district or province.

2.6 Conclusion

This chapter provided an in-depth discussion on the democratic governance of schools, the participation of stakeholders and partnerships, the development of necessary skills and capacities, the functionality of stakeholders, and the

accountability of stakeholders. In the following chapter 3, I will concentrate on the theoretical framework that serves as the foundation for this study.

CHAPTER 3:

THE THEORETICAL FRAMEWORK-DEMOCRATIC OR PARTICIPATORY THEORY

3.1 Introduction

This chapter discusses the theoretical framework that guides this study. Theory is an explanatory framework that uses categories and relationships (Ridley, 2010:20). Academic thinking on a topic helps explain and anticipate scientific results (Anonymous). Theoretical frameworks are well-developed, cohesive explanations of events (Vithal and Jansen 2006:17). It indicates the research's origin. Neuman (1997:56) defines theoretical frameworks as broad social worldviews. They offer assumptions, notions, and explanations. This study examined South African public school democracy, stakeholder participation, and good partnerships. The researcher employed a democratic or participatory philosophy to frame her research topics. John Dewey proposed democracy in 1915 (Dewey, 2001). Democracy is a lifestyle, not just a government. Democracy does not improve learning or behaviour in schools. That limits democracy and pedagogy. A higher understanding sees self-realisation as only possible through action.

Constitutional democracy protects personal and political rights, fair and free elections, and an independent judiciary. Constitutional democracies define government structures, powers and constraints. Most constitutional democratic rights and obligations apply to school. Democracy is rule by the people. In democratic South Africa, community participation is expected in everything. Our education system follows democratic ideas outlined in the Bill of Rights (RSA, 1996). "To build education for democracy, we need to develop democratic education to teach about democracy," says Quan-Baffour (2006). Democracy must permeate our education system. This means all school rules, plans, and activities must incorporate democratic values. Our democratic culture values education, and everyone benefits from ensuring all children obtain a good

education. Our democracy and economy depend on educated and capable citizens.

There is an inseparable relationship between democracy, education and the law. This interrelationship is evident from the Constitution of the RSA, International Law and education legislation. Furthermore, innumerable authorised instruments contain provisions that entail democratic transformation through education, fundamental rights and the law. However, these legal instruments are silent on the nature, tenets and principles of democracy and do not specify the application of any particular model of democracy. This will be outlined in the following section.

3.2 Conceptualising democracy, education and law

A democratic theory of education seeks "double democratisation" of education and society (Davies 2002). A democratic society cannot grow without a more democratic education system. Democratic education has a plethora of international and comparative literature, including various pro-democracy arguments (such as: Apple, 1993; Bean and Apple, 1999; Davies and Kirkpatrick, 2000; Davies, Harber and Schweisfurth, 2002; Harber, 2004; Murphy, 2006 and Moggach, 2006). The ancient Athens model of direct democracy has evolved into modern representative models of liberal democracy, republicanism, Schumpeterian elitism, participative democracy, and deliberative democracy. Major democratic philosophies differ. Therefore, no definition can satisfy all theory proponents (Smit and Oosthuizen, 2011).

Countries interpret "democracy" differently and the concept is fiercely debated (Davis, 1999). Different nations define democracy. Democratic and social justice philosophies are interconnected. When discussing participation and representation, social justice theories provide fair ways to control social structures for everyone. Moreover, social justice emphasises social relationships rather than individual rights (Martin, 1999). Prior to 1994, rural community principals and chiefs selected school council members. It was undemocratic and

excluded people who were close to the students and had a stake in their education. Therefore, SASA democratised school governance by returning schools to communities and requiring parents to serve on school boards. This literature suggests that listening to internal and external stakeholders (parents, educators, learners, social partners, etc.), promoting their engagement, and giving them more authority and responsibility, or democratisation, improves schools.

In 1994, democracy spread throughout South Africa (SA). Since democracy, schooling has changed dramatically. The government mandated stakeholder participation in school governance in accordance with democratic principles. The South African Constitution establishes democratic values. These ideals and concepts must also be considered in school governance. The Constitution mandates democratising and transforming school education. Therefore, several legal instruments require democratic transformation through education, fundamental rights, and law. These legislative instruments do not define democracy or specify a democratic paradigm (Smit and Oosthuizen, 2011).

Education and democracy are complementary social constructs, according to Matshe and Pitsoe (2013). After almost 26 years of democracy, education has improved, and dreadful educational conditions in other parts of the country have improved. This symbiotic link stretches back to Plato and Socrates.

SASA required democratically elected SGBs for all public schools in South Africa. Teachers, non-teaching staff, principal, parents, grade eight and above students, and other community members co-opted into the structure without voting rights currently run public schools. They create a climate suitable to teaching and learning, formulate a mission statement for the school, promote the best interests of the school, ensure quality education for learners, safety and security of learners, decide on school uniform policy, disciplinary action, and school fee policy. Stakeholder participation can improve change (Mosoge and van der Westhuizen, 1998: 73).

National and worldwide education democracy drove the aforesaid approach (Mncube, 2005; UNICEF, 1995; UNDP, 1993/4/5). It entails listening to parents,

promoting their engagement, and giving them more authority and responsibility (democratisation) improves schools, according to worldwide studies (Apple, 1993; Bean and Apple, 1999; Davies, Harber and Schweisfurth, 2002; Davies and Kirkpatrick, 2000; Harber, 2004; Moggach, 2006).

Democracy in decision-making involves two issues. First, democracy requires diverse members who can produce broad-based commitment to decisions (Robertson and Kwong 1994:45). The second difficulty is that democracy requires control holders to be accountable for their actions. Therefore, democratising school governance implies giving participants the power and capacity to deliberate on problems affecting them before holding them accountable for their judgments.

Apple (2001) strongly criticises modern right-wing education thought in America, including Neo-liberalism, Neo-conservatism, and authoritarian populism, arguing that these ideologies undermine democracy and social justice in society and schools. As a framework for school governance, Chapman, Froumin, and Aspin (1995) outline democratic institution traits. The experts argue that laws and actions are decision-based and that the majorities will prevail while minorities' rights are protected. This means that school stakeholders should be given authorities and responsibilities in accordance with the law and that policies should be carefully considered.

My theoretical framework is democracy or participatory theory since school governance is built on human rights ideals, empowerment and involvement of students, staff, and other stakeholders in all key school decisions. I believe that modern school leadership can only succeed with an open and democratic approach.

This paradigm was adopted because democratic school governance requires daily ethical and political practises. Human rights in education involve developing standards to determine whether an educational institution is meeting the basic constitutional right to education of every South African child for whom it is responsible. In a diverse educational community, promoting human rights, justice, fairness, and equality s essential. The school protects the rights of all

students, including those with special needs, and promotes coexistence via conversation and action between different ways of living that should be cherished in the school (Bates, 2006). Democracy can lose its appeal if taken for granted. Myburg's (2004) study reminds us that democracy's meaning is contested ideologically.

The South African Constitution guarantees representative and participatory democracy, accountability, openness, and public participation (SA, 1996a). Participatory democracy is a form of direct democracy that allows all citizens to participate in decision-making in institutions, organisations and governments. Participation, community engagement, logic, consensus, equality, and freedom define South African democracy (Adams and Waghid, 2005). The latest theory, deliberative democracy, proposes improving democracy by implementing Habermasian discourse ethics-based deliberative principles (Eriksen and Weigard, 2003). Deliberative democracy theorises that public discourse leads to legitimate political decision-making. Deliberative democracy as a normative explanation of political decision-making inspires rational legislation, participatory politics, and civic self-governance (Cunningham, 2002). Furthermore, Adams and Waghid define deliberative democracy in South Africa as participation, community engagement, rationality, consensus, equality, and freedom. Deliberative democracy advocates say it applies the best parts of liberal and republican theories and avoids their flaws. Deliberative democracy's four principles—generality, autonomy, power neutrality, and ideal role-taking—measure its application (Eriksen and Weigard, 2003).

However, substantive democracy, however defined, has not been fully realised anywhere in the world because all traditional models of democracy—liberal, republican, social, and elitist—have inherent weaknesses and flaws, such as favouring the rich and talented, oppressing minorities, aggregating self-interested decision-making, dominating hegemonies, wasteful welfarism, and corrupt or authoritarian elitism and bureaucracy (Cunningham, 2002). The South African political and social system has all the flaws of liberal, republican, social, and elitist democracy.

In their 2011 study, Smit and Oosthuizen share the following undemocratic features that are present in the system of school governance:

3.3 Misconceptions of democracy

Owing to the lack of a long democratic tradition in South Africa and the democratic immaturity of the majority of the country's citizenry, a significant number of the issues that exist within the system of school governance can be traced back to a lack of familiarity with democratic principles as well as ignorance of those principles. This is demonstrated by the startling statement made by a top education official, which was published in Smit and Oosthuizen (2011): "We should have gone back to the areas to demobilise the people in order to change their thinking. We should alter their way of thinking by pointing them that we are living in a democracy now [sic]. From having a revolutionary mentality to one more democratic, the democratic immaturity of the parents is beginning to show its effects. Our children, however, who were living in the communities were not demobilised. After 1994, we should have begun putting the necessary structures in place.

To give an illustration from the quantitative study, 60% of the senior education officials and 50% of the other participants misconstrued democracy to mean that the will of the majority should always prevail, regardless of whether or not fundamental rights are violated. Tocqueville (1966) axiomatically stated that unbridled majority rule may become an oppressive "tyranny of the majority," and that the majority of the self-governing citizens is always limited by the law of justice, which is established by the majority of all mankind. Many of the bureaucratic decisions that are made to enforce the aim of the government and ruling party to transform education are taken without due regard to fundamental rights and requirements of legality. This is because of the incorrect majoritarian notion of 'winner-takes-all,' which posits that the winner gets everything. It was determined that 91.2% of senior education officials had an inaccurate perception of their own knowledge of democratic ideals, which they rated as outstanding or excellent.

A second illustration of this may be seen in the discovery that the majority of respondents (57%) were unaware of the democratic principles of participatory and deliberative democracy as means for managing diversity and making room for multiculturalism. In point of fact, the majority of those polled believed that the best way to handle multiculturalism was through the use of bureaucracy. This violates the concept that education and democracy are inextricably linked, and that the cultivation of a democratic culture can occur only through the implementation of democratic educational policies (Parry and Moran, 1994).

The majority of the many players in the education industry do not have a clear understanding of the distinction between the political and participatory forms of democracy. For example, meaningful participation by parents in school governance may be hindered if bureaucratic democratic principles are misapplied as a result of restrictive paradigms that limit the rights of SGBs to recommend the appointment of educators (see cases Carnavon High School v. MEC for Education, Northern Cape; Douglas Hoerskool v. The Premier of the Northern Cape Province; Kimberley Girls High School v. Head of the Department of Education, Settled in the High Court of South Africa (Smit and Oosthuizen, 2011).

3.4 Misapplication of legal and democratic principles

According to Smit and Oosthuizen (2001), the rule of law and democratic concepts like participation and language tolerance have been misapplied. The first evidence of the pattern of misapplication of democratic values is the inability to implement the rule of law. The provincial and national education authorities' failure to handle the dominant teachers' union, South African Democratic Teachers Union's (SADTU) excessively political role is evidence of this. Their qualitative research showed that "the dominant teacher organisation seems to think that it is driving the system and teachers are not doing what they are expected to do" and that this union is accountable for the politicised climate in dysfunctional schools. "Now, for the past two, three months, those educators which are members of a union which is related to Congress of South African

Trade Union (COSATU), were not in the classrooms," a senior education official said of SADTU. I predict poor results this year. Therefore, this union has a political mandate from the ruling party or union federation. They seek to politicise everyone, including political leaders, at school. The unions exert considerable pressure on school governing bodies today.

About 23.93% said unions often or always illegally interfere with school governing bodies' instructor appointments. According to Taylor (2006), 80% of South African schools are dysfunctional, indicating that they are not providing quality education. Why don't departments emphasise this desperate situation? Criminal prosecution and employer disciplinary action against unruly educators and union representatives are strong measures. It is impossible to reprimand all dysfunctional instructors but punishing the greatest offenders would send a clear message. Consistent and impartial law enforcement upholds the rule of law and deters bad behaviour (Smit and Oosthuizen, 2011).

Taylor (2006) found that Standard Based Assessment, capacity building, and support packages have not helped dysfunctional schools. Fleisch (2006) concluded that the Education Action Zone (EAZ) remedial programme for severely dysfunctional Gauteng schools improved significantly and consistently owing to greater monitoring and surveillance. SADTU called the EAZ plan a crack unit to terrorise schools, so bureaucratic accountability waned (Fleisch, 2006). After student and union demonstrations, the national Minister and Gauteng MEC for Education threatened to close problematic schools in February 2006 (Taylor, 2006). Jansen (2007) recommends reinstating the inspection system, enforcing contractual accountability for educators, and replacing dysfunctional school principals.

Despite the proposal, school administrations have hesitated to enforce compliance. Reluctance reveals a fundamental misunderstanding of the rule of law. In other words, by openly condoning anarchy (lawlessness) and systematised unprofessionalism in schools, education departments show a fundamental misunderstanding of the democratic necessity to implement the law with relentless rigour to preserve a state based on the rule of law. To put it another way, if education departments (and their executives) overestimate the

political role a teacher's union should play and underestimate educators' labour rights, schools will become overly politicised and educators will behave unprofessionally or dysfunctional. Democracy is not anarchy since the people made the laws.

Because apartheid was undemocratic, labour unions' political action was justified. After democracy, unions should focus solely on labour issues. Therefore, education departments violate the democratic premise of the rule of law by approving, tolerating, or encouraging educator union political participation in schools.

Failure to foster linguistic diversity and mother tongue instruction is the researchers' second democratic principle misapplication. The Setswana et al language group opposed Afrikaans single-medium schools despite 85.38% of respondents agreeing that home language instruction is better for students.

Court cases (Laerskool Middleburg v. Departementshoof, Mpumalanga Department van Onderwys, 2003; Governing Body of Mikro Primary School v Western Cape Minister of Education, 2005; Laerskool Seodin v. Department of Education, Northern Cape Province, 2005; Hoërskool Ermelo v. Departementshoof, 2009) and senior education officials' statements in the qualitative study confirmed the pattern of policy advancement. Therefore, the official goal of promoting conformity over diversity violates section 30 of the Constitution and article 1 of the Convention on Prevention of Discrimination in Education, which protects diversity.

Head of Department, Mpumalanga Education Department v. Hoërskool Ermelo, 2009 concerned a functional school governing council whose language and admissions procedures disagreed with central and provincial government policies. The DBE eliminated the SGB's function under section 25 of the Schools Act to impose a language policy change. The Department of Education's improper misappropriation of school governing bodies' functions violates subsidiarity and participatory democracy. Subsidiarity is that higher levels of power cannot usurp or misappropriate the duties and functions of lower levels

(Carpenter, 1999). Accordingly, the Department of Education should assist school governing bodies and only take over if they fail (Carpenter, 1999).

3.5 Bureaucracy constraints the authority of SGBs

To reduce barriers to democracy in schools, Parry and Moran (1994) argue that the general public should adopt certain democratic and educational attitudes. In line with this notion, it is argued that certain school administrators and policymakers ought to adopt a more democratic outlook.

The following court cases are examples of provincial and national administrators displaying attitudes hostile to or apathetic toward responsiveness, accountability, and transparency, which are tenets of democracy. Because of this, school boards are hampered in their involvement:

Case in point: *Settlers Agricultural High School v. Head of Department of Education, Limpopo Province, 2002*, which shows how education officials ignored the democratic power of school governing bodies in favour of bureaucratic processes. Principal filling a vacant position was at issue here. The school board had followed all the appropriate protocols in making its recommendation to hire Mr. V, a white Afrikaans candidate. Mrs. M., the second candidate on the shortlist, was ultimately hired by the Department of Education (DoE) as part of an affirmative action initiative based on the department's employment equality plan, which gave preference to a black female candidate. The DBE said that it was not acceptable to expect it to merely "confirm and rubberstamp" a suggestion made by a SGB, and instead must take into account the needs of all employees in accordance with employment equity policies. Instead of siding with the department, the court agreed with the school board's recommendation and its arguments.

The Eastern Cape High Court expressed its concern with how the province's education department handled a complaint against a principal who had stolen a school cell-phone and lied about it in *Despatch High School v. Head of*

Department of Education, Eastern Cape, 2003. The court ruled that the respondent's response to the board's concerns about the principal's continued employment at the school was inadequate. The court found the Department of Education Head to be indifferent to the "understandable concerns" of the board. The need for the school to resort to litigation may have been avoided if the Head of Department had honoured the democratic duty to respond to public input through deliberation.

The authority prepared a plan to fire 1,200 substitute teachers in *Suid-Afrikaanse Onderwysunie v Departementshoof Departement van Onderwys, Vrystaat, 2004* (Free State province of South Africa v. South African education union) (Beckmann, 2007). In this case, the court overturned the Free State Department of Education's administratively unfair and illegal decision. In his ruling, Judge Hattingh J. criticised the Free State provincial department of education for its inconsiderate treatment of teachers and other staff members and for violating basic norms of administrative justice.

Province-level education administration was unresponsive and of low quality in the case of *Maritzburg College v. Dlamini, Mafa, and Kondza, 2005*. As a result of a thorough investigation and hearing, the SGB has recommended that two students be expelled from the school to the KwaZulu Natal Department of Education's Head of Department. He took 21 months to decide whether or not to expel the students despite receiving multiple letters, phone calls from the SGB, and a meeting with the Head of Department. After exhausting all other options, the school board sought a declaratory ruling from the High Court. The court upheld the SGB's judgement and criticised the official's indifferent bureaucratic demeanour. The court imposed punitive expenses on the university. The listed incidents demonstrate that the authority of school governing bodies is unreasonably constrained by bureaucratic unfairness, unresponsiveness, non-transparency, and injustice.

3.6 Poor parental participation the result of inadequate participation

Poor parental participation can be partially attributed to undemocratic actions such as the over-politicization of SGBs, the increased centralisation of bureaucratic decision-making, and the misapplication of democratic principles. Inadequate parental participation is caused by several factors, such as poverty, illiteracy, unemployment, a low competency level, and a lack of transport, but inadequate parental participation can also be partially attributed to poor parental participation (Smit and Oosthuizen, 2011). The academics provided the following evidence in support of this statement:

Inadequate participation on the part of parents is frequently attributed to a misunderstanding of participatory democracy. Arnstein (1969) proposed the concept of a "ladder of participation," in which a higher rung on the ladder represents a greater degree of involvement in the activity. This participation ladder demonstrates that certain modes of communication, such as appeasement, consultation, informing, therapy, and manipulation, do not result in genuine engagement. Examples of these modes of communication include: In point of fact, the symbolic forms of engagement falsely transmit a message of involvement, which in the end discourages or dissuades parents from participating. Real parental participation should be encouraged through a variety of mechanisms, including but not limited to the following: meetings, public hearings, public comment processes on policies, voting, campaigning, group activities, liaison with representatives and officials, demonstrations, petitions, fund-raising, canvassing, and boycotting. These mechanisms should be utilised by education administrators, education leaders, and SGBs in order to increase involvement and improve education (Parry and Moyer, 1994).

Contributing to the democratisation of the educational system should be the responsibility of SGBs. This responsibility should include the exercise of local authority over issues such as school finances, school ethos and culture, policy decisions regarding networks involving private-public partnerships, and collaboration with community organisations (Rossouw and van Rooyen, 2007). The results of the qualitative research conducted by Smit and Oosthuizen (2011)

indicated unequivocally that many members of SGBs had a faulty understanding of the nature of the SGB, believing it to be a political forum in which political rights are exercised. The academics go on to explain that parents frequently confuse participatory democracy with political democracy, and as a consequence, schools have become a battleground for the advancement of political objectives held by cadres of the ruling party, leading to the politicisation of schools.

3.7 Increased centralisation and bureaucratic decision-making

One such theory is that low participation rates are the result of either a complete lack of real participation or its steady degradation over time. Several revisions to the Schools Act have resulted in a considerable alteration of the many compromises that were made regarding the powers of governing bodies, which has resulted in an apparent reduction of the powers of governing bodies (Beckmann, 2007). These hints point to a centralisation of decision-making authority in regards to the subject matter of the curriculum, recommendations for the employment of staff members, the imposition of school fees, and the utilisation of school finances (Beckmann, 2007).

According to Malherbe (2006), the formal structures for co-operation and negotiation between the national and provincial spheres with regard to education have become "little more than a one-way traffic system" as a result of the centralising tendencies and policies of the national government. Malherbe's argument was that this has occurred because of the national government's policies and tendencies. According to Van Deventer (1998), the extent to which the State imposes prescriptive regulations and intervenes in all aspects of admission, language, and religious policies, as well as norms and standards for funding and financial administration, expulsion, and code of conduct guidelines, effectively eliminates any possibility of a real partnership or power-sharing.

Parents, principals, and administrators are overwhelmingly supportive of decentralising the administration of schools. Smit and Oosthuizen (2011) contend that, in general, it is to one's interest to have an educational system that

possesses both centralised and decentralised elements. The efficient operation of the education system can be improved by centralising subjects and policies of general import, such as the substance of curricula, assessment standards, school financing, and instructor provisioning formulae. On the contrary, this should be weighed against the importance of decentralising decision-making power in order to account for regional differences and the particular needs of each school community.

According to the findings of a study conducted by Smit and Oosthuizen (2011), the majority of senior education officials (73.3%), school principals (59.7%), and 50.7% of the chairpersons of local SGBs view the education system as being simultaneously centralised and democratic. This finding lends credence to the notion that the trend towards increased centralisation of decision-making power of local SGBs will continue. The participatory design of SASA is being undermined as a result of increased centralisation brought about by the politically driven assumption of local decision-making authority.

3.8 Participative management theory

A democratic education system emphasises broad participation in decision-making and explicit accountability of leaders and decision-makers. In the 1980s and 1990s, management folklore established collegiality as the best way to govern schools and institutions (Bush, 2003:64). Participative management defeated bureaucracy and centralisation in education worldwide, resulting in the collegial model. Kurt Lewin's participative management style (Weisbord, 1987:89) held that "we are likely to adjust our own behaviour when we engage in problem analysis and solution and likely to carry out decisions we have helped formulate".

Participative management was implausible, among other things. Lewin and anthropologist Margret Mead developed it during World War II to limit civilian rationed food consumption (Weisbord, 1987:72). Lewin stressed that democratic schooling groups whose members actively participate in decisions are more

effective in terms of human happiness and goal attainment than authoritarian groups. Participative management entails involving individuals in decision-making. Du Preez (2003:70) suggested delegating decision-making to lower levels. He believes participative decision-making is one of the most important aspects of participative management, as it allows all employees to participate in company choices and own them. Du Preez also advises that participatory decision-making will improve work atmosphere and job satisfaction. Participative decision-making works best when all participants work together to achieve organisational goals. Participation empowers.

We should note that when encouraged to join in the organisation's operations, people feel powerful and inspired. Davidoff and Lazarus (2002:174) define empowerment as subjective and objective. The first may refer to a condition where people participate and make contributions in all areas of the organisation, while the latter includes using power to establish structures where people may participate and make decisions. According to Davidoff and Lazarus (2002:175), empowerment is essentially linked to participation and is crucial because people need to feel in control of their lives. Empowerment may increase job happiness, confidence, and belonging, which is the goal of participatory management. These authors argue that people may shape any situation to please all sides. The greater the openness, trust, transparency, the more meaningful, people will be able to engage. Therefore, proper structures and processes are needed to enable participation, control, and shared accountability.

Abbot (1996:213) defines governance as the state-civil society connection. He claims that Western democracies in the 1980s and 1990s pioneered excellent governance involvement. Falling voter turnout (the so-called democratic deficit) and a general sense of disenchantment with particularly local government prompted in a rethink in the way civil society can be re-engaged. The professor cited a convincing late 1990s research that showed voter turnout in practically all Western democracies is rapidly declining. According to IDHSA pre-election polls, South Africa is undergoing the same perception patterns as other democratic societies, suggesting that local democracy involvement will fall after 1994. The thread offered to democracy when nobody bothers to vote is self-evident.

Democratic disengagement is sometimes caused by perceptions of authoritarian, unresponsive, and inefficient bureaucracies and powerless and marginalised local political systems inside the state (Osborne and Gaebler, 1993:134). Western welfare state crises are also connected. The "crisis" in local democracy has been addressed by substantial public sector reforms in the industrialised nations in recent decades (Geddes and Martin, 1997). Furthermore, widespread disengagement and apathy of critical groups and social and economic exclusion spurred a variety of attempts to re-establish local councillor legitimacy, combat social exclusion, and strengthen representative democracy (Kooiman, 1993). E-governance and real-time polling are examples of new democratic engagement. It has also created new governing structures, such as residential community associations, community development corporations, and complex service delivery configurations.

The South African democratic government published a White Paper on Organisation and Funding of South of Schools (RSA, 1996) in 1996 to foster democratic institutional management by introducing a governance structure that involves all stakeholder groups in active and responsible roles to encourage tolerance, rational discussion, and collective decision-making (DoE, 1996:16). This White Paper led to the conceptualisation of SASA 1996, which took effect in 1997 and required all public schools in South Africa to have democratically elected SGBs made up of educators, non-teaching staff, parents, and students. SASA specifies that a public school's SGB must serve the children and school.

SGBs aim to democratise and expand stakeholder participation. SASA requires SGBs to democratise school culture to combat the autocratic and undemocratic socio-political system that permeated all sectors of society, according to Karlsson (2002). The other intended role of the SGBs are to ensure the representation of various constituencies in a school community and the democratisation of schooling based on the core values of democracy such as the following (Karlsson, 2002):

- Representation of all stakeholders;
- Participating actively and responsibly;
- Tolerance;

- Rational discussion, and;
- Collective decision-making.

These values and culture are essential for the SGB to the school management for the attainment of educational objectives.

According to Lemmer and Van Wyk (2004:259), the legislation reform in schooling, in the democratic South African education system has focused attention on the rights and responsibilities of parents as empowered stakeholders in education. In agreement, Coetzee (2009:195) supports Lemmer and Van Wyk's (2004:259), and states, "in South Africa the legal rights of parents are based on legislation and common law. Furthermore, in the South African education policy, it is clearly stated as follows:

- Parents have an imperative role to play in the education of their children.
- They have the right to be consulted by the State authorities on the kind of education that should be offered to their children and to be involved in education-decision-making and control in their school.
- Parents have an unchallengeable right to choose the form of education that is best for their children, particularly in the primary schooling age whether provided by the State or not, subject to reasonable safeguards which law may require.
- The parents' right to choose includes choice of language, culture or religious basis of the child's education with due regard to the rights of others and the right of choice of the growing child (Coetzee, 2009:195).

In the above context, parents or legal guardians have the primary responsibility for the education of their children and have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance.

3.9 Chapter summary

Parents were clients and had no voice in school management and governance (Mncube, 2009:86). Parents were considered students, money (school fund), and voluntary service providers by school staff. But parents were reluctant to attend schools about their children's school and home issues. Democratic education welcomes parents. Schools and families manage school activities separately. However, schoolchildren and families can collaborate on other techniques (Epstein, 2001:177). After 1994, South African parents are partners in education.

“Parents have the inalienable right to choose the style of education that is best for their children, notably from the early years of schooling up to university level, whether offered by the state or not, subject to reasonable safeguards which law may require” (DoE, 1996).

A student code of conduct can improve school academic achievements by creating a disciplined teaching and learning environment. Therefore, schools must provide high-quality education. “Parents are reluctant in participating in the SGB, and do not want to speak openly particularly in decision-making matters because of the fear of victimisation of their children by the schoolteachers,” Mncube (2009:84) says. Thus, school governance violates South African democracy. Because educators and the school administration dominate the selection panel, parent governors may recommend unsuitable teachers for their children. According to Mncube (2009:89), parent governors with this anxiety struggle to manage school funds.

International literature also emphasises families (parents), family-school interactions, parenting, and parental involvement in education in increasing elementary and secondary school accomplishment (Hill and Tyson, 2009:740). When parents are involved, pupils behave more positively and productively (Bronfenbrenner, 1979:24). School also improves test performance (Bronfenbrenner, 1979:24). Isa (2007:390) and Mmotlane, et al (2009:528) agree that "To improve participation of parents, more direct impact programmes and interventions focused at building ties between parents, students and teachers are needed".

Bronfenbrenner's thesis postulates that school, home and community influence students' academic progress. School employees manage teachers, non-teaching staff, parents, and students under the SASA 84 of 1996. Policy formulation, organising, personal management, administration, training teachers and parents, promoting, motivation, leadership, process determination and regulating, communication, and planning can help schoolteachers and parents work together. These actions are necessary to promote parental involvement in North West provincial education district schools.

This chapter reviewed the theoretical foundation on democracy or participative family-school-community collaboration in education and stakeholders' role in improving student academic achievement.

The next chapter will describe in detail the research methodology and designs that informed this study.

CHAPTER 4:

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

This research sought to investigate the role that SGBs play in the process of fostering participation through the democratic governance of schools, the participation of stakeholders, and the establishment of strong relationships. To carry out this research and achieve the goal that was set for it, qualitative research methods were used. These methods allowed for the researcher to gain an in-depth understanding of the ways which various stakeholders, both internal and external, are contributing to the improvement of schooling outcomes from the point of view of the informants. In addition, this chapter presents a framework of the study design and technique that was utilised by the researcher in the process of data gathering. The nature of the data collection is qualitative, which means that it is concerned with a description (written representation) of the methodology and design that were employed to explore the active involvement of all education stakeholders and partners in enhancing teaching and learning in public schools. This was to provide a better education for all students.

4.2 Research design, research approach and study description

4.2.1 Research design

A qualitative descriptive approach was employed. This approach was seen as ideal because the aim was to capture in-depths views of all members (the educators and parents) serving in the SGBs. Also, a qualitative research approach was used to understand how SGBs perform their functions to improve governance, school outcomes and ensure maximum participation by all stakeholders (such as social partners, other government departments, etc.) for the benefit of all. The researcher neither had pre-determined or pre-conceived ideas or views about what enhances interest of stakeholders and partners in education nor did she allow her biases influence how SGBs narrated their stories

of highlights and challenges. In such real-world setting, the researcher cannot manipulate the phenomenon of interest (Maluleke, 2008). Furthermore, the use of qualitative research approach is supported by Bryman (2012), Hennink, Hunter and Bailey (2011) including McMillan (2012).

Babbie (2009:112) defines research design as involving a series of decisions regarding the topic, the research methods, the population and the purpose. He further points out that a research design is the process by which a study's perspectives are anchored. Bloomberg and Volpe (2012:30) assert that qualitative research studies social phenomena. This is because qualitative research is interpretive and focuses on the lived experiences of people. According to Lapan, Quartaroli and Riemer (2012:79), qualitative researchers mostly base their research questions on the following factors: what has personal meaning to them; what they read and discover to be gaps in the literature; and what they perceive during their first exposure to the study field.

According to Stake (2010:88), qualitative research requires data that symbolise personal experiences in particular situations. The researcher chose qualitative research method so that she can gain a deeper understanding of the behaviours and experiences of research participants and their social contexts. Boyd (2007:1) asserts that "qualitative research is the systematic process of collecting information on what people say and do and create in their natural settings to discover the world as the people themselves see and experience it".

This study is undertaken as a case study of selected schools in Dr Kenneth Kaunda District, Meepong Circuit in the North West Province, South Africa. Bryman (2004) explains that "a case study research is concerned with the complexity and particular nature of the case in question". The researcher in this study chose six SGBs as cases, since she is interested in a group of cases rather than an individual case, so that other scholars can understand a given case based on the knowledge of other cases (Denzin and Lincoln, 2005). Furthermore, the three cases were chosen because it is believed that studying them will lead to a better understanding and perhaps theory of a still larger collection of cases

(Denzin and Lincoln, 2005:). The case study method is used in a qualitative research to collect data.

4.3 Population and sampling

4.3.1 Population

According to Bertram and Christiansen (2013:59), the term "population" in the context of academic research refers to the entire number of individuals, groups, or organisations that have the potential to be included in an investigation. Put differently, the study population consists of all of the individuals, institutions and organisations that serve as a source for data collection. According to Gay, Mills and Airasian (2006:100), population is the term used to refer to the target group that one desires to examine. Similarly, the term "study population" refers to a group of people who are the subject of an investigation. Also included are educational institutions (Lapan, Quartaroli and Riemer 2012:83). The sample for this research came from six schools in total: two elementary schools, two middle schools, and two high schools. In this particular research project, the sampling population consisted of SGB members like chairpersons (parents), educators and non-teaching staff members (either SGB treasurer or SGB secretary), SQLTC sub-committee chairpersons, and school principals from the eight schools located within the North West Department of Education Districts.

4.3.2 Background of the participating schools in this study

The study sample included eight schools – four primary schools and four secondary schools. The schools are situated in North West Province, Dr Kenneth Kaunda District, Meepong circuit in the following areas: Khuma location, Stilfontein and Kanana.

4.3.3 Sampling techniques

Because qualitative research is so reliant on the detailed information provided by individuals, as well as informants who are able to give narratives of their experiences and essential information, it was determined that purposeful sampling was the most appropriate method to use. These individuals are considered "knowledgeable people," which refers to persons who have extensive

knowledge, competence and experience in their respective fields (Cohen, Manion and Morrison, 2011; Bryman, 2012; Babbie, 2013; Liamputtong, 2013).

The sample of schools was carried out in accordance with the several quintile systems that are utilised in the public schools in South Africa (Quintile 1-4). These schools were selected at random from the Dr Kenneth Kaunda District, Meepong Circuit and consisted of a total of eight institutions: two elementary schools, one each from quintiles 1 and 2, two secondary schools, one each from quintiles 3 and 4, and two primary schools, one each from quintiles 1 and 4. In addition, a representative sample of five students from each institution was taken according to the following breakdown: Participants will come from each school, representing their respective roles as principal, SGB Chairperson, SGB Subcommittee (QLTC) Chairperson, SGB Secretary, and SGB Treasurer. There were a total of 20 participants, including four school principals, four SGB chairpersons, four SGB subcommittee chairpersons, four SGB secretaries, and four SGB treasurers.

4.3.3.1 Sample size and participant's selection

Sampling Method:

According to Maree (2012), sampling is a method that is utilised to pick a portion of the population for the purpose of research. A sample is a set of participants from whose data are collected, and it is frequently considered to be representative of a particular community (McMillan and Schumacher 2006: 476). The authors go on to explain that in intentional sampling, which is also referred to as purposive, judgement, or judgmental sampling, the researcher selects selected aspects from the population that will be representative of the topic of interest or will provide relevant information regarding it. In qualitative research, sampling is used to steer the primary goal of acquiring rich descriptions of people's beliefs, behaviours, and experiences, as stated by Springer (2010:109). This suggests that more information can be gleaned from fewer people participating in the research.

Since qualitative research relies primarily on the detailed information provided by individuals, as well as informants who are able to give narratives of their experiences and essential information, the researchers in this study determined

that the use of purposive sampling was suitable. These individuals are considered "knowledgeable people," which refers to persons who have extensive knowledge, competence and experience in their respective fields (Cohen, Manion and Morrison, 2011; Bryman, 2012; Babbie, 2013; Liamputtong, 2013). Accordingly, purposive sampling was utilised in this study to investigate the factors and indicators of democratic principles and/or values, as well as perspectives on school governance. The following key components, each of which possesses knowledge and information on the subject, were sampled because of their expertise in the field: school principals in their capacity as representative of the Head of Department within the governance structure; school educators and non-teaching staff as members serving in the SGB; parents-component serving in the SGB such as chairpersons.

The researcher was able to identify examples that had more information with the help of purposeful sampling since it requires the researcher to look for information-rich informants, groups, places, or events related to the study (Silverman, 2013). The decision to use sampling in this investigation was consequently made with the clear objective of acquiring the most comprehensive source of information feasible in order to respond to the research questions. The sample sizes used in qualitative research are typically much smaller than those used in quantitative research studies. In addition, the sampling procedures used in qualitative research are more flexible, and they frequently continue until the point where the data collection process reaches what is known as "data saturation." Patton's (1989) analysis of the methods of purposeful sampling demonstrates a high level of introspection. He recommends a few methods, such as the "convenience" sample, the "typical case" sample, the "extreme or deviant case" sample, the "critical case" sample, the "sensitive case" sample, and the "critical or sensitive case" sample. Selecting information-dense examples for more in-depth analysis is an example of purposeful sampling (Patton, 2002).

4.3.3.2 Size

Bojanala, Dr Ruth Segomotsi Mompoti, Dr Kenneth Kaunda, and Ngaka Modiri Molema are the names of the district education offices that make up the North West Education Department's four districts. For the purpose of this study, schools

were chosen from Dr Kenneth Kaunda District. The sample of schools was carried out in accordance with the several quintile systems that are utilised in the public schools in South Africa (Quintile 1-4).

The sample schools included primary schools from quintiles 1, 3, and 4, as well as secondary schools from quintiles 3 and 4. There were a total of eight schools included in the sample. In addition, a representative sample of five students from each institution was taken according to the following breakdown: Participants will come from each school and include the principal, SGB Chairperson, SGB Subcommittee Chairperson (responsible for SQLTC), SGB Secretary, and SGB Treasurer. Participants will also be selected at random. A total of 40 participants, including eight school principals, eight school governing board chairpersons, eight SGB subcommittee chairpersons, eight SGB secretaries, and eight SGB treasurers (see Appendix G). As a consequence of the difficulties presented by COVID-19, a few of the participants sadly passed away, while others resigned from the study as a consequence of being infected or afflicted by the virus. Eventually, the researcher was able to conduct interviews with 22 individuals.

Owing to the COVID-19 pandemic that has ravaged the world and disrupted the natural normal of functioning, including schooling, the researcher had a difficult time conducting face-to-face interviews and observing stakeholder meetings as initially planned. This was the problem that the researcher faced. Therefore, the researcher engaged in extensive consultations, including with the supervisor, and eventually came to an understanding that it would be beneficial to fully comply with the COVID-19 standards and protect the lives of everyone who was participating in this study. After consulting with the supervisor, the participants were given the choice to complete the interview questions on their own time and in the comfort of their own homes, and others agreed to participate in telephone interviews. Both of these options were made available to them.

4.3.3.4 Participants selection

By developing a sampling frame, or criteria for selecting sites and/or participants capable of answering the research questions, identifying specific sites and/or participants, and securing their participation in the study, the researcher made

the research design more concrete. This was accomplished by the researcher (Devers and Frankel, 2000:264). This study utilised a method known as intentional sampling, as was mentioned earlier. The tactics of purposeful sampling are aimed to either improve one's understanding of the experiences of certain persons or groups, or to aid in the development of theories and conceptions. Therefore, the researcher attempted to achieve this objective by selecting 'information rich' cases, which included people like principals, SGB chairpersons, SGB secretaries, SGB treasurers, and SQLTC chairpersons. This selection enabled the researcher to gain the most insight into the research question (Devers and Frankel, 2000:264). All of the people who took part in this study had significant prior experience working in school administration.

4.4 Data collection methods

Qualitative interviewing can reveal attitudes and values that a questionnaire cannot (Silverman 2011). Therefore, interview questions allow better access to respondents' ideas, interpretations, understandings, experiences, and opinions about stakeholder involvement in enhancing public school education. This study used individual telephonic interviews, self-completion or administration of interview questions, and documentation analysis. An interviewer (researcher or employee) asks questions to an interviewee (research participant) to obtain data (Johnson and Christensen, 2012:198). Maree (2012) defines an interview as a two-way dialogue in which the interviewer asks the participant questions to gather data and learn about their ideas, beliefs, perspectives, opinions and behaviours.

Data is collected to orient and understand the study. Data collection methods have pros and cons (Sejanamane, 2014). To answer research questions about democratic government, stakeholder participation and public school partnerships, specific methods were used. Qualitative research uses observation, interview, numerical measurement, pictures, messaging, documentary review, and artefacts (Stake, 2010). Qualitative research collects data from a variety of sources (Cooper and Schindler, (2006:96). Sources include humans (individuals or groups); organisations; texts (published texts, including virtual texts); visual/sensory and virtual environments; artefacts, media,

and textual/visual/sensory/virtual material; textual/visual/sensory/virtual events. Interviews and government papers were secondary sources for this qualitative research study (Merriam, 2002:13).

The researcher took these precautions to assure impartiality, objectivity and ethical integrity of the research process and findings:

- Every student conducting research or collecting data must apply for an ethical clearance certificate from the University of South Africa (Unisa) before writing research permission letters. The latter were sent to the North West Education Department (NWED) and consent letters from participating schools (schools never visited by the researcher) allowing interview questions and documentation analysis were drafted and submitted to UNISA's Ethical Clearance Committee in the College of Education via the research supervisor for approval of an academic research ethical clearance certificate. Henning et al. (2004:13) were followed.
- Informed consent, confidentiality, anonymity, and privacy were adhered to. The approval letter and ethical clearance certificate were given to Dr Kenneth Kaunda and Meepong Circuit Manager.
- The Circuit Manager invited the researcher to a quarterly circuit principals' meeting (held on 13/11/2020) to present information on her study and to build trust with principals and SGBs. Interview times and documents were arranged. COVID-19 restricted school visits. However, the responsible Circuit Manager emailed permission letters, consent information sheets, consent forms, and interview schedule templates to all participating schools and copy copied the researcher. For credibility, the researcher showed participants the North West Department of Education approval letter before the study. Before telephonic interviews, participants sent the principal their signed consent forms.

Principals, SGB chairpersons, treasurers, secretaries, and SQLTC chairpersons were interviewed using semi-structured interview schedules (Appendices G and H). Four-theme semi-structured interview schedules were used. Topics

included school democracy, strong stakeholder partnerships, SGB capacity-building, and stakeholder accountability and functionality.

Semi-structured interviewing followed the study's topic approach. Stewart and Cash, Jr. (2011:167) say the approach lets the researchers to interview people one-on-one and build expertise and data. This study's participants were prepared to provide information without distraction because the interviews were conducted over the phone and in private.

The study included telephonic interviews, private self-completion, and documentary analysis to understand how administrators implemented stakeholder participation and partnerships in their schools. The monitoring tool used to evaluate SGBs' governance of public schools included school records like the Annual Academic Performance Report (AAPR), procurement and maintenance plans, School Development plan (SDP), School Improvement plan (SIP), financial documents including budget, schedule of SGB meetings; SGB minute book or SGB files containing minutes.

The above listed documents were compared to other data and added to the study to clarify their use. Integrating and collating research data completed the gathering stage. The researcher protected all information. To maintain confidentiality and anonymity, the researcher employed pseudonyms and remove all identifiable remarks from the data for quintile 1, 3 and 4 schools. Instead of names, participants received codes. This study kept schools and stakeholders anonymous. Their real names and schools were not used. The researcher informed participants that their responses would not be shared as this study is a degree requirement.

For five years, raw data will be locked up. More importantly, the researcher also informed participants that they are willingly participating in this study and can stop at any time. They were told not to divulge their names or schools. The researcher and participants also arranged convenient times for telephone interviews. Participants were informed of their right to not answer sensitive questions and to withdraw at any moment without penalty. The researcher

requested approval from the North West Education Department, Superintendent General, and received it. The researcher works at the North West Department of Education's head office in the Deputy Director-office General's for Institutional Management, Governance, and Support (IMGS).

Based on the above, the researcher prevented work position and station abuse. Therefore, the researcher requested authorisation from the North West Education Department to perform the study at Dr Kenneth Kaunda District schools. The Superintendent-General (SG) of the department, Me S.M Semaswe, received a formal written request utilising the University of South Africa (UNISA) template. All participating schools received letters from the department granting permission to conduct research in their schools without any issues.

As said previously, the researcher is familiar with most school difficulties owing to her employment. In conjunction with the Circuit Manager, she chose schools she had never visited for this project.

4.4.1 Interviews

Interview questions: The first set of study data was based on the interview method. Interviews were conducted with the following: principals, SGB chairpersons, SGB treasurers, SGB secretaries and SQLTC chairpersons (SGB committee). The purpose of conducting telephonic and self-completion interviews was to find out:

- The knowledge and understanding of SGBs on democratic values in relation to the governance of public schools.
- The skills that SGBs have in order to promote good and accountable governance.
- The collaborative strategies employed by schools.
- The impact of education stakeholders and partners in education.

The researcher posed five broad questions and sub-questions to solicit responses from the SGB members, such as:

- What perceptions and experiences do participants have on stakeholder participation and partnerships in public schools?
- How adequate is the participants' knowledge and understanding of democratic values in relation to the governance of public schools?
- Which skills do stakeholders have on the governance of schools to improve functionality?
- How can active participation of stakeholder participation and strong collaboration with partners enhance school performance?
- Which guidelines could be employed by the Department of Basic Education to improve stakeholder participation and strengthen partnerships in school governance?

The participants were permitted to share their stories without interruptions from the researcher. The researcher listened to the stories as narrated by participants during telephonic interviews, probed more to get sufficient detail about:

- Individual skills and contribution of each SGB member: to ensure regular self-evaluation.
- Effectiveness of the SGB: regular training programmes for members; compliance to statutory and contractual requirements; evaluation of the governance structure to improve the quality and impact of governance.
- Processes of developing a clear and ambitious strategic plan, monitoring and review of this plan.
- Accountability sessions of the SGB Executive members.
- Engagements strategies with school community; wider school sector; partners and outside world.
- Annual review of the principal and SGB chairperson's performances.

To confirm data from other data sources, this study used an in-depth interview, or qualitative research interview questions, asked in a semi-structured fashion. The goal of an in-depth interview research was to comprehend the experience of people who were interviewed rather than to forecast or control that experience. As the researcher in this study, my task was to ensure that participants answered a set of predetermined questions, and to present the experience of the people I interviewed in compelling enough detail and depth so that those who read the

study can connect to that experience, learn how it is constructed, and deepen their understanding of the issues it reflects. As a result, the researcher conducted individual qualitative interviews with four schools' governors, including principals, SGB and sub-committee chairpersons, treasurers, and secretaries, until saturation was reached, as shared by Leedy and Ormrod (2005:145). Participants were guaranteed anonymity, and their information was kept strictly confidential.

Participants were also informed that they could withdraw from the project at any time, and that the study's ultimate goal was to contribute to a greater understanding of issues connected to democratic administration of public schools, stakeholder participation and partnerships. The researcher began with the principal as the 'point of entry' or 'gatekeeper,' followed by the SGB executive, which included the SGB chairperson, treasurer and secretary. To elicit data and capture multiple points of view or understandings, the same questions were utilised. Furthermore, data from interviews were audio-taped and handwritten, then transcribed verbatim for elaboration and comprehension. The data collected were then used in the transcription and analysis processes.

Semi-structured one-on-one telephonic interviews lasting 90 minutes (on average) were undertaken to confirm data from other data sources and to provide in-depth information on the subject under investigation.

- Name the type of interview (e.g. Telephonic, Computer Assisted Personal Interviewing (CAPI) etc.)
- Tentatively scheduled from the 16/10/2020
- Follow-up(s). Review of the specified dates was done upon receipt of the outcome of the UNISA Ethical Review Committee on the 13/10/2020.

An in-depth interview, also known as a "qualitative research interview," tries to allow participants to speak at length, in detail, and in ways that (he/she) is most comfortable about a certain topic. They (interviewer/researcher) may have a topic guide, but not a set schedule of questions" (Thorogood and Green 2009:285). To focus on the issues to be discussed, questions from the interview guide were used. This was done to gather opinions or attitudes at a higher level,

such as consensus or disagreement on significant topics concerning the SGB's functionality.

At all costs, leading questions were avoided, and participants were encouraged to think for themselves. However, where clarification or elaboration was required, direct or indirect probes were used (Mack, Woodsong, MacQueen, Guest and Namey, 2005: 42 & 65). Moreover, unexpected comments and new viewpoints were documented as they arose since the researcher considered that they added value to the study. Participants' responses were written down (note taking) for purposes of review, reflection, gap identification, and data analysis.

The goal of these dialogues was to learn from and be informed by the participants while sharing experiences, ideas, points of view, and opinions on the research issue (Mack et al, 2005:29). The researcher noted the disparities in findings and then continued to collect data by interviewing individuals about the likely causes of the disparity (if any). Finally, she went over the documentation from the schools and the department. Before being analysed, all interviews were audio-recorded and transcribed word for word.

4.4.2 Documentary analysis

Documentary data, according to Merriam (2002:126), is an excellent source for qualitative research because it places an investigation firmly in the problem's original setting. Memos, meeting minutes, working papers, and preliminary proposals are only a few examples of the many types of official documents that can be found in any given organisation (McMillan and Schumacher 2006:357). These documents, as McMillan and Schumacher (2006:357) state further, reflect the organisation's functions and ideals as well as the ways in which its many stakeholders define it.

Research for this study drew from a wide range of sources, including but not limited to:

- official documents (such as meeting minutes, attendance registers, and policies);

- newspaper and magazine articles; court cases; the Constitution of the Republic of South Africa;
- Education laws and policies; and the Constitution of the United States of America (national, provincial & school developed policies).

In accordance with SASA, SGBs are required to get together at least once every three months. Meeting procedures of the SGBs are spelled out in detail in the minutes and attendance registers.

Documentary analysis: The researcher requested the SGB file containing the following documents from each school:

- Policies
- Annual Academic Performance Report (AAPR)
- Procurement and Maintenance Plans
- School Development Plan (SDP)
- School Improvement Plan (SIP)
- Financial documents including budget
- SGB Activity-Year Plan containing schedule of SGB meetings
- SGB Minute Book-containing notices, agenda and attendance registers for meetings
- SGB quarterly reports.

The researcher submitted a formal request to the principal and SGB through the Circuit Manager's office in order to obtain the requested materials. The researcher had access to and made use of these materials in order to double-check the information gathered via participant interviews. It was also made clear to the participating schools that such materials should not be made available for review unless the school administration grants permission. Therefore, the materials were made available for the stated aim of comparison with other data collected and addition of fresh information to the current study. After gathering information from a number of sources, the researchers combined and compiled their findings. All information seen by the researcher was treated with the same

level of confidentiality as was stressed during the meeting with the circuit principals and the actual interviewing process.

4.5 Data analysis

Data analysis is a time-consuming, creative, and intriguing process that involves providing order, structure, and meaning to a large amount of information (Marshall and Rossman, 2006:111). According to Creswell (1994:153), data analysis in qualitative analysis occurs concurrently with data collection, data interpretation and the narrative report. Throughout all phases of the research investigation, data were analysed in a continuous, cyclical and integrated manner for the aims of this study.

Thematic analysis should be viewed as a core method for qualitative analysis because qualitative methodologies are immensely diverse, complicated and nuanced (Holloway and Todres, 2003). As a result, Boyatzis (1998) describes it as a tool to be used across multiple ways rather than a specific approach. Similarly, Ryan and Bernard (2000) regard theme coding as a procedure carried out within "major analytic traditions (such as grounded theory), rather than a distinct methodology in and of itself.

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One advantage of thematic analysis is its adaptability. There are approximately two types of qualitative analytic methods. Within the first, there are those that are linked to or arise from a specific theoretical or epistemological perspective. Some of these, such as conversation analysis ([CA] e.g., Hutchby and Wooffitt, 1998) and interpretive phenomenological analysis ([IPA] e.g., Smith and Osborn, 2003), have relatively little variety in how they are employed within that framework. In essence, one recipe directs the analysis. Others, such as grounded theory (e.g., Glaser, 1992; Strauss and Corbin, 1998), discourse analysis (e.g., Burman and Parker, 1993; Potter and Wetherell, 1987; Willig, 2003), or narrative analysis (e.g., Murray, 2003; Riessman, 1993), have varied expressions of the method.

There are various variants of grounded theory (Charmaz, 2002). In any case, the purpose of a grounded theory analysis is to construct a plausible - and usable -

theory of the phenomena based on the evidence (McLeod, 2001). However, in our experience, grounded theory is increasingly being employed in a form that is effectively grounded theory "light" – as a collection of coding processes similar to thematic analysis. Such analyses do not appear to fully subscribe to the theoretical commitments of a "full-fat" grounded theory, which necessitates study aimed towards theory building (Holloway and Todres, 2003). Thematic analysis is the process of searching for repeating patterns of meaning in a data set, such as a series of interviews or focus groups, or a collection of writings.

Accordingly, thematic analysis was chosen as an appropriate data analysis strategy in this investigation. Thematic analysis is defined by Braun and Clarke (2006:79) as "a qualitative method for detecting, analysing, and reporting patterns (themes) within data." This method was chosen because of its capacity to facilitate the precise organisation and description of qualitative data. During the interview data analysis, the researcher initially presented all of the findings by writing down each question, followed by responses from all participant groups at all three schools. After the data were generated, it was organised. This was followed by a detailed examination and examination of the links and patterns that formed between and within data. The information was subsequently coded, categorised and compacted. The retrieved data was evaluated and interpreted by the researcher.

The data were systematically analysed by choosing, categorising, comparing, synthesising, and interpreting the data to provide explanations for the phenomenon of interest (McMillan & Schumacher 2001:462). The researcher employed a subjective, interpretive approach. The analysis began immediately after the first set of data was collected, with the data analysis procedure operating concurrently with the data collecting process. Therefore, data gathering and preliminary analysis served as the foundation for later research operations.

To find themes and categories, the data were further analysed using Tesch's method of open coding. This method, as defined by Creswell (1994:155), entails many processes in data processing, which in this case included transcriptions of

participant interviews. The quality procedure of Tesch's approach (Creswell, 1994:155) entailed the following:

- All the transcripts were read carefully to enable the researcher to gain an understanding of the overall scenario.
- The researcher grouped similar and dissimilar topics together. This assisted the researcher in obtaining the final findings.
- The researcher took this list and went back to the data, abbreviated the topic in the form of codes and noted the codes next to the appropriate segments of the text. The researcher then tried out this preliminary organising scheme to ascertain whether new categories and codes emerged.
- The researcher then found the most descriptive wording for the similar ideas or topics had been coded. After coding, similar topics were grouped together into categories.
- To reduce the list of categories, topics that related to one another were grouped together.
- A final decision was then made on the abbreviation suited to each category.
- Finally, the data material belonging to each category was assembled in one place and a preliminary data analysis was performed.

These segments are coded once the data have been organised into useful groups. Coding, then, can be summed up as the act of identifying data segments using symbols, descriptive words, or special names. To put it another way, a meaningful section of text in a transcript is given a code or label to help identify it. After hearing the audiotapes, the researcher read and reread the verbatim. Transcripts read repeatedly to gain a thorough grasp of the interviews and become acquainted with the information. After all of the internal council members and the external college council members had been interviewed, the researcher began to analyse the verbatim transcripts of the interviews. She continued doing this until all of the transcripts had been examined and similar thoughts or subjects had been coded. After coding, categories were created to bring together related themes.

Each category also produced a number of themes. Responses from neither the interviewees nor the terminology were altered. The themes and subthemes are based on the replies.

4.6 Transcribing the data

4.6.1 Interviews

The data were transcribed immediately after the interviews had been conducted. All the written notes taken during the interviews were typed while details such as the dates and venues of the interviews were also included.

4.6.2 Documents

Documents are existing documents (as opposed to the transcripts of the interviews conducted for the purposes of the research study) and may include newspapers, books, websites, policies, annual reports, minutes of meetings, etc. In this research study, the researcher focused on the availability of the documents rather than on the content of all documents.

Data collected from the documents were studied several times to formulate ideas on how the school is governed including implementation of policies and plans. Literature also supports the idea that data should be perused many times in order to get meaning which will result in possible interpretations of the phenomenon under study (Leedy and Omrod, 2013:158).

4.7 Gaining of access

Bogdan and Biklen (2003:183–192) assert that researchers must first get authorisation from people who control the appropriate access in order to gain access to the circumstance where they would collect the essential data. To gain access to their subjects, researchers must often go through intermediaries, or "gate keepers" (e.g., the heads of the organisations or departments the researcher desires to examine, or the parents, teachers, or principals of the people whose children or students the researcher wishes to study) (Devers and Frankel, 2000:266).

The schools' principals, as well as the district and provincial education offices in North West, played the role of gatekeepers in this research. To acquire access, the researcher wrote a letter of request to the Provincial Education Department of North West, Head of Department, and then presented the granted permission letter to conduct research to the District Director, Circuit Manager, and school principal.

4.8 Qualitative data analysing methods and interpretation

Analysis choices, according to Lapan et al. (2012:98), are dependent on the research questions, the study type, and the data gathering methodologies. Ideas, themes, topics, activities, types of people, and categories are identified and sorted for qualitative data analysis. Coding is a term for this kind of categorisation. The researcher based their methodology on grounded theory for this investigation. Data analysis in grounded theory, per Johnson and Christensen (2012:402-403), begins at the point of first contact with the phenomenon under study and persists during the evolution of the theory. When conducting grounded theory research, the researcher, the data and the emerging theory are all in a continuous three-way conversation during the process of data analysis, which is known as the continual comparative approach.

In this research, I employed a thematic analysis strategy. Thematic analysis is a qualitative approach to discovering, analysing and reporting overarching topics or themes within data (Braun and Clarke, 2006:79). The data set is minimally organised and described in great depth. However, at times it goes beyond this and provides interpretations of numerous facets of the research issue. A theme "captures something important about the data in relation to the research topic and represents some level of patterned response or meaning within the data set," as Braun and Clarke (2006:82) describe further.

Thematic analysis, as described by Marishane (2013:6), is a versatile qualitative analytic approach that allows the researcher to begin on a step-by-step

methodology in detecting, analysing, and reporting themes emerging from the acquired data.

After compiling replies from all focus groups throughout the three participating institutions, the researcher presented her results in a written report. After data generation concluded, it was sorted, and the resulting organisation and pattern analysis were then conducted. Furthermore, the information was then classified, coded and summarised. The study's findings were interpreted and analysed by the researcher. As data were being collected in a qualitative study, it is being analysed at the same time. This means that whatever comes first in the study's timeline—the first interview, the first observation, or the first document accessed—is where the analysis of data begins. The researcher can refocus the study and "test" the emerging concepts, themes, and categories against later data thanks to the ability to collect and analyse data at the same time (Merriam-Webster, 2002:14).

After collecting relevant information, the next step is data analysis, in which the researcher looks for evidence to back up the themes that emerge from the data (Lemmer, 2012:87). In qualitative studies, data processing is a crucial stage (Leech and Onwuegbuzie, 2007 in Ngulube, 2015:131). It helps researchers make sense of their qualitative data, which is why (Ngulube, *ibid*). Furthermore, qualitative data analysis is when the researcher formally identifies themes as they are indicated by the collected data and tries to show support for those themes (Lemmer, 2012:89).

McMillan and Schumacher (2006:364) accentuate that inductive categorisation and the discovery of relationships between categories constitute the bulk of qualitative data analysis. Therefore, "qualitative data analysis is concerned with changing raw data by examining, analysing, recognising, coding, mapping, investigating, and documenting patterns, trends, themes, and categories in the raw data, in order to comprehend and give their underlying meanings" (Ngulube, 2015:131).

This approach is supported by the words of Huberman and Miles (2001:309): "Qualitative data analysis is basically about detection and the tasks of defining, categorising and theorising." Data analysis, as stated by Maree (2010:101), can be performed through a variety of data analysis techniques. They include (1) content analysis, which summarises the information contained in a message; (2) conversation analysis, which examines how people communicate with one another; (3) discourse analysis, which analyses how people use language; and (4) narrative analysis, which describes methods for deciphering research-based narratives.

4.8.1 Data analysis

Mayan (2001:21) in Maree (2007:303) defines data analysis as "the process of observing patterns in data, asking questions of those patterns, constructing conjectures, deliberately collecting data from specifically selected individuals on targeted topics, confirming or refuting those conjectures, then continuing analysis, asking additional questions, seeking more data, furthering the analysis by sorting, questioning, thinking, constructing a supposition, and then confirming or refuting those conjectures." (Bogdan and Bilken (1982:145) go on to say that qualitative analysis entails organising data (textual, non-numerical, and unstructured), breaking it down into meaningful units, synthesising it, searching for patterns, discovering what is important and what needs to be learned, and deciding what to tell others.

The acquired qualitative data was analysed in an ongoing or cyclical and overlapping process, which meant that analysis began immediately after using a specified study design instrument. The back-and-forth movement between levels was completed. Maree (2007:99) defines qualitative data analysis as a continuous and interactive (non-linear) process, suggesting that data collection, processing, analysis, and reporting are all linked and not just a series of sequential procedures. Eventually, this first analysis allowed me to, among other things, examine my field notes and adapt my questions (when needed) to focus more on the primary themes as I continue with the interviewing process in order to validate the new data collected.

After the interviews were completed, a more extensive, fine-tuned and formal examination of the words, meanings, themes, or any message communicated by participants commenced. At this point, I added to the explanation what I uncovered in terms of frequent words, phrases, extra themes or patterns, and notions that aided my comprehension and interpretation. It should be borne in mind that the qualitative method is about interpreting and making meaning of the information acquired.

All of the information gathered was analysed using content analysis of qualitative transcripts, as outlined by Maree (2007: 101). During this phase, I began building deeper understandings of the data by taking all of the acquired data, including accurate typed field notes, interview transcripts, and document content. Finally, materials from all interviews, field observations, and documents reviewed that speak to one theme or concept were placed in one category, and a comparison within categories was undertaken to check similarities and variations in text that would corroborate or disprove theory, and to discover connections between themes, I compared across categories. To evaluate my qualitative data as well as save and retrieve acquired information, I contemplated using Creswell's (1994/2009) Step-Wise Plan given by Tesch or an Atlas-Ti computer application. Johnson and Christensen (2012:517) summarises the qualitative data collection process as follows (Figure 4.1):

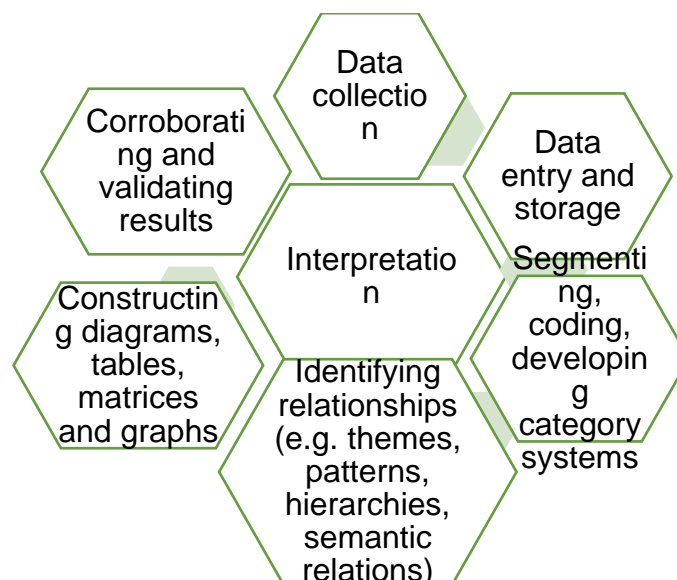


Figure 4.1: Qualitative data collection process

The data codes used in this research study are presented in Table 4.1:

Table 4.1: Data codes and descriptions

CODES	DESCRIPTIONS
T	Transcription of interview responses
P	Principal
GBC	SGB Chairperson
GBT	SGB Treasurer
GBS	SGB Secretary
QLTC-C	SQLTC Chairperson

4.8.2 Content analysis

After reading the collected data several times, the researcher became acquainted with its substance, making it simpler to organise it into themes or patterns on tables. Transcriptions were organised into categories to construct data patterns using tables based on themes that emerged from participant responses, with reference to data gathered during the literature research. As a result, the researcher was able to gain a clear overall image by using tables. As a result, from the beginning to the end of the data collection procedure, the researcher organised precise data from quintile 1, 3, and primary and secondary schools, and analysed its content concurrently.

4.8.3 Conversation analysis

The responses of participants were analysed to better understand their perspectives, practices and attitudes on the role of stakeholders in their children's education. All interview responses were transcribed, categorised, and grouped by the researcher according to the questions posed. Then, to make meaningful data analysis, single instances were interpreted, and data were broken into smaller and more meaningful units or themes, and sub-themes and patterns were recognised.

The data patterns provided the researcher with information about the synthesis and generalisability or applicability of the data findings. This generalisability or

applicability of data findings was discussed in further detail in Chapter 5. The study, however, will not be applied to all provincial public schools. As a result, generalisation from one institution to another in the same area will be impossible because school circumstances, management styles, and too many elements may be unique to each institution. Chapter 5 describes the results of data synthesis and generalisation.

4.9 Qualitative data analysing procedures

4.9.1 Credibility and trustworthiness

4.9.1.2 Credibility

According to Bloomberg and Volpe (2012:125), credibility is a crucial component of qualitative research design because it determines whether the findings provide accurate information from the perspectives of the researcher, participants and the reader. The preceding idea implies that the interrelationship between the study's purpose, research questions, research design, data analysis, and interpretation should be considered. As a crucial participant in the research process, the researcher must determine what contributions to make and how to make them based on his or her own experiences and ideas that influence the research process, such as interviewing participants. In this sense, Muhammad (2008:38) contends that the researcher's ability and effort impact the legitimacy of qualitative research. Furthermore, reputation assures uniformity when the study is conducted by multiple researchers at various research sites (Creswell, 2009:190).

According to Maree (2007:80), the researcher is the data instrument in qualitative research. The author further elucidates that when qualitative researchers talk about "validity and reliability," they usually mean research that is credible and trustworthy. The degree to which the data, data analysis, and conclusion are reliable and trustworthy is defined as credibility (McMillan, 2012:302).

In this study, the credibility of the findings was verified as follows:

- Firstly, the researcher maintained the credibility of data by using the same data collecting tools and collecting data using more than one tool.

- Secondly, data were transcribed as soon as it were collected and the researcher was able to recall them well.
- Thirdly, participants' responses, and not the ideas of the researcher when recording and analysing data, were paramount in this study.
- Lastly, after the transcription of interview responses, the researcher e-mailed the transcription to participants to confirm if he had quoted them well. In the email, participants were given liberty to change or modify their quotes for clarity if they felt the need to do so.

4.9.1.3 Trustworthiness

The extent to which a study measures what it is designed to measure, as well as whether it would return the same results if repeated on the same individuals, is referred to as trustworthiness (Bloomberg et al. 2012:125). In qualitative research, trustworthiness indicates that the research ensures the correctness of the research findings by following acceptable research processes. One of the cornerstones of qualitative research is trustworthiness, which assesses if the study findings are reliable from the perspectives of the researcher, participants, and readers (Creswell, 2009:190). According to Muhammad (2008:39), qualitative research analysis of trustworthiness is critical in establishing study reliability. He maintains that the credibility of a study report is founded on talks about validity and reliability. To ensure credibility and trustworthiness, the following strategies were used:

Crystallisation: - the practice of confirming results through the use of numerous data collecting and analysis methods (Maree, 2010:40). In qualitative research, the term "crystallisation" is more applicable than triangulation because it is a straightforward approach to assure efficient data collecting and processing. Data were gathered through interviews and document analysis.

This study's data were crystallised throughout data collection and phases were analysed within the domain of qualitative research design. Furthermore, the crystallisation approach was used to collect and analyse data in order to increase study credibility and trustworthiness. As a result, the primary goal of this research was to illuminate and comprehend the research topic by listening to both internal

and external stakeholders. Rather than studying or evaluating the visible characteristics of an event, qualitative research seeks to delve into human perceptions and assumptions about it (Maree, 2012).

Recognising that our world has "far more than three sides," Richardson (2000) proposes the concept of crystallisation, which will allow us to shift from thinking of something as a fixed, rigid, two-dimensional object to thinking of it as a crystal, which allows for an infinite variety of shapes, substances, transmutations, dimensions, and approaches (Maree, 2012). "Crystals change and expand, but they are not amorphous" (Richardson, 2000). Based on the foregoing, crystallisation gives the researcher a more comprehensive and in-depth understanding of the phenomenon.

Crystallisation is the practice of confirming results through the use of numerous data collecting and analysis methods (Maree, 2010:40). In qualitative research, the term "crystallisation" is more applicable than triangulation because it is a straightforward approach to assure efficient data collecting and processing. Telephonic interviews and documentation analysis were used to acquire data. The qualitative data acquired by the researcher was analysed using Strauss and Corbin's (1990) grounded theory.

Member checks: – All the data collected from the investigation were transcribed verbatim and re-read to the interviewees for data verification to ensure that whatever statements given and observations made during the interview were authentic. Also, self-completion of interview questions was allowed, meaning participants who requested to be send interview questions and complete on their own at the comfort of their home were also allowed after discussion with supervisor. This was also done to mitigate against the current COVID-19 pandemic.

Trustworthiness of a research study is important to evaluate its worth (Lincoln and Guba, 1985:991) in Maree (2007:80) include:

- Credibility – the truth of findings is established if it is believed by participants familiar with the context;

- applicability/transferability – findings have applicability in other contexts under expressed specificities;
- dependability – findings are contingent, tentative in/with particular conditions and participants; and
- confirmability – the researcher is an instrument of the study and shapes the analytical production, is aware of their positionality and power as key criteria of trustworthiness and these are constructed to parallel the conventional criteria of inquiry of internal and external validity, reliability and neutrality respectively.

Techniques for establishing credibility:

- Prolonged engagement
- Persistent observation
- Triangulation
- Peer debriefing
- Negative case analysis
- Referential adequacy
- Member-checking.

Techniques for establishing transferability:

- Thick description

In this qualitative study, generalisability was defined as the ability of data findings to be transferred to a similar setting. The ability to apply the results to various contexts and situations is referred to as transferability (McMillan, 2012:304). Because the sampled schools in the district region share comparable socioeconomic level, religion and culture, community or environment, the findings and recommendations in this study are expected to be applicable to every public school in the province.

Techniques for establishing dependability:

- Inquiry audit

Techniques for establishing confirmability:

- Confirmability audit
- Audit trail

- Triangulation (multiple methods, sources, data, instruments, analytical processing)
- Reflexivity.

Participants observed and read a project-permission letter before this research was conducted for ethical and trust purposes. The verifiability of qualitative research is assessed in terms of its reliability and validity; qualitative research is more accurately assessed in terms of its trustworthiness (Kimu, 2012:116). In this study, Lincoln and Guba's model Truth-Value, Applicability, Consistency, and Neutrality was employed to ensure the trustworthiness of qualitative data:

- **Truth-value** demonstrates how the research is conducted and how accurately the phenomenon under study is described (UNISA 2003:79, cited in Kimu, 2012:116).
- **Applicability** refers to the extent to which the findings apply to other context settings and groups (Kimu, 2012:116). In qualitative research, the purpose is not to generalise findings to a larger population but rather to describe a phenomenon or experience (Kimu, 2012:116).
- **Consistency**, which is the alternative to reliability, refers to the extent to which the findings would be consistent if the study was to be repeated in similar contexts or with the same subjects (McMillan and Schumacher, 2006:207).
- **Neutrality** A study is considered neutral if the results could have been produced under any other set of circumstances, with any other set of motivations, or using any other set of assumptions (Kimu, 2012:116). In other words, neutrality can be the path away from bias in research processes, outcomes, and whether or not the findings would remain consistent if the inquiry were to be duplicated with the same participants or in a similar situation.

I established credibility by using the many diverse approaches to data collection mentioned above, such as in-person interviews, written documents and online forums, to inquire about and debate many issues that fall under the qualitative methodology. Credible evidence was chosen for the pattern-searching goals of

evaluating, among other things, the reliability of the sources. To ensure accuracy and reliability, identified topics were reviewed with the participants.

4.10 Ethical measures

The researcher was successful in obtaining the permission of each research participant to carry out the study. In addition, the participants were provided with comprehensive information regarding the objectives of the research project, the research techniques, the nature of their participation, and the possibility that the results might be published, all while maintaining their confidentiality (Burgess, 1989:6). The participation of the individuals was entirely voluntary, and their anonymity was protected at all times. The researcher bears the moral obligation to safeguard the subjects' rights and well-being throughout the research project, particularly if the participants will be exposed to conditions that could cause them physical or emotional distress, as well as risk and peril (McMillan & Schumacher, 2006:16).

This research was carried out in the schools that make up the district. The actions that the researcher followed to maximise impartiality and ensure that objectivity, ethical integrity, and the study method and/or findings are not compromised are as follows:

- Application for an ethical clearance certificate before conducting the research was completed and submitted to Unisa as required from every student who wishes to conduct research or collect data.
- Research permission letters from the North West Education Department (NWED) and consent letters from participating schools (schools never visited before by the researcher) allowing interview questions and documentation analysis were drafted and submitted to UNISA's Ethical Clearance Committee, in the College of Education via the research supervisor for the approval of the application of an academic research ethical clearance certificate. The researcher employed ethical considerations as recommended in Henning et al. (2004:73). Specifically, these were informed consent, confidentiality, anonymity, and right to

privacy. Upon receipt of the permission letter and ethical clearance certificate, they were shared with the affected District Directors and Circuit Managers.

- To gain trust from principals and SGBs, the researcher was invited to a quarterly circuit principals' meeting (held on the 13/11/2020) by the Circuit Manager and she was given a slot to share information regarding her study. Interview schedule or times were negotiated and documents to be analysed were outlined. COVID-19 pandemic caused authorities to put many restrictions in terms of visits to participating schools. However, arrangements were made with the responsible Circuit Managers and the related research documents (such as permission letter, consent information sheet, consent form and interview schedule template for completion) were forwarded to all participating schools via email. The researcher also shared the approved permission letter from the North West Department of Education to participants before conducting the study for purposes of trustworthiness. Participants submitted their signed consent forms in writing to the principal before conducting telephonic interviews.

To protect the participants' privacy and maintain their anonymity, we used pseudonyms for the schools (i.e. Quintile 1 (Q1, Q3 Schools to Quintile 4 (Q4 Schools), and we also removed any remarks that may be used to identify the participants from the data. Instead of being given a real name, each participant was given a unique code to identify themselves with. The identities of the participating schools and other stakeholders were kept confidential throughout this investigation. In other words, their real names were not used in any of the documentation. Because this study is being undertaken to fulfil a prerequisite for the participant's degree, the researcher reassured the participants that their responses would not be made public under any circumstances.

To protect the privacy of the raw data and maintain its anonymity for the next five years, it will be stored in a secure location. In addition, the researcher assured the participants that their participation in the study was entirely voluntary and that they might leave the experiment at any time if they felt the need to do so.

Furthermore, participants have been notified that neither their names nor the names of the schools they attend will appear anywhere in the documentation relating to the study project. In addition, the researcher and the participants worked together to determine a convenient date and time for the participants to be interviewed via telephone.

4.10.1 Research ethics or ethical considerations

The duties I have as a researcher extend beyond the subjects I study to include my peers and superiors and the audiences I communicate to. When thinking about ethical issues, one place to start is with Tom Beauchamp's and Jim Childress's four principles (1983):

- Autonomy; respect the rights of the individual.
- Beneficence; doing good.
- Non-maleficence; not doing harm.
- Justice; particularly equity.

Crystallisation is the practice of confirming results through the use of numerous data collecting and analysis methods (Maree, 2010:40). In qualitative research, the term "crystallisation" is more applicable than triangulation because it is a straightforward approach to assure efficient data collecting and processing. Telephonic interviews and documentation analysis were used to acquire data. The qualitative data acquired by the researcher was analysed using Strauss and Corbin's (1990) grounded theory.

Maree's (2007:306) explanation that research cannot be done by anybody, anywhere rings true to me as well. Owing to the nature of the study, it is essential that I first submitted a written request for approval to conduct the necessary research. "Anyone engaging in research needs to be aware of the broad agreements about what is proper and wrong in scientific study," Strydom (2002:63) writes, expanding on Babbie's work.

Crystallisation is the practice of confirming results through the use of numerous data collecting and analysis methods (Maree, 2010:40). In qualitative research, the term "crystallisation" is more applicable than triangulation because it is a

straightforward approach to assure efficient data collecting and processing. Telephonic interviews and documentation analysis were used to acquire data. The qualitative data acquired by the researcher was analysed using Strauss and Corbin's (1990) grounded theory.

It is mandatory for Unisa students to apply for an ethical clearance certificate before beginning any kind of research or data collection. Therefore, I committed to following all institutional requirements for doing ethical research. UNISA's Ethical Clearance Committee, in the College of Education, was contacted by the researcher's supervisor and provided permission letters from the NWED and consent letters from participating schools allowing questions and observation schedules to issue an academic research ethical clearance certificate. As suggested by Henning et al. (2004:73), the researcher took ethical factors into account. Specifically, they were the protections of privacy, anonymity, confidentiality and the right to be informed.

4.10.2 Permission and consent

Many of the present ethical problems for human study participants stem from 20th-century European and American indignities. Medical experimentation on detainees in Nazi concentration camps violated basic human rights. After the war, the doctors involved in that research were tried and the "Nuremberg Code" was created. The UN adopted this code in 1946. The code stipulates that all human research must be voluntary (Annas, 1992; Reynolds, 1979 in Seidman, 2006). Therefore, participants in this study were free to opt out.

In the 1930s, the Tuskegee Syphilis Experiment violated basic human rights for 40 years. Seidman (2006) notes that research disregarding human welfare occurred both abroad and in the US. In the 1950s, 1960s, and 1970s, the U.S. established human rights recommendations (Anderson, 1996; Appelbaum, Lidz and Meisel, 1987; Faden and Beauchamp, 1986). In 1974, Congress created the National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research to standardise government research protections. After four years of debate, the Commission issued the Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research (The National

Commission for the Protection of Human Subjects of Biomedical and Behavioural Research 1979).

The Belmont Report presents clearly what the members of the commission considered to be at stake ethically in research with humans. It establishes three basic ethical principles that must be observed in research with human beings:

- *Respect for Persons*: Respect for individuals' autonomy and the need to protect those whose human condition results in reduced autonomy.
- *Beneficence*: The Hippocratic imperative to do no harm, and the structure to maximise benefits and minimise risk when considering research with humans.
- *Justice*: Research must involve the equitable selection of participants and must be fair to all who participate. Once a positive benefit is discovered, it must be extended to all involved in the research, in contrast to the Tuskegee research.

In this study the researcher informed the participants that their participation in the study was voluntary and that they had the right to withdraw from the research at any time should they feel uncomfortable with it (see Appendix G). The researcher ensured that the protection of the dignity, rights, safety and wellbeing of the participants took precedence over the investigation and the researchers' interests. Any form of harm or stress on the part of participants was avoided. This is in line with Fouka and Mantzorou (2011:5) who assert that a researcher must consider all possible consequences of the research and balance the risks with proportionate benefit.

Seidman (2006) shares the following consistent form adapted to in-depth interviewing which should cover eight major parts of informed consent:

- *An invitation to participate in what, to what end, how long, and for whom?*
The first part of an informed consent form should state explicitly that the potential participants are being invited to participate in a research study. This introduction would be followed with a brief statement of the purpose

of the research, how it will be conducted, for how long, and whether there are any sponsors of the research.

- *Risks*: The second part should outline the potential risks of vulnerability or discomfort for the participant that might result from taking part in the research.
- *Rights*: The third part should outline the rights of the participants. These rights are designed to mitigate the risks of vulnerability and discomfort and should include an explicit statement that participation in the research is voluntary and that refusal to participate would carry no penalty.
- *Possible benefits*: The fourth part of the informed consent form would modestly outline the possible benefits of the study in general and for the participant in particular.
- *Confidentiality of records*: This fifth part should outline the steps the researcher will take to ensure the participant's identity is kept confidential and the extent to which that confidentiality might be limited.
- *Dissemination*: The sixth part should indicate how the researcher intends to disseminate the results of the research and seek explicit release for the extensive use of the participant's words in, for example, a dissertation, book, article, or presentation.
- *Special conditions for children*: In this seventh part, the researcher should stipulate that for children under 18, a parent or guardian must consent for the child to participate.
- *Contact information and copies of the form*: The final part clarifies how to contact the researcher and the local IRB if participants have questions about their rights or anything else about the research project. In addition, researchers must assure that they have written the form in language that the potential participant is able to comprehend fully.

In this study, I interviewed participants on "Enhancing interest in active participation through democratic administration of schools, stakeholder participation and strengthened partnerships". Face-to-face interviews, observation of meetings and workshops, and document analysis are the key research tools. Interviews lasted 30 minutes, and observation of planned

meetings and workshops ranged from 90 minutes to 3 hours, depending on participants' anticipated timelines.

Before administering the study tools, participants were briefed on the project's intellectual and instrumental goals. I also told them I work at the provincial North West Education Department of Education (NWED) office and am a doctoral student at the University of South Africa. I also informed participants that their recorded words and transcripts will be shared with the transcriber and language editor (same person) and maybe the PhD committee (not sure). This study included audio recordings, semi-structured interviews, and school document observations. (Appendix I has sample questions). Participation and research interviews were expected to last 30 minutes.

4.10.3 Voluntary participation

Participation in research is completely voluntary. Hence, the most fundamental right of the potential participant is not to participate. Seidman (2006) draws our attention to the fact that if a participant chooses not to participate in research, such a choice cannot be prejudicial to the participant. If they do choose to participate, it must be a decision based on their being fully informed about the study. The minute they decided to participate in this study, they were given the information sheet to keep and were asked to sign a written consent for an adult (see Appendix G). However, Reynolds (1979) reminds us that informed consent assumes but does not require that the participant will not be identified. What it does require is that the participants be informed before the interviews begin as to what steps, if any, will be taken to protect their identity.

4.10.4 Right to withdraw

Kirsch (1999) hypothesises that the interview procedure may cause participants to reveal regrettable facts. This may make interviewees uneasy and want to leave. More importantly, I made it clear to project participants that they might drop out at any time during the interviews without giving a reason and before the interview material was published. This study's participants consented without

coercion. The 90-minute interviews established an egalitarian and trusting relationship between the interviewer and interviewee. This suggests that participants were well-informed about participation and assured that declining will not harm their services. I proactively opted for verbal consent because written consent sometimes intimidates people.

The researcher sent authorisation letters to the Superintendent General of the North West Education Department and the affected District Director of Dr Kenneth Kaunda. Each secondary and primary school principal telephonically agreed to set up an appointment. The researcher brought the approval letter to school. The school principals trusted the researcher and agreed interview and observation times. For credibility, the researcher issued and interpreted NWED permission letters to participants before the study. Face-to-face interviewees gave written consent. Before the interviews, participants signed an ethical consent form. Before submitting and publishing the research report, school administrators, deputy principals, department heads, and teachers received copies of transcribed data to verify their responses.

4.10.5 Right to reviewing and withdrawing interview material

Short of completely withdrawing from the project, participants have the right to request that material from their interviews be withheld. To exercise that right fully, participants were afforded the right to review their interviews before they are published. Seidman (2006) reminds us “What right the participant has to review and approve the way the interviewer has worked with the material gathered in the study is less well defined. In this study, participants were allowed to have access to the audiotapes as well as the transcripts where such requests were indicated. I also shared with participants the ways I have worked with their individual material including how I have analysed and interpreted that particular material when writing up the project. I also offered and shared the preliminary report that most concern participants before publication. Lincoln and Guba (1985) consider this step to be crucial for the credibility of the study. I committed to preserving the dignity of participants and not making them vulnerable as a result of their participation in my study.

4.10.6 Risks, discomfort and vulnerability

Before study instrument administration, participants expected no unfavourable effects. I knew that in-depth interviewing could make participants uncomfortable if my topic was sensitive. I warned participants that the interview process could be uncomfortable and that I would try to minimise it. I avoided utilising large chunks of participants' words in my research papers out of concern that they might be identified. Kelman (1977) in Seidman (2006) articulates that revealing participants' identity may shame them. A researcher's public disclosure of private or profoundly personal information may hurt their dignity.

I understand and agree with "Interviewers should guard against possible exploitation of interviewees" (Oral History Association, 1992 and 2004). My volunteers were protected against exploitation. I identified research participant rights (through literature review) this segment informed participants of their rights and showed my research commitment to them. I maintained their dignity, safety, and wellness by protecting their ability to withdraw, evaluate, and retract interview information. These trumped the investigation and researchers' objectives. No participant harm or stress was allowed.

4.10.7 Confidentiality and anonymity

It is hard to assess a context's risk to a population, let alone an individual. Protecting the source's identity is crucial. Participants' identities should never be stored in notebooks or unprotected computer files (Rocha, 2004). To protect confidentiality, the researcher gave quintile 1, 3 and 4 schools pseudonyms. Instead of names, participants had codes. The researcher transcribed responses, filed them on the computer and locked the original responses in a cabinet in her office for future use to maintain confidentiality, and anonymity. This study anonymised schools and personnel. Moreover, I warned participants about confidentiality constraints and potential risks (such as non-reporting of fraudulent activities, corporal punishment, selling of substance abuse, and molestation of learners).

The participants' real identities were not used and the participating schools were not identified. Data were anonymised and participants were assigned codes to safeguard their privacy and confidentiality. Since this survey was a degree requirement, participants were guaranteed that their responses would not be shared for any reason. To maintain confidentiality and anonymity, the material was transcribed immediately and stored in a locked cabinet.

Mishler (1986) believes people should have the option to use their names. In this study, the researcher reminded participants of their rights to request that their names not be recorded and that only the researcher and transcriber know about their participation. Therefore, their answers cannot be linked to their names. The collected data refers to their responses by code number or pseudonym, as will future publications and conference proceedings. I have learned to protect interviewees' identity from my little research experience.

I signed a confidentiality agreement with a transcriber who had data access. Research Ethics Review Committee will review confidentiality agreements. My supervisor, the transcriber and the Research Ethics Review Committee assessed the participants' responses to ensure proper research. Only study staff had access to participant records. Participants were informed that their anonymised data may be utilised for research reports, journal articles, and conference proceedings.

Anonymity of participants has been my priority throughout this project. Woods (1990) shares the following steps taken at each stage of the research process to protect anonymity:

- Access to participants has been gained in two ways: (a) my personal contacts; and (b) contacts given by those being interviewed. All initial contacts with a potential participant will be made by the person or participant suggesting the teacher to be interviewed, I will contact the potential participant directly only if she has agreed to discuss the possibility of being interviewed
- All interviews will take place in a safe space to be designated by the participant.

- The researcher will not interview more than one teacher employed in a single district.
- With the exception of the dissertation committee chairperson, I will not discuss with the dissertation committee or anyone else any names, teaching locations, or identifying particulars of the participants
- Interview transcripts may be completed by two persons: (a) myself; and/or (b) a reputable and discreet transcriber. If someone other than myself transcribes the audiotapes, I will erase from the audiotapes all names and identifying particulars before submitting them for transcription.
- As stated, pseudonyms will be substituted in the transcripts for all names of persons, schools, school districts, cities, towns, and countries. Every step will be taken to adequately disguise the participant's identity and teaching location in any published materials or presentations.
- The transcripts will remain in the direct physical possession of the researcher. All audiotapes and consent forms are kept in a safety deposit box. Tapes will be destroyed upon acceptance of the dissertation or, at your request, will be returned to you.

I share Woods' argument that if the likelihood of a participant's being identified is high, and if being so identified would make him or her vulnerable, it may be best to disguise the person's identity. This measure, which is more active than giving the participant a pseudonym, might involve changing the location in which the person resides or the specific nature of the activity being discussed.

4.10.8 Confidentiality of records

I concur with Seidman (2006) that "confidential" means only the interviewer sees it. In addition, such a claim contradicts in-depth interviewing research. Most interviewers want to share others' experiences. They wish to disclose the "secret" material they collected from their participants. In interviewing studies, researchers and IRBs should mean keeping the names of participants who provided the records, tapes, transcripts, and any other material that could identify them secret (Zussman, personal communication, December 2004) in Seidman (2006).

To protect participants' identities, this study will store contact-information sheets, informed consent forms, and audiotapes for five years. The researcher is also aware that research information is not privileged and can be subpoenaed by the courts (Nejelski and Lerman, 1971; O'Neil, 1996; Reynolds, 1979). According to the American Anthropological Association's first Principle of Professional Responsibility (1983), subpoenaing transcripts or tapes could violate researchers' ethical obligations to their participants:

Anthropologists must serve their subjects. These people take precedence in conflicts of interest. Anthropologists must safeguard the health, dignity and privacy of their subjects.

4.10.9 Joint ownership of research material

Valerie Raleigh Yow (1994) takes the position (partially based on Hirsch, 1982) that the copyright law of 1976 establishes that the moment the researcher shuts off the tape recorder, the tape belongs jointly to both the participant and the researcher. Joint ownership means that the researcher must secure from the participant an explicit release to use the interview material as the researcher plans to use it. For purposes of this study, included in the participant's consent form I clearly stated that by signing the consent form, the participant is providing permission to the researcher to use his or her words in the ways described in the form.

4.10.10 Privacy and sensitivity

Participants might request anonymity and privacy. In-depth interviewing research assumes anonymity (Seidman, 2006). That presumption affects interviewers from the outset of their investigation. This study's researcher informed participants that they were willingly participating and might stop at any time. Moreover, they were told not to divulge their names or schools. The researcher and participants also arranged convenient times and places for face-to-face interviews.

Participants were informed of their right to not answer sensitive questions and to withdraw at any moment without penalty. The researcher also informed participants that they might skip sensitive or private topics. I also informed participants that a transcriber and language editor will have access to the audiotapes and that the appointed person has signed the confidentiality form.

I further told them that transcriptions will contain quintile number of the school and membership type for all proper names, so even a casual reader would not see any proper names. For privacy, I utilised pseudonyms in the final report. Owing to the reported cases (written and presented during SGB workshops) of threats, harassment, isolation, and victimisation by some vocal school governors and the fact that this study will be asking questions about reality or ontology, it was crucial for me to comply with the ethical committees' requirements to protect the participants (where available). McMillan and Schumacher (2006:334) argue that a credible research design requires selecting informants, effective research methodologies and research ethics.

This study addressed *geborgenheit* (safety and security) ethical aspects to assure confidentiality of responses, anonymity of participants, protection from injury or danger, etc. By requiring voluntary involvement, I followed the Research Integrity policy. They will be informed of what is expected of them, their rights to participate voluntarily and withdraw at any time, hazards and the value of receiving a copy of the study afterward. Participants signed the informed consent form, and a witness confirmed verbal consent.

Participants' written responses and informed consent forms are confidential. To safeguard participants, findings will be shared anonymously. After the completion of the study, I will email the PDF or CD to all participants. It is recommended that the researcher stores hard copies of participants' responses for five years in a secured filing cabinet at home and electronic material on a password-protected computer for future research or academic purposes. The stored data may require additional Research Ethics Review and permission. After this project, tangible copies will be shredded and electronic copies will be permanently wiped from the computer's hard drive using suitable software.

4.11 Possible benefits

This study's researcher made sure interviews were done effectively by wearing the apron of humility when giving her modest declaration of benefits and without raising participants' expectations during the initial meeting and after data collection. The researcher justified in-depth interview risk without ego. She promised less. In addition, budget constraints prevented monetary rewards. Just being heard and invited to participate in this important study helped participants in this study. As a researcher, I learned immensely from participants and their context. I also hope this study will improve my grasp of my topic and help the field and those affected by it. This study benefits participants by providing a PDF file by email or CD after the study. This project is risk-free. The research will not be compensated.

4.12 Chapter summary

This chapter examined the research design used to assess democratic government, stakeholder participation and public school partnerships. Interviews and documentation analysis collected data for the study. The researcher presented how she used qualitative research to discover how internal and external education stakeholders and partners are improving schooling results from the participants' perspective. Numerous scholars endorsed employing a qualitative study design and methodology (Bryman, 2012; Hennink, Hunter and Bailey, 2011; McMillan, 2012; VanderStoep and Johnston, 2009).

The data were then analysed and interpreted to answer the research question. Creswell (2012:3) avers that research is a process of steps to collect and analyse information to better understand a topic or issue, and Maxwell (2013:2) adds that in a qualitative study, the research design is a reflexive process that operates throughout the project. Collecting and evaluating data, creating and updating theory, enlarging or refocusing the research topic, and recognising and addressing validity risks frequently occur simultaneously, impacting each other (Maxwell, 2013:2).

An empirical study on school governance partnerships was described. The interview collected data on SGBs' challenges and needs, while the documentation analysis collected data on their functionality, accountability, active engagement, and partnerships. The researcher chose the interview and documentation analysis for the study problem owing to their advantages. Therefore, this chapter linked chapter two's literature study to chapter five's empirical findings presentation and analysis.

The qualitative researcher sought guidance, control and direction from human subjects. The social reality is not orderly or systematic; therefore, the researcher must proceed in a well-structured and systematic manner. The researcher also investigated how individuals interpret their behaviour and the norms that govern it. Considering individuals' aims and motives gave me access to their social reality. I used people's accounts of events and actions to find out how they defined reality. Laws et al. (2013:137) agree that research has no single appropriate solution.

The researcher explored global literature on the "phenomena" of social and human sciences research designs and procedures in this chapter to illuminate the study's research challenge. This chapter included detailed research technique, design and design theories. It also examined and presented the reviewed literature's opinion on the concept of "qualitative study," research design, and the differences and similarities between quantitative and qualitative research methodologies to help researchers choose the best method and design for data collection. Qualitative data on demographics, ethics, processes, and recruitment were presented.

The next chapter will present and discuss the data collected.

CHAPTER 5:

DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

While the previous chapter dealt with the design and methodology of an empirical study into democratic governance of school, stakeholder participation and partnerships, this chapter deals with the presentation and analysis of data collected by means of interviews and documentation analysis. The interviews with the participants were scheduled at their convenience and they provide the main data. For document analysis, unfortunately the researcher could not visit the school and inspect documents expected owing to COVID-19 pandemic, lockdown and restrictions placed. Based on this, the schools completed SGB functionality or support tool on their own without the researcher being present. This chapter presents the findings emanating from the interviews and documentations data collected on the democratic governance of schools, stakeholder participation, establishment of strong partnerships, as well as the analysis and interpretation of the empirical data. Data presented here was collected from school principals, SGB chairpersons, SGB treasurers, SGB secretaries, SQLTC chairpersons. The findings are explained on the basis of their alignment with the literature review discussed in Chapter 2. The findings from interviews will be discussed first:

5.2 Findings obtained from the interview phase

The process of establishing and implementing SGBs in public schools is captured in both the country's Constitution (RSA) and SASA. The study posed five broad questions and sub-questions to solicit responses from the SGB members, such as:

- What perceptions and experiences do participants have on stakeholder participation and partnerships in public schools?

- How adequate is the participants' knowledge and understanding of democratic values in relation to the governance of public schools?
- What skills do stakeholders have in school governance to improve functionality?
- How can active participation of stakeholder and strong collaboration with partners enhance school performance?
- What guidelines could the Department of Basic Education implement to increase stakeholder participation and strengthen partnerships in school governance?

The SGB interviews in this study focused on related governance sub-themes, which included responses regarding: Effectiveness of the SGBs; strategic planning; accountability of the SMT and SGB; engagements with school community, wider school sector, partners and outside world; and leadership role of the SGB chairperson.

Each participant was asked 23 main and sub-questions relating to the governance of public schools. A tape recorder was used to record the proceedings and the information was subsequently transcribed. The nature of the interview made it possible to modify the questions during the interviews. The participants felt relaxed to interrogate and structure the questions to enable them to answer the questions in a comprehensive and suitable way. The participants were categorised into five groups, namely, principals, SGB chairperson, SGB secretary, SGB treasurer and SQLTC chairperson (Sub-Committee of SGB). The participants in this study are presented in the codes and descriptions (See Annexure... **Table 5.1**).

5.3 Themes and sub-themes

In this report, different groups of practices were inspected for further commonality and trends among participating schools. Out of this process, four broad themes or categories emerged. ‘Themes’ and ‘categories’ are used interchangeably in this study. Sharing these practices may be instructive for other school governors in their effort to tackle the disparities that exist in our education system. Data were analysed manually and the key practices identified are grouped around the main themes as outlined in Chapter 2 which are: Democratic governance of schools; Stakeholder participation and partnerships; Capacity building of the SGB; Functionality and accountability of stakeholders. Through coding of data, connections were made between the four themes and their sub-themes. **Figure 5.1** illustrates the connection between themes (in the middle circle) and their sub-themes (outside the circle)

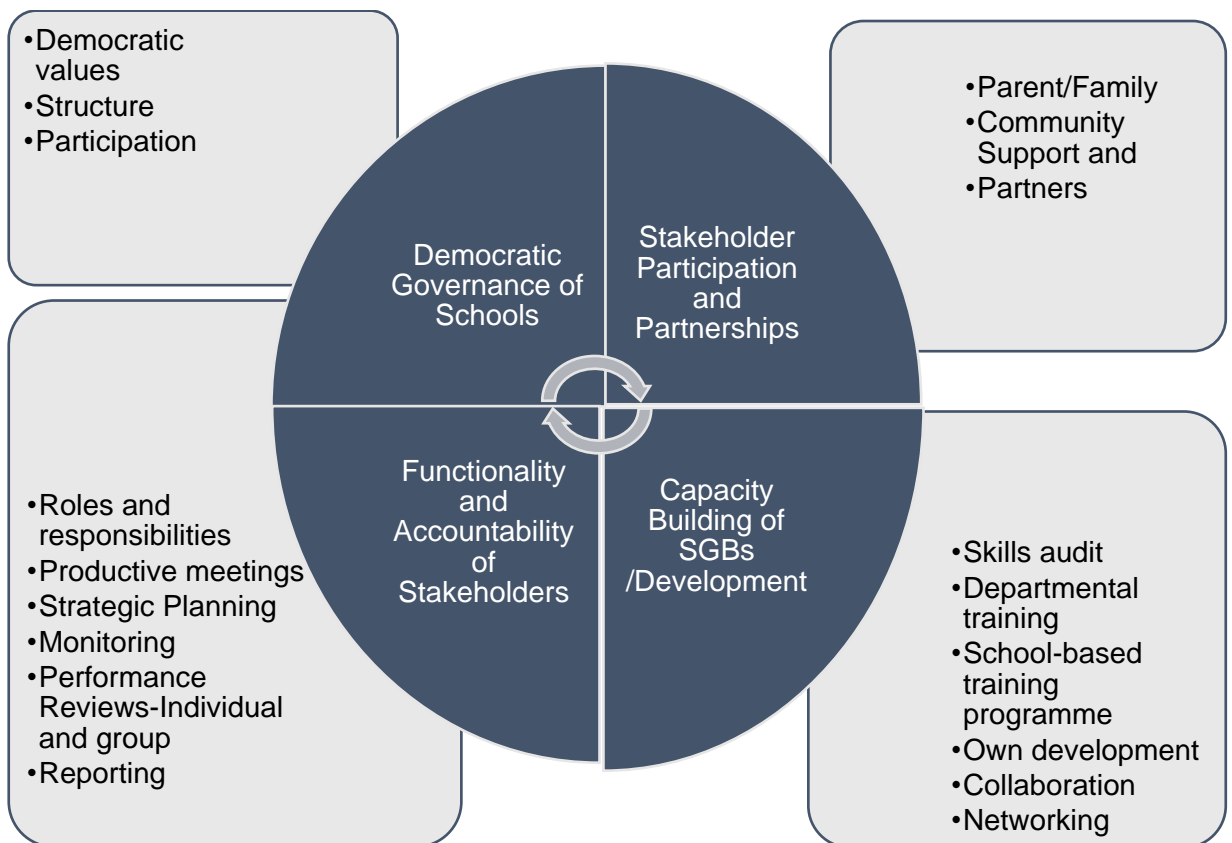


Figure 5.1 Alleyways to effective democratic school governance

The aforementioned four themes should be seen as integrated and interrelated. They are critical to SGB effectiveness, but then not sufficient in isolation. The themes are interconnected, have an influence on one another and infuse the organisation. Against this background, the focus is now on the findings that are based on the interviews with SGB Executive members from six public schools. The SGB members' responses will be discussed next. A spread sheet was used in the process of recording the data presented in this chapter. Data emerging from the interviews were presented and analysed as follows:

5.4 Theme 1: Democratic governance of schools

How adequate is the SGB's knowledge and understanding of democratic values in relation to the governance of public schools?

This theme reports on the functioning of SGBs as a tool for promoting democratic values in schools. The majority of the interviewees in this study reported that they have adequate knowledge and understanding of democratic values as enshrined in the Constitution of the RSA: The Bill of Rights, and are able to apply these values in their daily operations and strategic oversight functions. Each school has a very strong, exclusive culture and value system, which underpin everything it stands for, and they live their values. One of the critical keys to the success of consistently outstanding schools is undoubtedly the culture, ethos and values of the school (NEEDU, 2017). These values take time to institute and involve constant nurturing. Some schools have a very strong culture; so powerful that "new governor and staff is conformed into it". The schools in this study demonstrate adequate knowledge and understanding of democratic values in relation to the governance of schools. They share (see quotes from transcripts, Appendix N)

The responses from participants in this study consent that governors know and understand the democratic values. They have strategic improvement plans which encapsulate these values and their SGB's code of conduct, signed by the Member of the Executive Council (MEC) of the provincial government, reflects their school's visions and ethos. The interviewed governors also confirmed their knowledge and understanding of education being a public service meant for public good and should therefore be open, just, democratic, respecting and

involving the capacities of all citizens and supported by Ranson and Tomlinson (1994). The preceding views from participants are also in line with the Constitution of RSA (RSA, 1996) which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. The Constitution guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education. This is also supported by the provision on the White Paper on Education and Training (DoE, 1995a).

The participants in this research also see school governance as a democratic process that is aimed to redress the legacy of apartheid. There is a requirement for people to fix and change past inequalities. SASSA 84 of 1996 ensures that SGBs are involved in making democratic decisions for schools by consulting with everyone whose needs are affected. In addition, the SGB is elected using a democratic process, whereby people are voted onto the SGB by the parents of the children at the school. Furthermore, in its preamble the SASSA 84 of 1996 stipulates that the Republic of South Africa requires a new national system of schools which, among other things, "will uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnerships with the state".

The participants' statement presents a great challenge to political leaders and educational planners at national, provincial and local levels to ensure that education is properly managed, organised and governed to meet the demands of society. One such demand is for education to afford society the opportunity to contribute to their own development, including "the development of the individual and the community, and to strengthening respect for human rights and fundamental freedom (ANC 1994:60). This is also linked to the idea of participatory democracy – which means that people can be involved in a meaningful way in the decisions that affect them. The schools in the present study uphold the democratic values and are able to use them in their daily operations, school policies and plans. The schools are also able to:

Provide a sense of purpose, direction and self-belief that will ensure on-going improvement and see the school through any unforeseen challenges. Among other things, the schools: **orientate parents of new learners** at the school about

“how things are done at our school” (P-Q3S).

“All people are important, and we have to treat them with respect. In our interaction we try by all means to be open. LGBTI learners have to be listened to and not discriminated. In terms of admission, our school has to be accepting and tolerant. We don’t discriminate. Our institution is very diverse” (GBC-Q13).

- **Make parents sign the pledge** to bind themselves to comply by the culture of the school. *“Parents, educators and learners sign the QLTC pledge to play their part” (GBT-Q3).*
- **Inculcate a strong work ethic.** Everybody within the school has minimum standards to uphold.
- **Ensure a high degree of consistency** in approaches, regardless of which staff member is involved.
- **Hold a view that no challenge is insurmountable.**

Schools do not spare any effort in their quest for ways of doing things better: They don’t have the best of everything—not many resources. One principal notes:

There are inadequate facilities to cater for the physically challenged learners viz. ramps and toilets. Due to budgetary constraints the school cannot afford other facilities. To assist learners with learning barriers/special needs, I applied for concessions/accommodation which entails: granting extra time to show writers; increasing of font of letters in question papers for those with partial sight; and provision of scribes for those who cannot have a difficulty in writing” (GBSCC-Q3S).

My school participates in the following programmes: GLIP, sponsored by Anglo-Platinum Mines which focuses on assisting girl learners in Mathematics and Physical Sciences; taking a Girl child to a workplace; Techno-girl’s programmes, and KGLIS- (Keeping Girl Learners in School) (P-Q4S).

It also emerged from the interviews that few SGB members from quintile 1 and 3 schools could not adequately demonstrate their knowledge and understanding of democratic values in relation to the governance of the school. This group could neither list the values nor provide explanation in terms of the application of values in school activities such as: development or review of policies (e.g. code of conduct, admission, language, etc.); the tone in the messages on the school notice boards; the state of walls and furniture; the social intercourse in the school yard and outside the classrooms, etc. The following were reiterated by participants: *“I have learned that SGB is the watchdog of the finance. It plays an important role in the post that is advertised”* (GBT-Q3S). *“Care and support for teaching and learning is done”* (GBSCC-Q1P).

A quintile 3 school governor indicated that they need development in order to improve their knowledge and understanding of democratic values and ensure that they are applied in the school context: *“It should be improved with lots of workshops”* (GBS-Q3S).

Additionally, the findings revealed that democracy was in existence and practiced at schools and that it was characterized by acknowledged rights of individuals, representation, participation and equality. Two structures for promoting democracy were found to be in existence in secondary schools in the present study, and these are SGBs and representative councils for learners (RCLs) in secondary schools. The participants’ responses also present an understanding that in a democratic school, all stakeholders have a right to participate in the decision-making process (Bean and Apple, 1999). The chairperson of the SGB Sub-Committee, SQLTC share the following sentiment:

“We enhance democratic partnerships, democratic governance, we involve the community, we involve the parents, we involve the different stakeholders, businesses, and our SGB is definitely democratically elected by the parents of the school and in the SGB, the different positions like the chairperson and the treasurer, it is also democratic; democratically elected so everything is done democratically” (GBSCC-Q4).

It can be concluded that schools in the current study are governed democratically using the values as enshrined in the Constitution of the Republic of South Africa,

Bill of Rights: Chapter Two. The Constitution guides all laws in South Africa and the schools understand that the Constitution of the Republic of South Africa as the supreme law of the land is legally binding on the state and government, its institutions, citizens and all the people within its borders as well as businesses and non-governmental organisations (NGOs). It sets out the basic values on which the Constitution and consequently the entire South African dispensation is based. In their responses, the participants have demonstrated knowledge and understanding of democratic, as well as implementation of these values in their daily operations, school policies, plans and oversight role.

5.5 Theme 2: Stakeholder participation and partnerships

Our government has identified education as the apex priority and has declared education a societal issue. The main question in this theme is: **What are the participants' perception and experience on stakeholder participation and partnerships in public school?**

5.5.1 Parent/Family Support

Research indicates that not all schools receive full educational support from parents and families. Parents of children in poor black schools are often not involved in the education of their children. It is further suggested that the majority do not receive regular feedback on the progress of their children as they failed to pay the donation money requested by the school, therefore, leading to the learner's performance report being withheld. Communities around are not proud of such schools and therefore disengage. In an attempt to address the non-involvement of parents in their children's education, a lack of parent and family school partnership continues to act as a barrier concerning the shared decision-making in school matters between school educators and parents. Hence, parent-school (and community) collaboration should be "focusing on the joint involvement of parents, community and school educators in their children's education" (Amatea, 2013:24).

In addition, the lack of parent/family support or involvement in various school activities makes teaching and learning much harder in some schools in the present study. Responses in this study show that most school governors in quintile 1 and 3 do not receive adequate parental or family support, a sentiment expressed by many schools in respect of the deleterious effect of the lack of parent and community support or involvement. (See quotes from transcript Appendix O-**Table 5.5.1**). Moreover, countless studies (Calderon, Slavin, and Sanchez, 2011; Carrim and Tshoane, 2000; Lemmer, 2012; McPherson, 2000; Mncube, 2005; Mncube, 2007, and Mncube, 2008; Van Wyk, 1998) have found that the parental role in education is limited to certain tasks such as school fundraising activities and attending parent-teacher conferences and meetings. However, this appears to contradict the view that if parents are aware of their rights and responsibilities, they can be expected to participate in school governance issues on a legitimate basis.

According to the finding of this study, some parents do not value their children's education and to assume that parents are uninterested because they are poor, a common stereotype in schools, would be incorrect (Epstein and Sheldon, 2005). These scholars posit that parents may be misinformed about the school system and how it operates. Furthermore, parent expectations and the extent to which parents communicate their academic goals to their children were found to be the most important factors in students' improved achievement. Researchers (Nokali, Bachman and Votruba-Drzal, 2010). LaRocque, Kleiman and Darling (2011), claim that "to enable parents to grow in their ability to help their children get the best education possible, encouraging parent involvement must be viewed as a process rather than a one-time event." Instead of doing more of the same, the structure within which schools operate may need to change. Attempting to change within the same structure may not result in the desired results of increased parental involvement."

The participants' responses in the recent study expose that parents are becoming more involved in their children's education over time, with a shift in mind-set away from viewing a child's education as primarily or entirely the responsibility of schools (Skaliotis, 2010:976). They report active parental/family support as

recorded (see quotes from transcript Appendix: O-**Table 5.5.2**). Participants claim to have parental and family support because they actively engage with their parents and community. They outline strategies for increasing parental involvement, and how these schools have mobilised parents to participate in school activities. This is consistent with the views of Blandford (1998), Epstein and Sheldon (2002), who argue that an active partnership between parents and schools has significant benefits and that parents can have a powerful influence on children's behaviour. In most cases, parents who have well-behaved children make certain that their children arrive at school on time, behave appropriately, have proper uniforms, the necessary books and equipment, and complete their homework on time.

South Africa's educational transformation has defined the role of parents in education (Morreli, 2001). The finding in this study is also supported by research (Mmotlane, Winnaar and wa-Kivilu, 2009; Taliaferro, DeCuir-Gunby and Allen-Eckard, 2008), which demonstrates the importance of the parent-family-school partnership as a strategy to supplement high-quality teaching and learning. According to Loera, Rueda and Nakamoto (2011), "parental involvement is a critical factor increasing student academic achievement." The researcher's analysis leads to the conclusion that parent participation varies by school type (see quotes from transcript Appendix: O-**Table 5.5.2**). Some examples of how schools that report active parental/family support foster quality and successful parent involvement: They:

- **Create a welcoming school climate:**

"They attend fundraising activities which we often have at school such as concerts, entrepreneurs' day, spelling-bee that we normally host including various sporting activities like athletics" (P-Q4P).

- **Provide families with information related to child progress and creating supportive learning environments:**

"We send COVID-19 workshop material to parents to familiarise them with expectations from school and home with regards to this pandemic" (GBSCC-Q3S).

- **Establish effective communication between the school-and-home and home-and-school** by ensuring regular communication between the school and family through activities such as:

“At the beginning of the year, we conduct parents’ orientation meetings where we discuss expectations of the year. At end of every term we hand out report on learner performance” (P-Q4S).
- **Retain a range of effective ways for two-way communication to involve high percentage of parents** such as:

We communicate to parents via D6, Facebook, SMS system and Instagram, hand out circulars, give feedback on WhatsApp group platforms and post everything that's going to happen so that they know what's going on” (GBS-Q4P).

Keep parents regularly informed about learner progress:

“We hold open days two or three times a year and parents are given learners’ progress reports on the first Friday of every re-opening from the second term” (GBS-Q3S).

“I ensure that during the beginning of every year, I conduct parents’ orientation meetings. We discuss expectations of the year” (P-Q4S).

“Meetings are held four times with parents except for open days and this is where parents forward their inputs to the school, our parents are also afforded an opportunity to take part in programmes running in the school” (P-Q1P)
- **Develop a consulted schedule of meetings to accommodate working parents:**

“For the previous years we’ve had a resounding turn out in terms of the attendance. But this year (COVID-19 year), we only had two meetings. But they too were successfully attended, all our meetings start on time as per the shared invitation. Deliberations are based solely on the agenda of the day and matters brought forward from our previous meetings. Invitees are continuously reminded about the SGB constitution regarding the attendance of meetings. Hence, we don’t have a problem regarding the attendance of meetings” (P-Q4P).

“No chit chat is allowed during the meeting and we don’t allow members to get carried away for hours on a certain topic” (GBSCC-Q4P).

Proper procedure to hold meetings is followed to avoid long tedious meetings. Convenient time is chosen to hold meetings. SGB members are a working class, therefore, meetings are held after work at 17h30. Catering is done and compensation for petrol for members who are staying far is done” (P-Q4P)

- **Engage parents in school planning, leadership and meaningful volunteer opportunities:** create roles for parents on all decision-making and advisory committees, appropriately capacitating them for areas in which they will serve, such as fundraising, health and safety.
- **Identify volunteer interests of parents**-their abilities and availability, and matching these to school programmes and needs.

Parental or family support, which these schools receive, includes parents:

- **Making sure that their children attend school, come to school on time**, and, where necessary, attend extended learning opportunities, such as before school, after school, weekends and vacation programmes:
“Parents allow learners to attend any extra class organised inside or outside school” (P-Q1S).
“Since the beginning of COVID-19 pandemic, we have been using differentiated time-table and our parents make sure that learners attend school as per agreed upon days” (P-Q3P).
- **Attending meetings** to discuss a wide range of issues with teachers, including learner performance, curriculum and behavioural issues:
Parents always attend our face-to-face meetings. During these meetings, we have the opportunity to discuss issues around the achievement and progress of learners” (GBS-Q1P).
- **Supporting learners at home by creating a conducive environment for learning at home.**

“We rely completely on parents to make sure that learning is extended at home. Parents assist at home by making sure that their children do their homework and that they study. To do this, they set ground rules because

there are no way learners can study or do their homework when the TV is on or they are busy with their cell phones” (P-Q4S)

Parents also work as a collective through the SGB to support schools. While not all schools in this study enjoy high level of support from the SGB, some schools (quintile 1, 3 and 4) reported the role played by the SGB in the form of:

Oversight function:

“During the winter and autumn school camps to either recover the syllabus or do revision on the work done, some SGB members will be here just to support and check if learners and teachers are adhering to COVID-19 protocols” (GBS-Q3S).

Fundraising function:

Parents assist us with raising additional funds for instance, to buy food for learners during vacation camps so that we can be able to provide breakfast and dinner for all learners who are camping at the school” (GBC-Q1P).

Supportive function: SGBs support schools in many respects. The following are few examples from schools:

“The SGB ensures that educators get the proper educational resources. Qualified educators or staff are always appointed. SGB has great interest in what is happening in classrooms and principal always table report on learner performance. Appointment of cleaners and GSAs is done to keep the environment clean as it plays a role in improving learner performance” (GBS-Q3S).

“Appointment of qualified educators has also been done to ensure subjects and school improvements and SGB ensures that educators get the proper educational resources. They budget enough money for staff development and employment of enough staff to keep the learner-teacher ratio healthy. With the COVID-19 pandemic they immediately made money available to ensure that all teachers and learners had access to Wi-Fi. Computers and visualizer were bought for all teachers. Extra access points were set up to ensure that learners could go digital. Maintenance and improvement of classes, sport grounds infrastructure are top priority to the SGB. Software package for online learning have been bought and integrated to all subjects” (P-Q4S)

One principal from quintile 1 primary school shares the following:

“Urban areas understand better the need for SGB candidates and can better exercise their skills with ease. The issues of non-payment hit hard SGB in rural areas as most of the elected are unemployed” (P-Q1P).

Parent and family participation in SGBs is an important component in building democracy in the schooling system, as well as in South Africa’s wider society (Mncube, 2009). The issue of involving parents and families in SGBs is still challenging. This researcher also reminds us of this important fact, “At some schools in South Africa, parents are not yet playing their full role as governors mandated by legislation”

5.5.2 Community support and partnerships

In accordance with the 2019 Action Plan (DBE, 2015) Goal 22: The findings of this study revealed that different structures in the community, including civic organisations, religious organisations, traditional leadership, and politicians, supported schools in various ways to improve parent and community participation in school governance. The community helps five schools in quintiles 1 and 4 (See quotes from transcript, Appendix: O...-Table 5.5.3). They described impressive images of their collaboration with the community and the nature of support they receive from various community structures. Despite the fact that community involvement is linked to school success, a small number of schools frequently fail to establish strong links between school and their communities, and participation is low in several township and outlying area schools, even when community members and partners are invited. Three schools in quintile 3 are having difficulty obtaining community support. The participants’ descriptions are indicated (See quotes from Transcripts, Appendix: O-Table 5.5.4). The responses also confirm that there are no systems in place to establish strong, coordinated community support in the affected schools. This is consistent with the views of Mabaso and Themane (2003), who claim that there is little information available on how to overcome current challenges in stakeholder participation in school governance. The responses also indicate that other schools have a long way to go in terms of fully realising the need to close existing gaps to ensure that all public schools

realise active participation of all stakeholders to improve systems. According to Clase, Kok and Van der Merwe (2007), , education is and will continue to be an investment for any developing country, and the success of any country's education system is dependent to a large extent on the mutual trust and collaboration that exists between all partners.

5.5.3 Private Sector/Business Support

School-business collaborations can encompass a wide range of activities. These can include staff development, mentoring, tutoring, incentives, and awards, or they can provide material and financial resources for specific projects or events. Although the types of partnership activities vary greatly, the common goal of almost all school-business partnerships is to improve learners' educational experiences, thereby having a significant impact on the community. Most of the time, partnering is a win-win situation for all parties involved. Aside from improving the educational experience, business partners frequently reap additional benefits such as increased goodwill and a stronger presence in the community. According to the findings of this study, very few schools benefit from the private sector. The participants advance the following reasons:

“At the peak of COVID-19 pandemic, businesses sponsored more masks and sanitizers and thermometers. We also receive a lot of contributions from other external stakeholders that don't even have children in our school, such as money for to buy much needed resources” (GBC-Q3P).

Partnership success is predicated on establishing solid relationships. Sending proposals to multiple businesses twice per year is insufficient. The real money is made when schools develop relationships with those companies that responded to their initial letter of prospecting. The stronger the relationship, the greater the likelihood that a business will engage with a school and become a lifelong supporter of the school's cause. Schools struggling to establish partnerships must remember that people enjoy feeling like they are part of a team. Everyone wants to feel as though they are in a relationship with others who are working toward the same objective. Therefore, one of the most important strategies for the school's relationship-building efforts should be to make individuals feel like

members of their team, ask for their recommendations, keep them informed at all times, invite them to school events and create the impression that you are a unified team working toward a common goal.

5.5.4 Engagements

According to the courts, meaningful engagement is a method for resolving disputes or differences between parties. To provide clarity on a particular policy or matter, the parties are encouraged to communicate with each other in a constructive manner. In addition, the courts recognise the symbolic value of the parties working together, which is a form of participatory democracy. The SGB is expected to understand the strategic nature of their role when consulting, listening to, or responding to students, parents, and staff, among other duties. Additionally, they must interact appropriately with the school community, the broader school sector, partners, and the outside world.

How governors listen to and understand your learners, parents and staff?

The finding of this research demonstrates that schools have ways for parents, staff and students to be heard. Also, there are ways for students, parents and staff to get in touch with the SGB. Learners or their parents are told what is going on and what is expected of them. Some of the answers from the interview include the following: SGB organises and attends parent meetings, such as information nights, and uses different communication channels, such as websites, Facebook pages, WhatsApp groups, D6, newsletters, etc., to do so. Schools also believe that learning, including how well students do, is the responsibility of teachers, students and their parents (NEEDU, 2017). The schools in this study try to learn about the different learning problems their students face and always try to meet their needs. Schools work together with other social services, among other things, to help fix the social and economic differences that make it hard for students to learn. Different schools use different ways to get students interested and help them.

5.5.4.1 Engagements with learners

“We engage with learners on weekly basis through the morning assembly” (P-Q3S). “I participate in Africa Day, farewell function, motivate learners. I try to be visible where necessary. I welcome learners at the beginning of the year. At the primary level, it is very difficult to engage unlike at high school where you are able to engage with learner council” (GBC-Q1P).

From this answers, it is clear that schools have ways to listen to their students and that students are also free to get in touch. Clearly, they try to understand what their students’ experiences. Research is showing that social and emotional growth has an effect on academic performance and school success (Elias and Haynes, 2008; Stipek and Miles, 2008). In NEEDU (2017), teachers at schools where most of the students come from low-income homes talk about how social and emotional factors affect academic success. Teachers said that the following socio-emotional traits of students and the environment made it harder for students to do well in school:

“Distance the learner has to walk to school; whether a learner has had a meal before arriving at school; malnutrition and ill-health/affected or infected with HIV and COVID-19; teenage pregnancy and child-headed families.”

5.5.4.2 Engagements with Staff/SMT

Some schools have systems in place to engage with staff members. They report:

“We engage with staff on weekly basis through the morning briefings” (P-Q3S).

“When it comes to teaching staff, I have never had formal meeting with staff, I leave it with the principal reason being, I want to safeguard the principal’s position. I do have informal talks with individuals. I don’t want the principal to lose the staff-room platform. The minute you engage with staff, they start venting out about the principal. There are elements undermining authority in our school. I try not to open that door. I wouldn’t want to get in a school environment where the principal has lost control. There are people who wake up in the morning to mess up things and cause dysfunctionality. There are two camps who pull in different directions” (GBC-Q1P)

5.5.4.3 Engagements with Parent/Family

The following are some of the ways used by schools to engagement with parents:

“There is always quarterly and phase meeting for parents including annual general meeting where we present financial report” (GBS-Q1P). “Parents forward their inputs to the school, our parents are also afforded an opportunity to take part in programmes running in the school” (P-Q1P).

The finding on the engagements with learners, staff and parents suggests that SGBs have established mechanisms to properly engage them. They understand the strategic nature of their role when consulting, listening to or responding to learners, parents and staff; have mechanisms in place for consulting parents (quarterly, phase and Annual General Meetings), learners and staff through briefing and general meetings; have mechanisms in place to enable learners, parents and staff to contact the governing board; once a year, invite staff other than the principal and staff governors to SGB meetings; attend RCL meetings or meet learners in other ways; and decide on activities to do in order to engage with parents beyond sending out a questionnaire?

How SGBs ensure regular reporting to your parents and local community?

The SGBs, among other things, are in charge of deciding what information the governors and the school as a whole should give to parents and the local community. They have to ensure that information is shared in a clear and timely way. They do this by using the following:

“Newsletters, circulars, Facebook, D6 communicator and WhatsApp-groups SMS system and Instagram” (GBC-Q1P). “I ensure that during the beginning of every year, I conduct parents’ orientation meetings. We discuss expectations of the year. At end of every term I ensure that I give report on learner performance. With local community, parents in the SQLTC help in terms of communication between the school and the community” (P-Q4S). “One of the lessons that I have learned through COVID-19 is to engage with other community structures. Important reports are shared during ward councillor’ meetings. I write letters to community structures inviting them for our LETSEMA as we all have a role to play. We should not isolate ourselves from the community as schools. Reports

are also tabled through QLTC meetings where different stakeholders sit. I have requested taxi business to invite us to meeting to talk about learner transport” (GBC-QIP).

The preceding responses provided confirm that school governors in this study have established formal and informal mechanisms for consulting students, parents, staff, and the local community as well as gather feedback on the school's effectiveness. They have put systems in place to ensure that the SGB's work is regularly reported to all affected stakeholders. The online information that is shared should meet the requirements of the law, and be reviewed and updated regularly. The SGB must also show that it is accountable. The interviewed governors also show that they engage extensively with parents and the wider community to promote the schools' work. Furthermore, participants report using the stated channels to ensure that relevant policies and procedures are easily accessed by parents and local community from the websites and newsletters. SGB's signed minutes are readily available for public inspection and information is kept up to date including specific information about the work of the SGB. Monthly SGB Executive and Sub-Committee meetings, including quarterly accountability sessions and parents' AGM to approve the budget are mandatory. Quarterly SMT and staff Grade or Phase meetings with parents to discuss learner performance and improvement strategies, as well as hand out performance report cards are also essential. Ward councillor's meetings are held to communicate with local community about societal issues that are impacting negatively on teaching and learning and discuss relevant intervention strategies. The SGB is represented at parents' meetings where written reports are shared and interrogated.

At assemblies, open days, parents' evenings, and award ceremonies, school governors naturally meet parents. These informal conversations help parents understand governors and their duties. Governors also learn from parents what the school is doing well and what needs improvement. Governors must learn what students, staff, parents, and the community think of the school. They are supposed to advice the SGB on strategic planning. Since staff governors offer advice and the principal meets with staff regularly, they must involve staff in their decisions. The most important question for schools is: How well does the SGB

know the staff and do the staff know their school governors? Do they have training days and collaborate on school vision, policy, and planning?

Communication with parents is crucial, not just the good news. SGBs can often get support and funding from parents if they are open about their improvement efforts. Communicating clearly requires care. Therefore, SGBs should communicate with parents considerately. The following questions should be considered: do schools use "learner post"? Is the school website good? Do they have social media policies? Has their communication been evaluated? Do they communicate with other SGBs from nearby schools, outside the circuit and district? Does the provided training address the SGBs' needs? Can governors share adapted training with other governing bodies? School governors can also share governance best practices through cluster or twinning arrangements. If the SGB collaborates with other governing bodies, how is this affecting their practise and student outcomes? Do they have primary-secondary and secondary-higher education links? Can the SGB use their connections to guide policy and planning? Does collaborating teach them anything? Have they attended each other's meetings, training, or planning sessions? Research shows that outstanding governors use their business and community connections to support staff and learners' learning, including securing additional resources and arranging visits for learners. In this study, governors promote schoolwork by encouraging links with EMR24, SAPS, Health and Social development services.

5.5.4.4 Which activities have been identified by SGB to ensure collaboration with community members, organisations, social partners, associations, etc.?

Effective governing bodies are well-informed about and respond to the views and needs of key stakeholders, particularly parents and caregivers. They enable productive relationships, creating a sense of trust and shared ownership of the school's strategy, vision and operational performance. In the present study, the interviewed SGBs have identified activities to ensure collaboration with community members, organisations, social partners, associations, etc. Few example:

“We invite other stakeholders to our big chess tournament at the mall, market day, public speaking, graduations, spring day, and prize giving ceremony, fundraising, and Heritage Day activities.” (GBS-Q1P).

“SGB at our school has got an initiative of LETSEMA every beginning of the year where parents come to assist by cleaning the school premises including learners’ classrooms. We invite parents to apply for employment programmes that can assist financially like the Presidential Basic Education Employment Initiative (BEEI) of this current year (2020). There are also other individuals who have come forth to assist learners with sports programmes and some of the parents take part in the SQLTC which covers the business and political spectra” (P-Q1P).

The finding demonstrates that in some schools, the SGB is involved in a collaborative arrangement. They have developed activities to ensure they work harmoniously with all members of the community, organisations, social partners, associations, etc. These activities show that most schools have accepted and welcomed a wide range of stakeholders and have a mutually beneficial relationship with them. This is supported by Naidu et al (2016), who posit that the idea of mutually beneficial partnerships between schools and their communities, in which both sides help each other, has been held up as an ideal in South Africa for a long time. Also, these experts say that in a partnership, groups or individuals do things for each other. In this way, a partner helps to make up for someone else's flaws and build on their strengths. Both sides get something out of this symbolic relationship. In this study, there are also some schools that have not found ways to work together with community members, organisations, social partners, and associations. When asked about this in an interview, they said: *“Nothing for 2020 because of COVID-19” (P-Q3S).*

5.5.4.5 How SGBs identify partners and maintain successful partnerships

The school governors in this study have strategies in place to identify partners and maintain successful partnerships. The participating schools share:

“We identify the needs and develop a priority list of the school and then look for partners to match the identified needs such as social development, religious leaders, SAPS, businesses. Some of the needs are school clothes and shoes, copy machines” (GBSCC-Q4P).

“Identifying shared goals and values. Writing and distributing requisition letters to donors. Engaging with Non-Governmental Organisations department of home affairs to attend to learner IDs, birth certificates. SAPS for adopt-a-cop programmes, health clinic for learner vaccination and check-ups and social services for grants” (P-Q1S).

The finding indicates that some SGBs conduct needs assessment to determine whether their schools have unmet needs and whether forming a particular partnership to meet the identified needs will provide a solution as well as enhance the learners’ experience. Once a need has been identified, they determine whether there are people or stakeholders/businesses within the local community that can help to meet that need. The participants also reported that, in most cases, the type of need identified determines the type of partner they seek. The following concerns were also raised:

“We engage people to be part of the QLTC but people lack commitment. There is a serious challenge of getting partners closer to the school. We struggle to get partners who will commit as they ask for something in return. (GBC-Q1P).

For this challenge, Mahlangu (2008) proposes introducing regulations that will restrict access to only those who have legitimate business in the school.

5.5.4.6 What benefits or support do schools draw from collaborating with other schools, businesses and departments or sectors?

Our country’s NDP mandates that stakeholders’ interests should be aligned to support the common goal of achieving good educational outcomes that are responsive to community needs and economic development. The plan calls for a national initiative involving all stakeholders to drive efforts to improve learning outcomes in schools, beginning with the lowest-performing schools. The emphasis should be on improving schools and districts, as well as addressing shortcomings in teaching, management, administrative support, and accountability. Equally, the major task of QLTC in education is to be a catalyst for positive change, quality improvement and transformation. The campaign's main thrust is to provide a platform for communities and the larger society to become actively and constructively involved in the improvement of teaching and learning. Furthermore, our government has stated that these efforts will be

bolstered over the MTSF to ensure that communities fully participate in education. To demonstrate stakeholder compliance with the aforementioned NDP and QLTC mandates, the schools in this study report that they benefit or receive support from collaboration with other schools, sectors or departments. The following are some of the participants' reports:

“Our school has been in consistent and committed partnership with an NPO that provides counselling to learners and conduct awareness campaigns on drug abuse, crime and pregnancy. We work with policing forum to conduct search and seizure on regular basis. The SAPS also assists us with bullying and crime in general. The health department conducts screening of our Grade R learners at the beginning of the year and at the beginning of the fourth term as well as de-worming campaigns. Social services assist with grants, ID, the orphans, the child-headed families receive food parcels” (P-Q1P).

“Pastors-assist with spiritual counselling. Steel company-donated steel to build strong room. There is good relationship with other sister departments. Dr X motivates our learners and is always available when needed. The school also benefits on sanitary towels. The neighbourhood-watch is invited to talk about issues of kidnapping. Our school doesn't have proper athletics equipment or fields to have a big athletic event. Therefore, we go to a neighbouring school and use their equipment and field. Social services get involved in cases where a learner's parents don't have food at home. EMR24 assists with learners who displays signs of being suicidal such as slitting of wrists” (GBC-QIP).

“Twining with the best performing schools help improve performance of my school. They also help us with the daily running of the school, example – if we don't have electricity we go to them, ask for desks if there's shortage, we help each other. The school has relationship with uniform stores, and I requested uniform for the needy learners. In terms of business, we receive bursaries for the outgoing Grade 12s. They would also buy uniform for the needy” (GBSCC-Q4P).

The finding confirms that participating schools benefit from their collaboration with other schools, businesses and other sectors. A large volume of published studies describing the benefits of collaboration back up the responses, validating the effort of developing healthy working relationships between the school and the community. The responses are also consistent with the 2017 NEEDU Report on

Schools That Work II, which stipulates that schools bring together various individuals and groups, such as community-based organisations, youth development organisations, health and human service agencies, parents, and other community leaders, to magnify opportunities for learners and generate supports that enable children and youth to learn and thrive.

5.5.4.7 What is the school's involvement in the community?

The researcher in this study believes schools are not isolated. They live in the communities they serve and must build relationships with them. As highlighted throughout this section, schools bring together diverse individuals, human service agencies, youth development organisations, etcetera, to expand opportunities for learners and create supports that help children and youth succeed. The following responses from interviewed participants show that schools are similarly giving back to their communities. They strengthen school-community relations by giving back to their communities through various activities:

“Educators arrange with learners to donate clothes to the community and food parcels to hospices and SOS centres, and also take sporting activities with them” (P-Q4S).

“Our school is used as a voting station during local and national elections, and as a training centre for local skills such as a plumbing, electricity, etc.” (GBSCC-Q3S).

“Our school is used for AET classes-private candidates are afforded space to write their examinations, and small meetings for community structures. Parent seminar to deal with issues of parenting and drugs. Learners who are not attending at our school are allowed to study here after hours” (GBC-Q1P).

“As a school, we cannot just keep on receiving. Under the social partners, our learners help in doing posters for the companies. For Mandela Day, we gathered a lot of food parcels and unfortunately, not this COVID-19 year (2020), but the previous years, we gathered the food parcels and we donated it. First of all, we give to a parent of our school that is in need. When there are leftovers, we donate to the children's home. Every year we go for Easter and for Christmas to the old age home and we present them with something and a little singing, a type of

concert. At the mall, we have a project where different schools build big Christmas trees with stuff and goodies, just to brighten up everybody's life. We assisted the SAPS with the child abuse and women abuse by making posters that they could put up. We also take part in community activities such as the reading campaigns of the municipality libraries by preparing and taking our learners over there to participate and also make posters for the reading. When we hear of someone that is doing a project, we ask if there is little place for us to assist them” (GBSCC-Q4P).

“We are involved in CANSA, Old Age homes, SAPS, implementation of the Presidential Youth Employment initiative for EAs and GAs and ER24” (P-Q4S).

“We made banners in the class to promote HIV to the community. With the Community Policing Forum (CPF), we involve other schools involved in making banners or posters. We also do the same during the 16 days of activism against women and child abuse. We will have those banners and as the CPF we cruise the streets with those banners and the schools’ name and emblem will also appear. We also collect and pack food such as dry food, cans of food, soap etc. And give back to the vulnerable members within our community” (GBS-Q4P).

“We allow them to use our facilities, mainly the school hall for church services, as well as avail the soccer and rugby field for usage by neighbouring schools. However, they write and seek permission to do so” (P-Q4P).

The finding confirms that school governors have a clear understanding of all the networks and groups that the school participates in and the impact of these on the school. Also, they are aware of where their school fits into the local and national picture of schools supporting other schools. Furthermore, the findings indicate that schools are involved in their communities and this is in line with the Basic Education Sector Goal 25 of the Action Plan:

To use schools as vehicles for promoting access to a range of public services among learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.

Nonetheless, there are few schools that have not identified activities for community involvement. They state: *“not at the moment. The year 2020 has been a remote year between the school and community due to COVID-19 pandemic”*

(P-Q3P). *“The school is distant from the community or vice-versa”* (GBS-Q3S). The available literature reminds these few schools that productive stakeholder engagement requires a commitment to engage actively with stakeholders; listen to them; explain the reason for the existence of the school; what the school does, as well as build harmonious working relationship with them in a mutually beneficial way. Additionally, the 2013 AICD study highlight that “engagement is not an end in itself, but a means to help build better understanding and relationships” with the individual groups, departments or other entities with whom the school intersects.

5.5.4.8 The impact of stakeholders on overall school outcomes

What has the stakeholders’ contribution been to school improvement over the last three years?

The SGBs are expected to have an impact on different areas of school improvement such as attainment, curriculum, well-being and safety, support the principal and staff in the performance of their professional functions. The governors in this study share that there has been improvement in terms of learner progress in their school over the last three years:

“We have observed exponential growth in learner performance in the last three years and as for this year (2020) we pride ourselves with what we have produced both on paper and actual” (P-Q1P).

“The past two years, the learners’ progress improved a lot and I think that this year it’s going to drop a lot as some learners dropped out of school due to the COVID-19 pandemic. But we are hopeful that the department’s new suggested COVID-19 rotational timetable for class attendance with reduced numbers and two groups (A and B), will contribute to improved learner progress as we believe that smaller number in classes give opportunity for individual attention to learners” (GBS-Q4P).

The finding points to better results in areas like curriculum attainment and attendance. But when asked more about how they track and evaluate the effects, the governors could not clearly explain the systems they are using (if any). The researcher concluded that school governors, especially parents, did not keep

track of and evaluate their own influence on teaching and learning. Even though the principals in this study confirmed the governors' support for giving the much-needed resources, such as financial, human and physical, this does not mean that the governors are in favour of giving these resources. It is also clear from this study that several schools are focusing more on curriculum delivery to meet the growing pressures for greater accountability of academic outcomes (academics). As a result, the second aspect of schools' mission—providing learners with a well-rounded education—tends to take a back seat, even though research shows that these "secondary" educational opportunities can have a huge impact on learning and growth (Allis and Frederickson, 2006). This tendency to prioritise academics over a well-rounded education is readily apparent simply by observing how students spend their time in school and the support they receive from a variety of stakeholders. The primary goal of school is undeniably to prepare every learner to read, write and calculate. Nonetheless, schools are held to a broader obligation in addition to improving academic skills. The following responses also reveal that different stakeholders contribute in sundry to ensure school improvements:

“The subject advisers stand out from the rest. They play a crucial role to school improvement in the main especially through school visits and Teacher Support Forum (TSF) including SDM moderation. Educators are now familiar with Annual Teaching Plans (ATPs) and Program of Assessments (POAs) and they execute these confidently and diligently” (P-Q4P).

“Neighbouring mines sponsor extra classes for Saturdays and Sundays. Parents allow learners to attend extra class organised internally or externally. Educators are going extra mile. SMT monitors and moderate teacher and learners' work, provide plans and scope on how to implement curriculum. DBE provides funds for transport and last push revision-camps and organise career exhibitions for Grade 12s” (P-Q1S).

“SGB has great interest in what is happening in classrooms. Principal always table report on learner performance. Decisions taken by the SGB on infrastructure improvements such as ablution facilities have also given dignity to learners as the school is painted, doors and windows repaired or replaced to improve attitude and ensure infrastructural improvements. Placement of

community youth in schools such cleaners, screeners, EAs and GSAs have greatly assisted with cleanliness, discipline and administration. Appointment of educators has also been done to ensure subjects and school improvements. Software package for online learning have been bought and integrated to all subjects” (GBC-QIP).

“Ukuqonda Institute provided the school with Grade 9 Technology books. Anglo Platinum provided Mathematics and Science learners with laptop loaded with interactive lessons” (P-Q4S).

The findings related to the theme “stakeholder participation and partnership’ reveal a diversity of stakeholder involvement and the types of collaboration that have been put in place between parent and schools in some schools and missing in others. The data analysis followed Epstein’s six types of parent involvement (Epstein, 1995), namely: parenting, volunteering, communication, learning at home, decision-making and collaboration with the community. In addition, the literature is also clear regarding school improvement efforts that attend to just academic programmes miss important elements of what makes schools successful. These important elements include the non-cognitive and socio-emotional needs of learners that lay the foundation for ultimate academic success (NEEDU, 2017). Equally, studies suggest that no initiative, no matter how well conceptualised and implemented, will have long-term academic benefits unless teachers, parents and communities work together as partners in the educational journey of learners. The schools in this study do not differ too much from what schools in “Schools that Work II” do. They also create linkages with the wider community around them (NEEDU, 2017).

Likewise, there is also an escalating body of evidence that proclaim that for children to lead fulfilling and productive lives, it is not enough for schools to focus exclusively on academics (Steadly et al., 2008, Feitosa et al., 2012). These studies conclude that, one of the most powerful and cost-effective interventions is to help children develop fundamental social and emotional strengths such as self-management, self-awareness and social awareness. These are strengths that are necessary for learners to fully benefit from their education and flourish in many other areas of life. A limited number of schools in this study-through

stakeholder participation and partnership-make an effort to provide a well-rounded education. This theme has once more confirmed that the notion of involving the broader community in decision-making through school governance structures is of great importance and justifiable. First, the broader community constitutes the clientele, ordinary citizens, customers and taxpayers who have the right to see and know what is actually happening in the school (Thody: 1994:213). Secondly, the community decides on the quantity and quality of engineers, teachers, lawyers, plumbers and technicians it requires for its development. Lastly, the involvement of the broader community in decision-making on the governance of their schools can be explained by the premise that "education is everyone's business" (The Teacher, October 1996:6). It can be concluded that the SGBs of participating schools in this research embrace the concept of stakeholder participation and partnership. NEEDU (2017) maintains that schools do not exist in isolation. They reside within the community they serve and must cultivate relationships with them. In the present study, schools bring together diverse individuals and groups such as parents, community leaders, social partners, community-based organisations etc. to expand opportunities for learners as well as create supports that enable learners to learn and succeed.

5.6 Theme 3: Capacity building and skills of the SGBs

One of the reasons SGBs struggle with performance information is that they do not have all the skills and abilities listed on it. Furthermore, SGBs are expected to know exactly what skills they need to have in order to do their jobs well. Different governing bodies will need different skills to deal with their own unique problems. So, it is up to the government to decide what these skills are and make sure that the people they elect or appoint have them. The SGBs are expected to figure out what skills they need based on the department's Code of Conduct for School Governing Bodies (SASA, Section 18A), which outlines the rules of behaviour needed for good governance. Respondents to the 2016 OFSTED study said that for boards to be effective, they need to have knowledge and skills in: strategic planning, human resources, management (budget planning, procurement, buildings and accommodation), health and safety, law, business and marketing, education, etc. Important personal traits, qualities, and skills may

be among the relevant skills. Everyone on the SGB needs to be very dedicated to their job and to making things better for the children. They also need to be curious enough to ask questions and analyse things, as well as able and willing to learn and develop new skills. They need to have good people skills, enough reading and writing skills, and enough math skills to understand basic data. You could also think of skills as the knowledge and points of view that help you make good decisions.

5.6.1 Selected responses on the question: Which skills do you currently have in your school to promote good governance practices?

It is very critical for school governors to audit their skills, analyse the SGB's performance; set actions for improvement and review individual and group performance. In this study, there are different skills currently available in the SGB to help promote good governance practices. The governors mentioned some of the following:

*“Project management, financial management and school governance skills.
“Leadership skills as the Chairperson serves on a number of the committees in the community. Financial skills as our Accounting teacher is also a member of the SGB and he assist with book keeping” (P-Q3S).*

“Communication skills and co-operation. “Listening skill and speaking skills. They can also advise where necessary.” (GBSCC-Q1P).

“Well, we’ve got a combination of a plethora of skills, including among others: human relations, strategic leadership and managerial skills, communication skills, sound understanding of current education policies. That one is key. Including financial skills” (P-Q4P).

“People with good managerial skills, good legislative knowledge, a variety of knowledge such as maintenance, ICT, business, etc. People who strive to enhance the school community, buildings, ethos etc. and not for their personal gain, who can think outside the box, who are able to work together as a team and people who will not allow themselves to be bullied by any political or other organisations” (GBS-Q1P).

It must be noted that not all schools in this study have the aforementioned needed skills to promote effective and efficient governance. This is line with the 2004

findings by Nyambi who avers that schools lack financial knowledge, skills and expertise in managing finances. This view is supported by Mbatsane (2006), Mestry (2006) and Rangongo (2011). Rangongo further adds that SGBs' perceptions, experiences, feelings and thoughts with regard to the management of finances are such that their lack of knowledge and skills in finances owing to inadequate training makes them feel uncertain and unsure of their competence to manage finances. The quality of training they receive does not adequately empower them to manage finances successfully. In this study, the quintile 1 and 3 schools share that currently they are experiencing skills deficit to promote good governance practices. They said the following:

"This is a great challenge in most of the township schools. We don't have right skills in my SGB. My powers to ensure that people elected have the right skills is limited. It is difficult to get people with skills to participate in school governance. They don't have knowledge. Parents with skills don't want to participate even when you try to convince them. People have excuses in terms of serving in SGB. They are not driven to be part of education. Some resign when they realise that they don't get paid. People are not activists in their communities. They have a heart to serve but no head to serve. Every time I am stuck with people without right skills, waiting to be trained. Training of SGB members is not thoroughly done" (GBC-QIP).

"The SGB election regulations are followed to elect people into school governance. It is difficult to elect skilled people because of the demographics. Electoral officers do not do much to source out skilled people from the candidates. Parents lobby people or candidates lobby for themselves and they are elected even not skilled so that they can be able to only enjoy any little benefits that may be there. This results in elected people just coming to meetings with less interest in bringing in new ideas. They only attend the meetings to listen to principal's report and fail to help properly in executing activities planned especially when there is not much of the benefit" (P-Q1S).

"We have very limited skilled people for school governance; however, the principal remains the sole custodian to ensure capacity building of such parents' post elections. "Not much of skills I have. Chairperson cannot write reports and present them well to parents-they are all written for her to present-no space to

practice confidence. Treasurer struggles to read, interpret and present financial statements with ease” (P-Q1P).

“Not all members are skilled, for example, the treasurer is not skilled in terms of finances. Skills levels are very low. Person with most skills-everything is put on his/her shoulders, sucking all energies of the person. The skills are just in the middle; contribution is not equal” (GBC-QIP).

“The school is in the same position as it was five years ago. No development in the infrastructure whatsoever” (GBS-Q1S).

It is very clear that quintile 1 and 3 schools lack a skills audit tool for governor recruitment, as shown above. Most of these governors neither discuss nor list desired skills when advertising parent governor vacancies. New governors do not audit or review annually. Since skills audits and skills gaps are not identified, these governors are not elected or appointed to SGB sub-committees based on their skills. After further questioning, most participants in this study admit to following national guidelines and provincial election regulations without thinking outside the box. None of the schools interviewed mentioned regularly conducting skills audits aligned with their strategic plan to identify skills and knowledge gaps and inform governor elections. The Office for Standards in Education, Children's Services, and Skills (OFSTED, 2016) articulates that governing bodies struggled with performance information because the board lacked the necessary skills and abilities. According to OFSTED, school governors lack confidence, knowledge, and skills to hold school management teams accountable. They need better access to highly skilled people with educational expertise to meet their increased role demands. The responses also corroborate previous research by Mutero (2013) who suggests that illiteracy plays a major role in parental apathy, especially in the rural areas. According to Baatjes (The Natal Witness, September 2004), “close to two million adults are poorly educated and lack the basic knowledge and skills for active participation in society” (The Natal Witness, September 2004). Lack of skills and basic education cause many rural parents to undervalue them. As a result, they distance themselves from their children's school matters. In that way, they leave everything up to the teachers with the attitude that teachers are experts, and they can best do the job.

5.6.2 How do you identify and receive the support you need in order to carry out your roles and responsibilities effectively?

SASA, section 20(1) mandate SGB:

To promote the best interests of the school and to strive to ensure its development through the provision of quality education and to support the principal, educators and other staff of the school in the performance of their professional functions.

To execute their duties and carry out their responsibilities in an effective and efficient manner, SGBs are required to have the necessary capabilities to do so. A skills audit for school governors must be completed to ensure that governors are elected or appointed on the basis of the skills needed. It is the responsibility of the state in partnership with other stakeholders to build and develop capacity for governing bodies. SASA No 84 of 1996- section 19 provides for the enhancement of capacity of SGB. Capacity building topics should include training, financing and monitoring and support among other things. School governors have diverse backgrounds and for this reason have little or no experience in managing an organisation such as a school. Therefore, they need support from the education department in management, information, guidance, finance and other related matters.

Few participants in the current study report that they have systems in place to ensure that they identify and receive support they need in order to carry out their roles and responsibilities effectively. They report:

“The school needs are clearly identified or defined. I mostly seek help from the circuit manager, HR at the district office, the IGSS and mostly I seek help from the curriculum coordinators. I interact with those giving support to the school telephonically or in writing or face-to-face when the time permits to do so” (P-Q4P).

“We conduct regular portfolio committee meetings. Needs are prioritised. Reports are sent on a regular basis. Teamwork is the most important factor” (P-Q4S).

“I have registered the school with the national representative organisation for governing bodies – FEDSAS, which informs, organises and develops its members. They conduct workshops for governing bodies. I sometimes invite them to conduct workshop for my SGB at school level. This is not enough as they are able to come once in the semester. Ongoing training is needed in order to empower the SGB. I also provide school-based workshop with my limited knowledge. Motivational speakers are invited to capacitate the SGB. Bosberaads are held yearly to plan and review policies” (P-Q4S).

“Meeting as neighbouring schools. Also by adopting good practices from former model C schools and other schools” (GBSCC-Q3S).

From the foregoing responses, only a few schools receive training or workshops from the DBE and FEDSAS to help them perform their duties. These trainings are rare. Principals must also work with governing bodies (Loock, Campher, Du Preez, Grobler, and Shaba 2003). They must learn to share decision-making with the SGB.

One SGB chairperson from quintile 1 primary school notes:

“There is so much that needs to happen for SGB. Gaps that are there need to be closed, example is the levels of skills. In terms of identified gaps, circuit manager must be engaged. It takes long for somebody to respond-addressing challenges takes long. No support from the department to SGBs. Enough is not being done” (GBC-Q1P).

A principal from quintile 3 secondary school supports:

“There is no support from the Circuit and District offices that enables the SGB to carry out their roles and responsibilities effectively. The reason being, SGB members are elected and exposed to microwave training when they are expected to provide governance for three years. This is not enough. As a principal too, I am not conversant with some of the issues concerning governance, as I am not provided with proper training” (P-Q3S).

An SGB Sub-committee (SQLTC) chairperson from quintile 3 secondary school suggests: *“There must be a body where all SGBs account and receive advice”* (GBSCC-Q3S).

SGBs in most schools do not identify their own training needs based on the skills audit to ensure they receive the support they need to perform their duties. Upon further inquiry, participants revealed that they do not formally conduct governor self-evaluation and annual review or complete and analyse skills audits for all governors during SGB meetings. The schools interviewed said SGB meetings do not discuss skills gaps. Therefore, future governor member recruitment has no data. Governor training and appointment do not consider participants' skill gaps. Most participating schools rely on department of education trainings, which rarely meet their needs.

This study also found that most school governors lack a clear process for individual and group evaluation. A small number of participants in this study failed to identify how they identify individual and group developmental needs and ensure that they are addressed using appropriate training topics rather than the "one-size-fits-all-blanket approach" training or workshops normally provided by the DBE. After further questioning, the governors said they did not have an in-school blue-print document or plan with identified governor developmental needs linked to the skills audit results. They also reported that their SGB development plan is not integrated into the SDP or regularly monitored. Based on the participants' responses, it can be concluded that the provisions of SASA, Section 19 (1) (2) and (4) are not being carried out effectively and efficiently by the provincial department of education. The responses highlight gaps in terms of the induction of new governors and overall training programmes of the SGBs. Also, the mentoring or coaching programmes were also not mentioned as part of the ongoing capacity building or development of SGB members. Moreover, there are no systems in place for governors with other needs or disabilities (example, visual or hearing impaired) who may need specific provision to support them.

5.6.3 How often do SGBs receive capacity building?

The majority of schools interviewed report that they receive training once or twice a year from the DBE. This is done after the elections of the SGB-at the beginning

of the new term of office. The following are some of the responses from the participants:

"Maybe once or twice a year by the department because of COVID-19 pandemic" (GBT-Q3S).

"We receive capacity building at least twice to thrice a year but more often when there are vacancy lists of promotional posts or finance workshops, and these are the only two aspects that our department treat as primarily important" (P-Q1P).

"Normally at the beginning of the term of office for the newly appointed SGB. Thereafter, there are no refresher workshops unless the school organises its own workshops with the limited funds" (P-Q3S).

"The principal normally undertakes that responsibility and on every agenda, he takes a few minutes. Not a lot of time as it will be too much information for the parents. The parents that serve on the SGB are not all highly qualified people. The principal trains them step-by-step in every meeting, be it with a policy, a certain action that has to be done or a certain responsibility of the SGB. He clarifies and explains actions to them. So actually, with every meeting, there is a little bit of training. I think it is about once a year that PSM is done. It is normally organized by the Department of Education for the principal, SGB chairperson and SGB persons. The times vary, sometimes it can be the whole Morning-It's the principal and the SGB chairperson that are attending- The treasurer also attends those meetings. I have gone there once with the principal, just after I was elected. I went with the principal and the SGB chairperson. We had training in the morning at the school" (GBSCC-Q4P).

One chairperson of quintile 1 primary school shares:

"I have never received training or capacity from officials of the department of education. What I have learned was through my own research. I downloaded material from other provinces. I downloaded South African Schools Act. I am a Director in my own company and bring my own experience. I was invited to attend FEDSAS training in another school. The gap between school governance and business sector is very small" (GBC-Q1P).

He was supported by other members who said that: “*SGB workshops are not conducted regularly. Monitoring is not conducted*” (P-Q4S). “*No training as I was just elected this year (2020)*” (GBT-Q3S).

The findings suggest that some SGBs are generally not functioning to applauding standards. The trainings or workshops conducted by departmental officials are sporadic to equip governors with the necessary skills and expertise to perform their functions effectively and improve their structure. While some participants were satisfied with the training they had received from the DBE, clearly, the infrequent training is a serious concern and not in line with the dictates of the SASA, section 19 (1)-(2)) and also acknowledged by numerous studies conducted on the topic of capacity building of the SGB (Quan-Baffour and Arko-Achemfuor, 2014; Van Wyk, 2004; Beckmann and Visser, 1999) that there is insufficient capacity concerning key dimensions of the work of school governance such as: managing accounts, appointing educators, developing policies in critical areas like language, discipline, religion as well as the free structure of the school. The researcher in this study is of the view that, the more training governors receive, the more confident and efficient they would become because they would be better equipped to know what their tasks entail.

More compelling research findings consistently argue that the impact of lack of skills or training is often more detrimental in schools serving economically disadvantaged learners. The NASGB through Matakanye said: SGBs in Gauteng receive “good training at the Matthew Goniwe School of Leadership and Governance. [But] other provinces don’t have that. The department can’t just provide training willy-nilly – it needs to be continual”. Colditz from FEDSAS avers that in many schools there is an “imbalance of power”. “There is a high level of illiteracy among adults, especially in rural areas, and teacher are the only ones who can read and write. “These teachers with their superior knowledge dominate parents who then do not exert their constitutionally protected rights as SGB members.

The SGB members are critical stakeholders in the school setting. They are expected to perform their roles by law. However, majority of them are unable to do so owing to the lack of the needed insight, skills and training. According to the

major SGB Associations, the vast majority are dysfunctional, contradicting the government's 2012 cautious suggestion that 30 percent of state schools "are not functional as we would like". "It's a lot more than 30 percent" (Matakanye Matakanye, Secretary General of the National Association of School Governing Bodies (NASGB). "There is no formal research on which SGBs are dysfunctional so it's hard to say, but it could be around 70% or 80%", Matakanye told Mail & Guardian. Paul Colditz, chief executive of the Federation of Governing Bodies of South Africa (FEDSAS), said: "Only about 10% [of public schools] are truly functional schools. That means the figure for how many SGBs are dysfunctional could be closer to about 80%". The federation represents about 1300 of the country's state school across all income categories. "About 30% [SGBs] are, I won't say completely dysfunctional, but not functioning as we would like them to function" said Deputy Minister of Basic Education Enver Surty. "There is a close correlation between the performance of a school...and the ability of a governing body", said Surty.

In richer areas there is a reversal of power, said Tim Gordon, chief executive of the Governing Body Foundation. "There you see educators faced by judges and high-powered, sophisticated professionals who are on SGBs". The biggest problem across all schools "is that there is not sufficient clarity on what the roles are in a governing body", Gordon said. "Some governors think they must take over the running of the school; so, you end up with a power play instead of cooperative action".

A Secretary from quintile 3 secondary school proposes that: "*Capacity building should be six times for three years*" GBS-Q3S). There are also schools in this study (mostly quintile 4) that have affiliated with an association of the SGB, FEDSAS, which is regularly providing training to the affiliated schools. The schools from quintile 4 report that they are affiliated to an SGB association and regularly trained by it:

"We have received a lot of training by the IGSS. I've lost count of all the capacity buildings attended. You'd actually realize when you engage the other members of the SGB. To say, these people really have an in-depth knowledge because of

the training that I give them including training given by other outside stakeholders as well. "I attended 3 organised by FEDSAS" (P-Q4P).

"At least 5 workshops. Communication is regularly sent out by FEDSAS and all members are invited to take part in these workshops" (P-Q4S).

The consensus view from interviewed participants in this present study is that it is the introductory or induction training followed by regular training and refresher training that render a SGB member effective. There were some concerns regarding the attitude of some individual members towards training, with some expressing the view that a willingness to attend and participate in training should be a pre-requisite for SGB membership. The governors also express the need for ongoing learning and told the researcher that they still require support on various areas of governance from the DBE.

5.6.4 What training topics (areas) and developments have you received in the last three years (2018-2020)?

Despite the noted challenges of infrequent training expressed in the current study, the interviewed governors indicate that they have received training and development from the DBE in the last three years (2018-2020) on the following topics or areas:

"Roles and responsibilities of SGBs; differences between governance and management; policy development; Resource pack; discipline in schools and SGB functionality tools" (GBS-Q1P).

"Project Management; Safety Recruitment of educators and Communication" (P-Q3S). "DBE-SGB Induction workshop; financial training; value driven school; COVID-19 Training-Management of schools and COVID-19-Guide for parents; virtual schooling-advantages & disadvantages; Principals' Webinar-Guidance/assistance in election processes 2021" (P-Q4S). "The Department of Health and social development department trained the SGB, the SMT of the school and myself on COVID-19 pandemic, that is the chairperson of the COVID-19 committee of the school, and they came back to train the staff on how to mitigate the spread of COVID-19 and how to keep the learners and educators safe" (GBSCC-Q4P).

Still to be determined is the degree to which the aforementioned training topics have shifted the governance system from one characterised by centralisation to one characterised by decentralisation, where parents are more involved in the decision-making processes at schools. Dysfunctional SGBs, according to the associations, have members who lack the knowledge, ability, or motivation to carry out their duties. Departmental incompetence, a shortage of funds, widespread adult illiteracy, and a general misunderstanding of what constitutes an SGB's job are all cited as causes of subpar output. The findings on the training topics suggest that the DBE is not doing enough to make sure that the training needs of different governors as per the quintile system, are identified in consultation with schools before training of the SGBs can take place. Also, the DBE sought to ensure that SGB training covers a variety of topics to close the existing skills-gap. This observation is supported by Beckman (1999:155) who asserts that schools in the country should be viewed as microcosms of diversity, which will also be reflected in the composition of SGB members. Consequently, this may affect the quality of their (governing bodies') performance as well as their capacity-building needs.

The responses assert that SGBs need to be regularly trained on various, relevant and consulted topics in order to be able to execute their responsibilities efficiently. The kind of expected training should be extensive. Many of these participants advocated for mandatory training on various topics such as: learner performance data, strategic planning, recruitment and selection, self-evaluation, holding the SMT to account, interpretation of SASA). The researcher in this present study concurs with Segwapa (2008) that it is the DBE's responsibility to provide the necessary capacity building workshops for newly elected SGBs in order to ensure implementation of SASA, section 19.

The findings regarding the theme of SGB capacity building indicate that the developmental training and development of the SGBs were insufficient to equip them with the necessary skills and expertise to execute their functions effectively. The findings confirm Maile's (2002) study that there is still a definite need for improving the quality of SGB training, especially for the parents and for follow-up training by the DoE. The Ministerial Review Committee (DBE, 2004) report notes

that 47% of teachers and principals interviewed felt that skills deficit among SGB members weakens the effective functioning of SGBs and this research found similar evidence. However, some governors in the present study were satisfied with the training they had received from the DBE.

The idea of capacitating SGB members before the assumption of duties came out very strong from participants. This has to be done in order to enable the newly elected governors to perform their duties more efficiently. The participants viewed training before the assumption of duties as an opportunity to get to know their boundaries. The training should aim at empowering the new members and prepare them beforehand regarding the expectations and SASA requirements (RSA, 1996) so that the school governors could become aware of their duties for the benefit of both the learners and educators. It can also be submitted that SGB's skills audit, capacity building and frequency of training were major challenges that are still being experienced in some public schools. School governors told the researcher that they do not receive regular training or workshop from departmental officials to ensure their functionality, only few members of the SGB such as: principal, SGB chairperson, treasurer and secretary, are invited to the induction session after conducting SGB election, instead of inviting all members. These newly elected members are then expected to go back to their school after attending the induction training and train the rest of their members (this is also referred to as Train-The-Trainer). Their experience in governance of schools is not even considered to determine if they have enough capacity to train other SGB members.

The 2004 Ministerial Committee Survey report made the following observation concerning skills deficit among SGB members which affected almost half the school: Skills deficits among SGB members weaken the effective functioning of SGBs. SGB members lack financial management skills, which prejudices resource mobilisation and optimisation within the school. Members lack legal expertise. To a lesser degree, the capacity to effect promotion and/or appointments was wanting. The report stated that less than 10% of members have a limited understanding of teaching pedagogy and subject expertise

(syllabus, curriculum, etc.), which in turn results in the inability of SGB members to match educator profiles to job competencies required for a particular post.

Capacity problems were also associated with literacy. A number of school principals attributed the skills deficits to the fact that many of the SGB members, particularly among parents, have high levels of illiteracy, limited proficiency in English or very little formal education. Furthermore, the survey highlights that in schools, where these difficulties arise with parents, the principal and/or the SMT takes charge of governance issues and in doing so, only heightens the tension in the SGB. These developments place a school, in many instances, in double jeopardy. The governance of a school breaks down. One principal in this study indicated that she was just recently appointed and has never attended any governance training or workshop when she was still in her former school serving as a deputy principal, she argued: ***“How does the department of education expect me to train the new governors when I personally need to be inducted and trained?”***

The researcher in this study also reflected on the following questions: how effective is this method of training SGBs? Has the North West DoE evaluated this method of training only two or three SGB members and what are the outcomes at the ground? Is this even fair to community members who are not highly educated and who are depending on education officials to help them navigate this new terrain of governing schools? Many school governors in this research felt that having enough time to manage the workload in a voluntary capacity was difficult enough. Keeping up to date with the constant vicissitudes in education and legal responsibilities, created more time pressure. One SGB treasurer proposes: *“governors should be paid a stipend for all the hard work they are doing without the support of departmental officials”* (GBT-Q3S). Another shared view from few participants was that the sector is finding it difficult to access high-quality professional support and training. They aver that district and provincial leaders of governance are in particularly short supply as vacant posts are not filled quickly, leading to delayed support if no intervention on reported challenges. As if this was not enough, COVID-19 pandemic has exacerbated the situation because departmental officials' support visits to schools is neither here nor there.

Most of them are doing “virtual monitoring” for a lack of a better word. This means that there is minimal or no support to school governors owing to high levels of anxiety and affected or infected people.

In addition, the responses suggest that regular skills audit are not done to inform election of effective people.

Some schools in quintile 4 receive external advice and support for governance from SGB association like FEDSAS because of the weaknesses identified during their initial self-evaluation process. This greatly helps their recovery, freeing up time for them to operate strategically. However, some governors in their responses, recognise the need for professional support but told the researcher that it is very difficult to find.

The findings also show that recruiting and retaining governors is difficult, especially in poorer areas. Governor recruitment and retention are difficult. Quintile 1 and 3 schools have trouble finding governors with the right skills. OFSTED (2016) notes that schools in high-unemployment and low-qualification areas have a harder time finding governors with the right skills. Therefore, parents want to serve but lack capacity. SASA, Act 84 of 1996-Section 19 (1) (a)-(b) requires provincial Heads of Department (HOD) to provide introductory and continuing training for governing bodies to enable them to perform their functions, promote their effectiveness, or enable them to assume additional functions. Salim Vally, director of the University of Johannesburg's Centre for Education Rights and Transformation, said SGB training is "often put on the back burner" because many provinces have too few district officials and resources. Even experienced school governors need to be retrained in accordance with SASA (RSA, 1996a).

It is critical for SGBs to decide what is best for its current and future state. Self-evaluation shows the SGB's strengths and indicates areas for improvement. Development may require different or better skills. More importantly, they should conduct a skills audit. Since most governors attend training to learn new skills or improve old ones, this should be done annually. After this, the SGB, led by the chairperson, can change committee membership, delegate roles to individuals and link governors, and review how it communicates and reports its work. Skills audits and self-evaluations may reveal gaps. Governors elected or appointed

may take time to "fill" these. This study lists skilled governor recruitment as a governance challenge. Most schools need help finding qualified governors. Therefore, external support should help these schools recruit school governors to ensure a good SGB skills mix. The finding in this study demonstrates that there is no common system or strategy in place to assist schools to elect people with the required skills to serve in their governing bodies. The research highlighting that school governors need better access to highly skilled people who have the educational expertise to help them meet the increased demands of their role, is fully supported by the researcher in this study.

5.7 Theme 4: Functionality and accountability of stakeholders

5.7.1 Selected responses on the question: What is your understanding of your roles and responsibilities in the SGB?

Active participation of stakeholders and strong collaboration with partners can be enhanced through functional structures and accountable members. The SGB's primary functions are to promote the best interests of the school, assist and support staff and students through policy, staffing, and finance functions. Importantly, the SASA lists a number of functions that a SGB must carry out. School governors, however, have far more responsibilities than those outlined in section 20 of the SASA (RSA 1996a:14). Section 21 of the Act (RSA 1996a:16) specifies the functions to which the SGB may apply in writing to the Head of the Department for authority to carry out. Furthermore, a key feature of the SASA is the principle that all stakeholders with an interest in education must work together. As a result, a good SDP is the direct and indirect result of all education role players.

Despite having a majority representation on the SGB, many parents who serve on SGBs are hesitant and rely on the principal and educators for leadership and guidance in decision-making. According to Karlsson (2002), this is owing to parents' lack of understanding of their role, a capacity deficit in the range of skills required to perform governance functions and infrequent attendance at meetings. One-third of survey respondents in the 2004 Ministerial Review Committee Report (DBE, 2004) attributed poor SGB functioning to contextual constraints such as a lack of public transportation, distance between home and school, and

meeting times. The findings of this study show that governors understand the roles and responsibilities of SGBs as outlined in SASA, sections 20 and 21.

The responses confirmed that each executive member of the SGB understands their role within the structure (see quotes from the Transcripts-Annexure...). The responses also suggest that SGBs are aware of the majority of their responsibilities rather than crossing the line and locking horns. They can clearly articulate their key roles and demonstrate a clear understanding of the principal's role, as well as the strategic or operational split. This is a positive step toward reducing conflict between SGBs and SMTs, which may allow them to work as a team and support curriculum delivery programmes. Furthermore, the finding is consistent with Thody's (1992) explanation that SGBs must be involved in almost every aspect of school management. The researchers in this study agree with Karlsson's (2002) observation that the functions of SGBs are all-encompassing and intricate tasks, and it has been noted with concern that some functions are contingent on social conditions of schools as well as SGB capacity differentials. This has the potential to exacerbate already existing social inequalities in schools (Karlsson, 2002). This 'policy gap' between policy intentions and practice outcomes underscores the importance of making special efforts to ensure participatory democratic processes in school governance in all schools (Karlsson, 2002; Sayed, 2002).

While the responses indicate that SGBs understand the majority of their roles and responsibilities, the findings on skills, induction of new governors including co-opted governors, identification of the training needs (including topics) of individual governors and the entire SGB, frequency of training, understanding of the roles of the SGB executive and sub-committees, strategic function, oversight responsibility, and lines of accountability are noteworthy. The finding also demonstrates that, while some SGBs perform certain functions effectively, others do not. This implies that there are several priority actions whose implementation will significantly contribute to improving democratic governance and promoting good performance in public schools that require significant improvements. Indeed, more work remains to be done to address outstanding issues. To further

assist with the understanding of their roles and responsibilities, research suggests that SGBs should have the following:

- a shared understanding of their roles and responsibilities, including new governors;
- a code of conduct for SGBs must be used;
- have a strategic plan that is linked to the school's annual development plan and longer-term plan;
- ensure that every governor attends an induction training session;
- have role descriptions for key governor roles;
- have a culture of keeping themselves up to date; understand the roles of the executive and the non-executive;
- understand the roles and responsibilities of co-opted governors;
- ensure that there is an appropriate level of funding for governor training;
- ensure that governors are aware of the support and development opportunities available (including new governors);
- identify the training needs of individual governors, the entire SGB and ensure that they are clearly linked to the skills audit outcomes; and
- have a culture in which governor development is given high priority.

5.7.2 How do SGBs ensure that meetings are effective and that there is good attendance of invitees?

Meetings are held to improve communication and decision-making of the structure. Time is precious; it is therefore recommended that meetings be held in a disciplined and orderly manner. SGBs are also expected to meet at least four times per year (that is, once per term); consequently, it is critical that the meetings be well-organised and well-run in order to maximise time. When it comes to meetings, SGBs must understand the importance of planning, preparing by reading the documents received, thinking about the items on the agenda, and arriving at meetings with any questions they may have to clarify issues with the principal and school staff, as well as the importance of regular and punctual attendance. Failure to attend three consecutive SGB meetings without seeking leave in writing or the SGB's consent will result in withdrawal. It should be remembered that sending apologies is a courtesy, but it is different from being

given "consent"; the importance of adhering to "committee disciplines" in order for the meeting to run smoothly and effectively.

The majority of the schools in the current study agree that they have strategies in place to ensure that all SGB meetings are effective and that members attend regularly. They are doing the following:

"When we have SGB meetings, we sent out a written invitation to the parents with an RSVP request, the agenda, date and time. They are expected to confirm their attendance by filling in the tear off slip, then send it back to school. And we also have a WhatsApp group with all members of our SGB whereby we post the agenda and the invitation. We do it every second day. Even the day before the meeting, we will repost a reminder. On the day of the meeting, we put it on again to remind parents to attend and we phone them as well. Proper procedures are followed and no chit chat is allowed during the meeting. The meeting starts on time and we stick to the adopted agenda as we don't allow members to get carried away for hours on a certain topic. Should they want to further elaborate on a topic, we schedule another time for this" (GBS-Q4P).

"During SGB bosberaad, planning is done where the itinerary of the whole year meetings is drawn. Dates are communicated and planning is done in advance. Portfolio committees functional. The executive committee have regular meetings. General communication is done regularly. SGB members are a working class, therefore, meetings are held after work at 17h30. Catering is done and compensation for petrol for members who are staying far is done. This gives the SGB courage to attend meetings. Attendance is always 90%+" (P-Q4S).

"Members are welcome to submit additional items on agenda. Minutes are read and matters arising entertained. We respect opinions. We allow input for growth of institution. Elections are always a problem. We give reports during meetings. Each quarter we have meeting with parents where we give reports. Decisions are taken in consultation with SMT and parents. In our AGM there has been tremendous change and improvement. Attitudes of parents have really changed. Resolutions are implemented. For the previous years we've had a resounding turn out in terms of the attendance. But this year (2020), we only had two meetings due to restrictions of COVID-19 pandemic. But they too were successfully attended" (GBC-QIP).

“Drawing of the year plan and itinerary of SGB, sub-committees and parents’ meetings is done. We send out reminders electronically through social media” (P-Q4P). “We use the language understood by all. We avail transport where there’s a need” (GBSCC-Q3S).

The preceding comments display that most SGB members take their responsibility to organise and attend all SGB meetings seriously. The above stated answers are also in accordance with the SASA, section 18 subsection (1) and (2) (a), which provides for meeting of the governors to be held at least once every school term. The findings also indicate that some participants have learned how to keep their structure operational and in order. They focus primarily on planning and ensuring the effectiveness of SGB meetings. Some participating schools virtually sent out written notices of meetings. In a few cases, the SGB chairperson, secretary and principal all agree on the agenda items for the SGB. According to the Ministerial Review Committee Report (2004), while this is in accordance with national requirements, the question is raised as to how this frequency of interaction facilitates the SGB's ability to develop its core responsibility, namely the development of democratic cultures within schools. This function is central to the school governance process.

While the majority of participants in this study report holding SGB (structural) meetings, these governors fall short of properly planning other stakeholder engagement meetings, such as with learners, educators, and other staff members, at least once a year (SASA, section 18 (1) (b)). This is a serious issue that must be addressed during SGB capacity building sessions. One chairperson from quintile 1 primary school, who has served on the structure for the past six years without receiving any training, confirms the researcher's observation when he reports:

“When it comes to the teaching staff, I have never had formal meeting with them, I leave it with the principal. Reason being, I want to safeguard the principal’s position. I do have informal talks with individuals. I don’t want the principal to lose the staff-room platform. The minute you engage with staff, they start venting out about the principal. There are elements undermining authority in our school. I try not to open that door. I wouldn’t want to get in a school environment where the principal has lost control. I have never had engagements with learners as it is a primary school (GBC-PQ1).

This response from the chairperson of the SGB raises concerns and validates the lack of SGB training and knowledge on this crucial aspect relating to meetings, which is clearly provided for in the constitution of the SGB: SASA, sections 18 subsection (2) (b) and (2) (e) which supplements that the SGB must render a report on its activities to parents, learners, educators, and other school personnel at least once a year.

Some of the responses from participants in this study were more suggestions or recommendations than practice. They explain what should happen rather than what is happening, such as the following:

“Members need to be motivated and encouraged; their attendance is of high value” (GBS-Q1S).

“Management plan is the best and before it is drawn the principal should have good communication so that it can be easy for them to attend” (P-Q1P).

“There should be a Year Plan for all SGB activities. SGB members should understand all the necessary policies on school governance and their roles. Meetings should not be long; they should start on time and the chairperson should be straight to the points” (P-Q3S).

“For effectiveness of the meetings in terms of attendance lunch should be provided. Parents should be capacitated in the smooth running of the agenda” (GBS-Q3S)

“To ensure effectiveness, invitations to such meetings should be handed out seven days before and the principal must ensure that towards the last days at a day or two, there is a reminder forwarded to members either by letters or phone calls” (P-Q1P).

Some schools in quintile 1 and 3 are still struggling to ensure that all SGB meetings are effective and that there is good attendance of invitees based on the following responses: *“The SGB meetings are poorly attended by the parent component. In most cases we **do not form a quorum**” (P-Q3S).* *“We have exhausted all the avenues; parents are not interested at all” (GBS-Q3S).* *“I do encourage SGB members to attend by calling them and making them to see reason to attend” (GBS-Q1P).* The findings are consistent with the 2019 Auditor

General of South Africa's findings, in which ten (100%) schools were chosen for audit. After reviewing SGB quarterly meetings held in the first and second terms of the 2019 academic year, the AG discovered that either the attendance register, agenda, and/or minutes were not available at six of the ten (60%) schools chosen. SGBs at eighty (80%) of the ten audited schools did not discuss all school management issues. The findings of the 2020 AG in the North West Department of Education reveal inadequate principal advice to guide and support SGBs on their roles and responsibilities. Also, principals do not provide curriculum progress reports during SGB meetings.

The Auditor General's (AGs) findings imply that the SGB is unable to support the principal and educators in their professional functions, thereby promoting the best interests of the school and striving to ensure its development through the provision of quality education for all learners. As a result, the SGB did not carry out their oversight and monitoring responsibilities as required. Furthermore, this suggests that the SGB is unaware of everything that is going on in their schools. As a result, it is possible that some schools continue to face difficulties in holding effective SGB meetings and obtaining good attendance from members. This is also consistent with a large body of literature on the subject (Baloyi, 2002; Segwapa, 2008; and Van Wyk, 2004), which attributes this unfortunate attitude to specific socioeconomic factors affecting them (governors), such as: the distance travelled by parents to meetings; unavailability or lack of transportation; failure to obtain permission to attend meetings by working parents; lack of commitment by parents to SGB matters, and so on.

The following are points of emphasis: SGBs are expected to meet at least once every school term; hold a meeting with each of the following constituencies at least once a year: Parents; learners; educators and other staff; report to parents, learners and educators at least once a year. Moreover, they should keep minutes of SGB meetings and avail them for inspection by Provincial Head of Department, AG, and any other interested person; attend all meetings scheduled by the SGB or SGB sub-committees; SGB members who are unable to attend meetings must seek leave in writing from the chairperson of the SGB as soon as possible, preferably before the meeting takes place. More importantly, should a member

be unable to seek leave before the meeting, he or she must inform the SGB chairperson as soon as it is reasonably practicable to do so.

It is critical that the SGB takes a focused and incisive approach to issues so that SGB meetings do not address and treat issues that should be handled by management. Because the SGB performs an important monitoring and oversight function, meetings should focus on solving important problems and making decisions. They should not be used for information purposes. SGBs are required to communicate with parents about school operations and other issues affecting the school and its students. The COVID-19 pandemic has introduced the world to new communication platforms, such as Zoom and Microsoft Teams Virtual meetings, and schools have not been left out.

5.7.3 How conducive to effective working is the size, composition and committee structure of the SGB?

The Provincial Education Acts, SASA, and the Constitution of South Africa require SGBs to be constituted. Access, democracy and representation are all shared. SGBs must follow democracy and national education policy. Elected members—parents, educators, non-educators, and learners in Grade 8 or higher—the principal, and co-opted members make up the SGB. SASA Section 24 governs SGB composition (RSA, 1996). This section requires the SGB to include a parent of a student, an educator, a non-educator, and an eighth-grader or higher. Parents, educators and learners elect representatives. Co-opted members are chosen for their expertise to meet needs. The SGB needs a constitution, office bearers, a termly meeting, an Annual General Meeting (AGM) between July and November, and committees to provide quality service.

An effective SGB depends on its size. Bigger is not always better. National and provincial SGB election guidelines and regulations in South African public schools often specify SGB size. Parent members must outnumber voting members of a SGB by one. Based on this criterion and the school's learner enrolment, each province must create an SGB membership schedule and include it in its regulations. Some schools have large governing bodies (10–14 members) to "represent" their members (example: public ordinary special schools). OFSTED (2016) recommends that governing bodies be no larger than necessary

to acquire the skills they need. Each SGB member should actively contribute relevant skills and experience. According to Poster (1982), the structure and composition of SGBs have changed most in recent years. He laments that the SGB does not represent enough parents. He says (Ibid: 153) that parent membership on the SGB is not enough to involve all parents in school life.

The SGB needs to have a structure that will enable it to administer and carry out its functions including monitoring, reporting and accountability. It also has to elect people to perform certain administrative functions, and these are called office bearers. The SASA and regulations stipulate that: at least 3 people shall be in the executive committee, and these must be voting members of the SGB elected by other voting members; the term of office for executive committee members is one year. However, members may be re-elected; and only the parent member of the SGB may be the chairperson of the executive committee and the SGB. To achieve its goals and fulfil its mandate, the SGB must organise itself and ensure there are enough people to do the work. Therefore, school governors must share work equally by creating working committees to address SGB and school needs. SASA, section 30, allows the SGB to create committees, including an executive committee, as well as appoint non-members based on expertise, but it must be remembered that only an SGB member must chair an established SGB committee. Furthermore, the SGB sub-committees must have specific and clear terms of reference; report regularly and be accountable to the SGB; understand and support each other to avoid duplication and confusion of roles; and not fight over resources. SGB activities must be directed, guided and reported by committee chairs. AICD (2013) reminds that regular review of the committee's mandate and need is ideal.

SGB committees do not reduce the duties of SGB members who are not on subcommittees. The SGB is responsible for committee decisions. Committees help the SGB perform its duties (RSA, 1996). A subcommittee's makeup must reflect both the institution's needs and its founding structure. When creating subcommittees, it must be stressed that the SGB assigns their tasks. SGB oversight remains. Therefore, the SGB must establish a regular monitoring and reporting system to ensure accuracy and timeliness. This study's participants

seem to disagree on the SGB's size, composition, and committee structure. Some participants were satisfied with their SGB's size, composition and committee structure, and advocated for smaller governing bodies for effective working structure. Their responses support the 2017 DIF study which discloses that smaller governing bodies are more cohesive, dynamic and decisive. The Education Human Resources (EHR) (DoE, 1999b) also outlines how the SGB should be structured in South African education management, supporting this study's findings. EHR structure: Principal, elected members, educators, non-educators, learners (grade eight and higher), and co-opted members.

In response to the question: How conducive to effective working is the size, composition and committee structure of your SGB? The participants in this study share that:

“This aspect, according to policy, is appropriately structured. SGB should comprise of a variety of committees, and these have got to be small. Now, each committee should concentrate on the given task and strive towards achieving that precision. They should have one joint SGB meeting where they report back on the successes and challenges of each committee” (P-Q4P).

“I think they work absolutely effectively. The SGB has many small committees like financial committees or the maintenance of the grounds so that every little committee does its job, and when there is a comprehensive meeting of the SGB, every term, they have to report back on what is done, what still has to be done. If the job is not done, what needs to be done so that everything is in order” (GBSCC-Q4P).

The finding indicates that SGBs are legally constituted and have the required number of internal and external members in the categories specified by the SASA of 1996 (Mothapo, 2014). Other scholars (Kruss, Sayed and Badat, 2001; CEPD, 2000; EPU Natal 1998) concur that most South African schools have governing bodies as required by provincial regulations. The 2004 Ministerial Review Committee survey results and a plethora of anecdotal evidence suggest that most schools have met their legal obligations to establish SGBs under SASA. One can only hope that this SGB composition will yield the best and just democracy in the school and fulfil democratic governance ambitions.

SASA 23(9) states, "The number of parent members must comprise one more than the combined total of other members of a SGB that have voting rights." "*The size of our SGB composition is per the prescripts of the Department of [Basic] Education and in my opinion it is relevant and manageable*" the respondent stated, confirming that public school SGB structures comply with SASA (P-Q1P). The SGB executive, sub-committees, governors, and principal's decision-making delegation is unclear. Further probe reveals that participating governors' processes for establishing SGB sub-committees, delegating responsibilities, and regular reviewing were lacking and unclear. They could not explain how committees monitor school development priorities. The DoE (2009) advises the board to delegate some functions to well-structured committees without abdicating its responsibility and recommends formalising board committees with terms of reference, criteria for member appointment, life span, roles, and functions, and reporting procedures and a written scope of authority. Another finding is that not all participants in this study are satisfied with this aspect of the size, composition and committee structure of the SGB. Some express the following concerns:

"Few of them are more effective. Sometimes we have a challenge of taking proper strategic decisions since some of our members are not on par with the few that have a little more advanced education level and communication also seems to be a challenge with one or two members struggling to understand certain departmental prescripts which ultimately demand of the principal to bring the concepts to the level of the parents' understanding, a challenge which questions the consistency of such interpretations and translations" (P-Q1P).

"It leaves much gap when parent component loses interest and no longer carefully to participate anymore" (P-Q1S).

"There is no representation from parent component-other elements aren't there. There are just bodies for the sake of having. Some play with phones, they are not doing anything. There are no warm bodies to serve. SGB Sub-committees, we have them for the sake of having committees. One person is serving in four committees, and this is not effective. Sub-committees are there, but not effective. No reports are submitted from sub-committees" (GBC-Q1P).

"The SGB is not effective" (GBSCC-Q3S).

Other interviewed SGB members highlight that:

“The size and composition is not effective. As time goes on the interest diminishes. Parents in township schools should be given stipend so as to boost interest and avoid sinister actions” (GBSCC-Q3S).

“Problem is when they drop out in the process. They make the job too heavy to bear” (P-Q4S).

“Because parents are the majority sometimes this results in voting being done on some issues which cannot really benefit the school as such. Lack of exposure on the parent component is a challenge” (P-Q4S).

“It is unfortunately too big. Eight positions are enough for the parents. 1x representative from learners, educators and non-teaching staff is more than enough” (P-Q4S).

“The size of the SGB according to my opinion is big and makes it ineffective to carry its mandate” (P-Q3S).

The preceding responses show that some schools' constitutions are unsuitable for recruiting skilled governors. Clearly, some governing bodies do not regularly (at least annually) review their executive members, committee structure, and terms of reference to meet their current needs. Based on the foregoing challenges, there are no systems to ensure that committees and terms of reference are reviewed annually to meet the SGB's needs (e.g. establishment of COVID-19 committee and review of the budget by Finance Committee to deal with the pandemic challenges). The findings also show that committees do not require a large SGB. This study is most concerned about the lack of written roles and responsibilities or terms of reference for SGB committees. Therefore, quarterly SGB accountability sessions cannot assess progress. For delegation, SGB sub-committees should be created. Public schools have sub-committees and a uniform school governance system. Most schools lack critical governance skills and committee terms of reference that should be reviewed regularly, making effectiveness difficult.

5.7.4 What individual contribution (s) are you regularly making to the structure (SGB)?

Every elected SGB member must contribute to governance. According to research, a well-functioning SGB requires full participation, commitment, and unity around goals and policies. Committees can divide SGB work. Planning in terms of who, what, when and how will also help schools implement development. Plans work when SGB members commit to their tasks. SGB members must also share their skills and knowledge when they need help. Moreover, the SGB should also work together with trust and respect. Similarly, the SGB needs the right people, meaning considering each person's background, expertise, experience, and how their addition enhances the SGB's collective capability and functionality. This research shows that structure members contribute regularly. They report:

“I represent teachers in the SGB by making sure that educators are consulted to forward their inputs/needs to the SGB for their recommendation and ensure that there’s a link or co-operation between the teachers and SGB. Also the learners, I bring academic knowledge” (GBS-Q1P).

“As the school principal, I have the responsibility to ensure that members of the SGB at the institution I serve remain on par with the rest despite their level of education, we hold policy development sessions in December and at the same review those which we have previously established, but what is important is what we do during the course of the year where we train treasurers, secretaries and the chairperson to live up to the expectations of their positions, they commit errors in our own meetings and that’s where they are then corrected, which I take as continuous capacity building training. I guide and facilitate all SGB activities. I motivate them to take care of the school in all angles. I also I provide advises to ensure that the SGB carries its duties within the limit of the law” (P-Q1P).

“In order to contribute to capacity building of parents, I requested external auditors to visit our school to interpret the audit report and they didn’t do justice to the process. As the chairperson, I challenged the chartered accountant and requested him to present to the level of the parents. I am volunteering my services and own equipment to assist the school. Starting tuck-shop and assisting with implementation. I ensured development of policies such as Finances and Language” (GBC-QIP).

“I do reviews on the performance”. I contribute immensely to the SGB and this is according to section 19, sub-section 2 of SASA of 1996. That says the principal has to assist the SGB in achieving its key functions. So yes, I do assist in calling meetings both SGB and parent sending SMS and writing to them. Taking part in decision-making; I assist in compiling the agenda, I train the SGB on policies including the interpretation thereof. That is an important thing I need to do as a principal, the interpretation of policies” (P-Q4P).

The foregoing statements are appreciated and corroborate the Australian Institute of Company Directors’ (AICD) stance that boards that have an appropriate and diverse range of skills and experience will be less likely to engage in “group think” or to have “blind-spots” and may be better equipped to deal with any issues that may arise. This can be determined at the time of recruiting the board member and outlining any expectations in terms of board appointment or election. However, the finding highlights a lack of a process for reviewing individual governor contributions and performance including self-review. None of the participants’ responses talked about the availability of a tool or process (transparent and robust written procedures) that is being used to review each governor’s contribution to the SGB’s performance. It can be concluded that these SGBs do not have a set of standards or written expectations against which a governor contribution can be measured. The implication is that there is no clear process in place for the SGB chairperson to address poor or limited contribution by individual governors.

One SGB chairperson from quintile 1 primary school highlights the following challenges:

“Supporting the school is a challenge. People get elected and three months later they are gone. Getting people to be co-opted or conducting bi-election is a challenge. In most cases, procedures are not followed. The department assumes that parents know what to do and this makes SGBs to fail. The whole concept of governance is very serious as implications are big. There are many challenges and some of us can’t just look and walk away (GBC-QIP).

This preceding response from the chairperson of a SGB of a primary school indicates that not all school governors attend SGB meetings regularly. Also, the

SGB does not regularly evaluate its effectiveness in holding the school to account and supporting school improvement. The implication of non-attendance of meetings by stakeholders is that important decisions are not taken, and stakeholders are not regularly consulted about their views of the SGB and how effectively it fulfils its role (such as: staff, parents, the local authority).

A role confusion was noted from a treasurer's response from quintile 3 secondary school: "*I am a non-teaching staff and my role is to protect the right of the non-teaching staff*" (GBT-Q3S).

It is clear that participants in this study share the sentiments of the Australian Institute of Company Directors (AICD) which avers that it is inappropriate and unwise to have individuals join boards and expect that they should know, "innately" or through "osmosis", what is expected and how a board operates. The AICD also recognises that this is the case for individuals appointed to a board who have none, or relatively little, experience on boards, but are drawn to a school and are prepared to serve on a pro-bono basis. Therefore, to avoid any confusion, the researcher in the present study proposes that schools should clearly define a board member's role by setting expectations in a letter of appointment or engagement consistent with the school's constitution. There must also be regular evaluation of individual members and group.

Research also suggests that SGBs should:

- have a process for reviewing individual governor contributions and performance, including self-review;
- determine the tool or process they can use to review each governor's contribution to the governing board's performance;
- establish a set of standards or expectations against which we measure governor contributions;
- have a clear process in place for the chair to address poor or limited contribution by individual governors; and establish a culture where courageous conversations are accepted as crucial to the development of the governing board.
- keep a record of individual governors' attendance at meetings.

The 2013 AICD study asserts that individual school governors are more likely to be effective in their roles when they are clear on their responsibilities as well as what is expected of them as members of the SGBs, including the nature of their duties and the operations and the school finances at a level that permits them to govern effectively. This awareness of the member's responsibilities and expectation is key so that individual members are effective in their roles and duties.

5.7.5 How do schools ensure functional SGB and sub-committees?

The SGB is expected to decide what to do about problems which make teaching and learning difficult, such as poor ablution facilities, lack of Learner Teacher Support Material (LTSM), learner transport challenges, security challenges, GBV and lack of Personal Protective Equipment (PPE), etc. Therefore, the SGB has a central role to play in addressing the aforementioned problems. Given the enormous task that SGBs have to execute, the Hunter Review Commission Report, the White Paper One and Two on the organization, governance and funding of schools, as well as the SASA place an obligation on government to strengthen the governance structures such as the SGB. Therefore, it is evident that SASA gives considerable authority to SGBs to ensure effective and efficient governance and management of the school. According to SASA, section 18 (1) and any applicable provincial law, the SGB of a public school must function in terms of a constitution which complies with minimum requirements determined by the Member of the Executive Council by notice in the Provincial Gazette. Additionally, SASA, section 18 (2) stipulates that a constitution contemplated in subsection (1) must provide for:

- “a meeting of the SGB at least once every school term;
- meetings of the SGB with parents, learners, educators and other staff members at the school, respectively, at least once a year;
- Recording and keeping of minutes of SGB meetings;
- Making available such minutes for inspection by the Head of Department”.

The office bearers generally make up the executive committee that is, the chairperson, vice chairperson, secretary, treasurer and principal in his/her official capacity. The role of the executive is among others to perform the administrative

functions of the SGB-allocated to it by the entire SGB membership: encourage participatory decision-making; share plans with the role players, staff, learners and parents; delegate tasks; the SGB Executive Committee members are co-ordinators, supporting, building and challenging the actions of the teams with a view to getting the functions executed effectively; monitor implementation of policies and plans; and report to various stakeholders and ensure proper keeping of all governance records (filing). It is critical to note that no SGB member is allowed to hold more than one position or office in the executive committee. Based on the aforementioned roles of the SGB executive, it makes sense for the detailed work of the SGB to be considered by SGB sub-committees. They can play a key role in assisting the SGB to fulfil most of its governance responsibilities, as well as provide a vehicle for enhancing the participation of non-executive members. In particular, SGB sub-committees can assist to pay more detailed attention to designated areas that is not feasible in a full SGB meeting; share the workload among SGB members; address potential conflicts of interests; and streamline full SGB meetings and thereby enable the SGB to function more effectively.

The participants in the present study indicate that they have strategies in place to ensure functional SGB and Sub Committees. They do the following:

“Regular meeting, availability of minutes and feedback. Continuous empowerment. Constant review and monitoring to ensure functionality. Reports to be handed in after each project has been finished” (GBS-Q3S).

“We have sub-committees wherein and people choose where they want to serve. The following have been functional: Health and safety, SQLTC, FIN-COM, maintenance committees have been active and reports are tabled. Non-functional committees among others is sport due to COVID-19”. One teacher is tasked to co-ordinate them through their schedule of meetings, she reports which sub-committees have held meetings per schedule and which have not, she only reports the sittings of these sub-committees but the contents are reported to the SGB through some minutes taken on the day of the meeting” (P-Q1P).

“Facilitating the election of the chairperson and secretaries of the sub-committees. Roll-out year plan and meeting itinerary, identify projects as

provided in the School improvement (SIP) and School Development Plans (SDP). Providing platforms for report back. I ensure that they are capacitated. I also conduct school-based workshop where I make them aware of their roles and responsibilities. I ensure that they attend workshops organised by the department. I also ensure that sub-committees are established and each has a chairperson. They set goals and develop an action plan. They will give report in every meeting” (P-Q1S).

“Functionality is monitored through regular accountability sessions and performance as per the number of meetings held; but I always say to people, “Less is more.” You can have 20 useless meetings and then someone can have four meetings and the result of the four meetings will surpass the meetings of those twenty meetings that were held. So, functionality is monitored through the accountability or through the performance of each and every sub-committee of the SGB including and to a certain extent the number of meetings held. But I am not after the number of meetings held, I am after the results at the end of the day. Now, their core duties and responsibilities are clearly outlined on available policies” (P-Q4P).

“We have policies in place in our school for all our committees so that they know what their duties are and what their responsibilities are. If they don't follow them then a meeting is called with them, to say you know what, you have a policy. You're not working according to your policy. So now you have to account. They will have to account to everything that they did and say why they didn't do it and if they did, then they will be given the opportunity to say, “this is what we did and this is how we did it” and I can promise you they will be thanked for everything that they did and all the input that they had” (GBS-Q4P).

The foregoing responses uphold that most of the SGB members are aware of their roles and responsibilities in order to promote functional structures. Also, these governors are aware of the need to work closely with other stakeholders through established sub-committees and provide necessary support to ensure effective, efficient and accountable structures. Another finding made was that, not all SGBs are able to function as prescribed. SGB vacancies are not filled promptly either through co-option (for 90 days) and bi-elections are not conducted. This implies that in these schools, the principal is failing in his or her responsibility of communicating, advising and ensuring adherence to all

departmental policies and regulations. There are challenges that were reported. An SGB chairperson from a quintile 1 primary school reports:

“Sub-committees are the biggest challenge. One person serves in many structures as they are only there. FIN COM not satisfactorily functioning due to unavailability of the treasurer. People are afraid to serve in FIN COM. Half are functional, half are dysfunctional. They are there but not there” (GBC-Q1P).

The researcher observed that some participating schools ensure functional SGBs and sub-committees by among others doing the following:

- **Develop a consulted activity plan with affected stakeholders** for the year informed by SIP, SDP (projects both minor and major), programmes, different sub-committee activities which include meetings. The SGB secretary is responsible for the consolidation of SGB activity year plan inclusive of timeframes, responsible persons and costed budget to complete the regulated tasks as stipulated in SASA, as well as to improve attendance of planned activities.
- **Regular communication** based on dialogue. Therefore, it should ensure that the quality of work is controlled by the assigned responsible persons or committee.
- **Ensure implementation and monitoring** of the developed and shared policies, SGB activities as per the developed year plan, and departmental grants.
- **SGB Executive is properly constituted and functional.** The committee members (chairperson, secretary, treasurer and principal) deal with the administration of the SGB. The SGB Executive Committee encourages participatory decision-making, share plans with other role players, staff, educators, parents and learners. The committee members also co-ordinate, support, build and challenge the actions of the team with a view of getting the tasks done effectively by ensuring that monthly submissions and proper filling of all governance documents, such as: school policies, meeting documents (schedule of meetings, notices, agendas, attendance registers and reviewed minutes) to ensure preparation for discussion and

constructive inputs by members, projects-both ongoing and completed, assets registers, financial documents including audit reports, etc.

- Ensure **establishment of committees** and **appointment of chairpersons** from the SGB structure. All SGB committees are chaired by only SGB members.

The foregoing processes are done to ensure smooth reporting and accountability during SGB meetings as the meetings are attended by democratically elected members only, unless if an invitation has been extended to a non-member or co-opted member to address expertise related matters. SGB sub-committees are reviewed in line with the SGB's term of office.

- **Delegate some of the responsibilities in writing.** The SGB ensures that they draft the responsibilities they want to delegate before assigning them to a particular committee. The delegated functions are written down with clear timeframes, action plan, responsible persons and reporting format.
- **Continuous empowerment** through school-based and departmental workshops is done. Staff, parents and learners' own ideas and decisions are considered, therefore, they are expected to have the motivation and capacity to carry them out. Members are expected to attend all organised capacity building programmes.
- **Functionality of the structure and committees is monitored** through **accountability** and performance systems put in place.

Effective governance entails managing human and physical resources and designing and implementing suitable policies (Mashele, 2009:75). SGBs should demonstrate ambitiousness for all learners and infused with passion for education as well as commitment to on-going school improvement that enables best environment and climate for possible outcomes.

5.7.6 Good practices that SGBs have been exposed to or copied from within and/or across the country?

Literature on "The Key for School Governors" maintains that school governors should establish relationships locally and nationally with other governing boards in order to have collaborative working arrangements. In addition, SGBs are encouraged to attend events that give opportunities for them to meet other

governors and share good practice. They must also have a process for reading and sharing good practice guidance. This can be done by disseminating minutes of meetings at which good practice was established from (such as events attended). In this study, some of the SGBs share the following good practices that they have been exposed to locally:

“Involving social partners like businesses not only when we need financial aid but also to update them about the progress registered on the programmes of the school, we also hold the principal accountable of giving the SGB a written progress report especially in the first quarter of the year, where he will detail issues of admission, learning space, undocumented learners enrolled in the school and many other issues relating to the problems of the first quarter” (P-Q1P).

“You know the whole idea of Bosberaad that is held, normally by the government or provincial government or big company? We took that, and every year before the start of the school year, we have that type of thing with the SGB, SMT and chairpersons of the different committees like SQLTC, SBS teams, SAIC” (GBSCC-Q4P).

“One of the key outstanding practices that I’ve since copied is that it is important to have all systems in place and give clearly defined instructions because I deem communication imperative in getting the message across. Secondly, I can allude to consultation with all in sundry in the school community, especially the SGB. I have also realised what all other functional schools, or institutions for that matter, are doing is that they delegate certain duties to the up-and-coming staff members and of course, have staff capacity building exercises. They practice transparency, openness and accountability. Most importantly there is sharing of good practices or PLC” (P-Q4P).

“Parents helping with evening studies for the Grade 12s” (GBSCC-Q3S).

The findings reveal that not all participating schools have been fully exposed to good practices at district, provincial and national levels, as well as across the country. Also, not all public schools get the opportunity to be exposed to good practices even locally as reported by one principal from quintile 1 secondary school: *“None” (P-Q1S)*. Some schools’ responses suggest that copying of good

practices is clearly a foreign concept. The following are some of their responses: *“Management skills, communication skills”* (P-Q1P). *“Adopt a constitution setting on how SGB will operate. Adopt mission for the school. Promote the best interest of the school and ensure its development”* (GBT-Q1P). *“The country is developing the youth”* (GBSCC-Q1P). Therefore, the establishment of Governor Hub and encouragement to affiliate to SGB Association can be helpful to ensure that SGBs get information relating to opportunities which are disseminated within the whole body including capacity building programmes that are available or courses being offered to ensure improved performance by the structure.

5.7.7 Strategic planning

Which processes does your school follow to set an ambitious strategic plan?

Early external evaluation should be based on the School Self-Evaluation (SSE)-pre-evaluation hypothesis. Self-evaluation assesses the school's quality and standards as well as determines improvement strategies. The school community collects and analyses evidence, evaluates strengths and weaknesses, and produces an SSE report. The SGB must develop a school's mission statement. The SGB should also create a vision strategy. The strategy should set priorities, establish accountability and track progress toward the school's vision and prioritise strategic issues. Strategic planning considers outside variables and school resources. Strategic planning gives school change accountability. This study's schools draw, implement and review the SIP and SDP. Most schools use strategic planning for school improvement accountability. Five schools mentioned conducting School Self Evaluation (SSE) and having a SIP that outlines the changes a school needs to make to improve learner achievement and shows in the provided departmental templates how (activity), who (responsible structure or person), costs (budget or amount if any), and when (time-frames) these changes will be made. This suggests that participants understand that the SSE, SDP and SIP are management tools that principals and departmental officials should use to improve accountability and schools.

In responding to which processes their school follow to set an ambitious strategic plan? The participants in this study describe the following:

“We have annual Bosberaad where strategic planning is done for the year to come and also a SWOT analysis to evaluate the achievements of the previous year. This gives us insight as well as vision. The school has clear vision and mission. These are made clear to every stakeholder in the school and I ensure ownership. When goals in every level are set, vision and mission of the school is taken into consideration. Plenary meetings and bosberaads are held. During these meetings we review policies and budget. We conduct school needs analysis in order to determine staffing. School self-evaluation is also conducted in order to determine the weakness and strengths of a school. A school website and Facebook have already been developed to market the school. Corporal communication system has been developed to send messages to learners and parents” (P-Q4S).

“We draw realistic plans that will be easy to monitor. Setting goals and objectives. Assessing future opportunities. Have materials and resources needed. Have an action plan. Review” (GBS-Q1P).

“We follow a simple process that says, “Why do we exist as an institution?” That is the first thing. “What is it that we envision?” That which we envision should be clearly contained in the school’s mission and vision. “What is our history?” also, “What did we achieve in the past?” “What is our heritage and culture in the school?” “Who expects what from us?” “Do we have policies?” “Do we have goals and objectives that we want to achieve at the end of the day?” and finally, “What direction are we going to take to make sure we achieve these goals and objectives. “Every plan made should be to enhance the school to achieve its vision. This has worked a lot for us” (P-Q4P).

“Projects are being prioritised. Committees are set up for each project. Expertise are then being involved to ensure that the projects kicks off, is of good standard and that certificates are signed off” (GBSCC-Q4P).

“We have developed our own School Development Plan (SDP) which serves as our working document until we find our footing since we are still a new school with so many projects to be run by the department of education. Regarding the financials we agree at the level of the meeting of the programmes that must run until the next meeting, however, pressing issues that needs financial backing are communicated with the SGB treasurer and chairperson and it remains a

responsibility of the treasurer to communicate such expenditure in the Finance Committee meeting held every month” (P-Q1P).

The majority of SGBs and SMTs have a clearly articulated shared vision that underpins the SDP and a clear understanding of the school's development priorities and progress. That schools' ambitious strategic planning processes vary. This study also found that participants who prefer bosberaads (plenary sessions usually held outside the school) could not explain the process (if any) they follow to reach that decision or the programme (if any) they follow to start this process at that level. The SGB's strategy review and monitoring KPIs were not discussed or agreed upon. To maximise understanding and relevance, principal and SGB, SMT, and staff meetings outline the purpose of strategic planning, format, process to be followed, background information about the school, inputs on a value system for the school, the vision and mission statement, SWOT analysis on all key areas of evaluation, and prioritisation of areas for development. These include the establishment of a team or committee to start the process, consolidate the identified needs or SWOT, draw detailed action plans (spelling out what needs to be done, who needs to do what, when these activities are to take place, what the expected outcomes are, and what the plan and its implementation would cost) for implementation, as well as monitoring and evaluation plans for all developed plans (SDP and SIP). The Evaluation Plan helps schools to reflect critically. It is crucial for schools to evaluate their performance and identify successes, gaps, and issues. The steps must be **Specific, Measurable, Achievable, Realistic and Time bound (SMART)**. It is very crucial to ensure that the planned activities or goals are also linked to the school budget.

The preceding statement implies reviewing and agreeing on policies, targets, priorities, monitoring and reviewing aims and objectives. James, Brammer, Connolly, Fertig, James and Jones (2011) broaden this role to imply quality assurance and standards of education in the school by bringing high expectations; ensuring full deliberation and questioning of policies, budgets, and practices; and putting systems in place for monitoring and reviewing the standards of achievement, financial plans and policy developments. According to Xaba (2011), providing a strategic direction also implies establishing strategic

objectives and/or long-term goals which will bring the school closer to its ultimate vision in the sense that a time frame is attached to such objective. Contrary to the foregoing statements, two schools from quintile 1 and 3 report that they have never before embarked on the processes of setting an ambitious strategic planning as demonstrated by the following responses:

“No strategic plan as there are no funds to go out for bosberaad. We need to have a Strategic Plan” (GBS-Q3S).

“We have never done it before. It will be the first time doing strategizing for the next 3 to 5 years” (GBC-Q1P).

This study also suggests that some schools need empowerment to overcome strategic plan development challenges. The affected schools should be informed that every school needs a long-term development strategy that considers departmental policies, school-specific policies, student needs, staff capacities, SGB aspirations, and community views. Therefore, there should be shared vision-based long-term strategy. The SGB, principal and SMT must agree on a three-to-five-year strategic plan. The SMT then creates a SDP and implements it with governors' support. School Development Plans document school goals. Plans achieve their goals. All school stakeholders should be addressed in the plan. Accordingly, school development planning states and manages the school community's future development goals. Innovation and change management to improve teaching and learning can also be considered. SDP gives students a shared direction. The SDP is not a standard procedure for all schools. Each school must create its own SDP and consider all contextual factors. Based on priorities, a detailed plan for the coming year should be created within a less detailed outline plan for two or three years.

School development plans also facilitate gradual change. Smaller goals within an organisation's overall direction can achieve it. The goals can emphasise the school's main goal—quality education. Self-management and self-reliance require schools to demonstrate resource use. A separate SIP should list all actions to improve schools. A SIP is a strategic plan that “sets out the changes the school needs to make to improve the level of student achievement, and

shows how and when these changes will be made” (North Carolina School Improvement Planning Implementation Guide, 2013). The school's main focus is education. All education role players should be efficient and effective since they share the goal of educating learners to achieve the core business objective. The SGB, an education player, wants a shared vision. The school's Vision and Mission Statements must inform school development planning for teaching and learning to succeed. The SGB needs development planning skills.

It can be concluded that most of the schools in this study are providing the school with a strategic direction which is in line with the views of the Open University (2011) when stating that the SGB sets the general direction of the school, supports the work of the school and holds the school to account. In this regard, Business in the Community (2008:14) states that:

taking a largely strategic role in the running of the school, includes setting up a strategic framework for the school, setting its aims and objectives, setting policies and targets for achieving the objectives, reviewing progress and reviewing the strategic framework in the light of progress.

5.7.8 How governors monitor the implementation of the strategic plan

The SGB is expected to conduct oversight monitoring. Hence, it should ensure that the goals and priorities in the strategic plan/SDP/SIP are met and that there is a plan in place to monitor the implementation of the Action Plan regularly. Three schools in the current study share that they have monitoring systems in place to ensure implementation of the strategic plan as well as track progress or achievement. The affected school do the following:

“By drawing monitoring plans to follow up and various committees have been established to ensure monthly reporting on progress from the committee Coordinators. During meetings, reports are presented. This enables us to compare the actual performance with the action plan” (GBSCC-Q4P).

“Our strategic plan is monitored on an on-going basis because we do so to check if we are still in the correct direction. We are making sure if this is what we want to achieve at the end of the day or not. We cannot afford to lose focus hence we

need to monitor. "Projects are being prioritised. Committees are set up for each project. Expertise are then being involved to ensure that the projects kick off, are of good standard and that certificates are signed off" (P-Q4S).

The finding expresses that few schools in the present study have monitoring systems in place to monitor achievement of the set goals. The foregoing responses are from participants of three schools that have put monitoring systems in place. It must also be noted that there are three schools in the present study that indicate that they have never undertaken strategic planning.

The following are some of their responses:

"Never done it before" (GBC-Q1P).

"This is monitored through the principal's presence in such meetings or delegate such functions where the principal might be held up, minutes must serve as proper correspondence presented to the SGB meeting" (P-Q1P).

"Ensuring that activities are kept within the parameters of agreed strategic aims and objectives" (GBS-Q1P), On a quarterly basis" (P-Q3S).

The aforementioned responses suggest that these SGBs do not have access to information needed to help them judge how well the school is performing against the criteria set by the provincial and national education departments. This puts a limit to the SGB's core functions of holding the principal to account and ensuring financial probity. To assist schools, many Key Performance Indicators (KPIs) can be linked to one or more school policies, so these can be a useful reference point.

Governing bodies should also ensure that they monitor the implementation of policies themselves – it is a good idea to establish a policy review cycle so that policies are regularly reviewed and kept up to date. The SGB can use a wide range of evidence to monitor performance, and it is useful to reflect on this by considering the following questions:

- Do we have ready access to all the data and information we need to monitor the KPIs?
- Are we able to access that information independently, or do we depend on the principal or SMT members to provide it for us?

- Do we have the skills on the SGB to interpret data, or do we rely on the principal or SMT members to do this for us?
- Is the information at the right level of detail – detailed enough to tell us what we need to know, but not so detailed as to make it difficult to see the wood for the trees?
- Is information available on all the aspects of the school’s performance that we agree are important – or only on those aspects that are easy to measure?
- Are we able to use benchmarking data to compare the school’s performance with that of comparable schools (not only local ones)?

Likewise, SGBs need to monitor progress of the strategic plan and other related plans. They may be particularly interested in monitoring the following: learner and educator attendance, recruitment, retention and training of personnel (both teaching and non-teaching staff); performance management of staff; implementation of delegated responsibilities to committees, such as financial responsibility, checks and balances; Policies, regulations, circulars, plans and implementation such as admission, safety and health, Code of Conduct, maintenance and procurement, etc. Monitoring tools should be developed and implemented as well to ensure availability of evidence.

5.7.9 Review – When last did you review your strategic plan?

The schools are expected to regularly review their plans at least once a year. In this study, participants in five schools that embarked on strategic planning indicate that the last time they review their strategic plan was:

“There’s always a review on our plans. The last review was done in October 2019” (GBS-Q1P).

“Establishing commissions to review and give reports. The last review was done in August 2019” (P-Q4S).

“At the beginning of this term. The first week of the term 2020, there was an SGB meeting on Thursday night, and they reviewed the strategic plan which was a problem. You know, the strategic plans didn’t really work out in 2020, but we

reviewed it and what we couldn't do this year will be done next year (2021)" (GBSCC-Q4P).

"Honestly speaking, this year was difficult to have a meeting with the SGB due to country's lockdown as a result of the ongoing COVID-19 pandemic. Last year (2019) we had a number of meetings, almost eight if not, and nine but this year we had few meetings. It's a pity next year we will have SGB elections; I hope to retain some of the members who have been doing an excellent job thus far. However, the last review will be taken when we meet before the end of the academic year 2020" (P-Q4P).

The finding exposes challenges with regard to the review of the strategic plan owing to the challenges of the COVID-19 pandemic that made it difficult for people to meet as there was a lockdown in the country, as well as other related restrictions that were put in place to mitigate against the pandemic. From the aforementioned responses, it can be concluded that majority of schools did not review their plans owing to restrictions put on school's activities by the dreadful pandemic.

The following are some of the suggestions for the review of the action plans: make provision for different stakeholders to perform specific task in action planning. In this way, fresh ideas and energy can be utilised to attain the set goals. When reviewing the Action Plans, ensure that all the tasks have been complete. Where there is incompleteness, establish reasons thereof, then revise timeframes to accommodate delays in completion. If it is necessary, modify the action plans and revise the priorities where there is a need as new circumstances require necessary revision as well as give due recognition to all participants in the school. Demonstrating gratitude to people for their inputs is another way of motivating and encouraging them to commit themselves for future achievements and revisit the Vision and Mission Statements of the school and ensure inclusion of all relevant stakeholders.

To properly conduct strategic planning, most schools in this present study are doing almost what "Schools that work II (NEEDU, 2017) are doing. They: **develop a mission statement** – which defines where the school is and where is headed. *"Discussion of refreshing the Vision and Mission statement as proposal to*

parents has been entertained” (GBC-Q1P). “When goals in every level are set, vision and mission of the school is taken into consideration” (P-Q4S). Furthermore, the schools are guided by their mission statement to:

Reflect on where the school is now and where the governors and staff want it to go.

“What did we achieve in the past. “Do we have goals and objectives that we want to achieve at the end of the day?” and finally, “What direction are we going to take to make sure we achieve these goals and objectives” ? (P-Q4P).

Express common purpose, and identify the needs/resources to which the school intends to address itself:

“We follow a simple process that says, “Why do we exist as an institution?” That is the first thing. “What is it that we envision?” That which we envision should be clearly contained in the school’s mission and vision. “What is our history?” also, “What is our heritage and culture in the school? (P-Q4P).

Are result-oriented and use targets as a foundation for assessing achievement of specified goals. **Judge decisions and actions** emanating from strategic planning, that is, whether decisions and actions are in line with the mission statement and **reflect values** held by the school community. **Initiate school improvement planning** with an all-inclusive School Self-Evaluation (SSE) or needs assessment in order to: reflect on the school’s own performance with regard to its aims and objectives including curricular objectives; to define high-need areas systematically; to measure the school’s performance against local needs and national standards; establish appropriate strategies for monitoring and evaluation of progress at school and to prepare for external evaluation. In schools, they **identify and establish a team** that will drive and lead the SSE and SIP process. **Involve the school community**, i.e. SMT, SGB, educators, parents and learners, to undertake the SSE. **Incorporate both quantitative and qualitative data** in the needs assessment. In schools, the SSE-(9 areas for evaluation) precedes SIP process. The SIP should have regard for and incorporate various plans that have an impact on learner achievement (example: APIP, PGP, EIP, etc.). The schools in this study use different sources of data to evaluate school improvements. These include, but not limited to: Annual

Academic Performance Report (AAPR)-areas for development; SDP and WSE-infused recommendations.

The schools that embark on strategic planning systematically identify the needs or challenges and examine their nature and cause. They **include analyses of both internal and external variables, and exactly link results with learning** Analyse the SSE report and identify (prioritise) key areas that require attention as financial resources allocated to schools are never sufficient. The schools stay focused on those identified areas:

“My school is a fee-paying school and I have discovered that learners from poor background are disadvantaged. Although they can be exempted from paying school fees, they still need to buy uniform and food for themselves and to pay for transport. There are inadequate facilities to cater for the physically challenged learners viz. ramps and toilets. Due to budgetary constraints, the school cannot afford other facilities. To assist learners with learning barriers/special needs, I applied for concessions or accommodation” (P-Q4S).

“Regarding the financials we agree at the level of the meeting of the programmes that must run until the next meeting, however, pressing issues that needs financial backing are communicated with the SGB treasurer and chairperson, and it remains a responsibility of the treasurer to communicate such expenditure in the Finance Committee meeting held every month” (P-Q4S).

These are critical:

- **Identify how the key needs will be met** (actionable activities) and allocate a time frame to each need.
- **Use findings of the SSE** as a baseline against which to monitor improvement over time.
- **Formulate broad goals and objectives.** As a corollary to the identification of its most pressing needs, schools set clear and rigorous yet attainable goals to address areas of underperformance throughout the improvement planning process.

The schools **set goals for each of its priority:**

“I think we do the following as a school, and I think it is right: we follow a simple process that says, “Why do we exist as an institution?” That is the first thing. “What is it that we envision?” That which we envision should be clearly contained in the school’s mission and vision. “What is our history?” also, “What did we achieve in the past?” “What is our heritage and culture in the school?” “Who expects what from us?” “Do we have policies?” “Do we have goals and objectives that we want to achieve at the end of the day?” and finally, “What direction are we going to take to make sure we achieve these goals and objectives” (P-Q4P).

“The school has clear vision and mission. These are made clear to every stakeholder in the school, and I ensure ownership. When goals in every level are set, vision and mission of the school is taken into consideration (P-Q4S).

Ensure that goals are measurable, attainable and realistic to avoid hindrance, a sense of vainness and an unwillingness to try again when implementation does not live up to the promises. Schools first set goals for the school’s academic year, but also divide and back-map these goals by school term, month and even week. This type of planning makes goals much more actionable, allowing schools to better identify reasonable steps needed to meet the end-of-the-year targets.

One chairperson of SGB Sub-Committee affirms:

“Before the school starts, actually more towards the end of 2020, the SMT will have a long meeting with the SQLTC chairperson in that meeting. Then we compile a strategic plan for the next year. The SGB has the same type of meeting and there’s also a staff meeting where we planned that and then the principal and the SMT go back and set a strategic plan for the next year, which is then presented again to the SGB. This is important especially where it concerns their input and what they will need to do for the next year. We also break down what we want to achieve in quarter one, term two, term three and term four. At the beginning of every term, from term two, we have a meeting again. The SMT has one, the staff have one, and the SGB as one to see whether we have achieved the goals and what else need to be done to keep up with this plan. To ensure

that the plan is followed through and the ideas of this plan do not get neglected” (GBSCC-Q4P).

NEEDU (2017) shares that a statement of an objective has four parts: (a) something to be accomplished; (b) a level of proficiency to achieve (c) means of measuring the level of proficiency; and (d) a timeline for achieving the objective.

Establish the means to achieve goals. They include realistic and doable activities in the plan required to achieve the set objectives; **designate people responsible** for carrying out each activity; **establish time frame or time line/check points**; and **estimate the cost and specifies the source of funds** required to complete the activities successfully; **and develop a SIP** and implement particular activities in the SIP to accomplish the set goals. The schools **enlist the support of all relevant stakeholders** whose buy-in is critical if the SIP is to be implemented efficaciously: **make sure that all parties are familiar with the plan** before implementation can take place:

“At the beginning of every year, our SMT gets together. That’s the HOD of our school, deputy principal and our principal. They get together and they do planning for that term and this is done at the beginning of every term. Then they come back with that plan to teachers when we have a meeting as the whole staff, and they also have a meeting of the SGB. The SGB has a meeting just after the school start where they are sitting and giving their input to the principal’s report back on the meeting of the SGB” (GBS-Q4P).

Share the finalised plan with every relevant stakeholder to make sure that each stakeholder knows the activities they are responsible for carrying out. **Review the plan yearly and share it** with appropriate stakeholders. The annual review, in effect becomes an accountability document: *“By drawing plans to follow. Establishing commissions to review and give reports”* (P-Q1P). *“The last review was done when we were reviewing policies and conducting school self-evaluation”* (P-Q4S).

“Strategic plan didn’t really work out in 2020 due to COVID-19 pandemic. But we reviewed it and what we couldn’t do this year will be done next year” (GBSCC-Q4P). **Report on quarterly basis progress registered-**

“During meetings reports are presented” (P-Q4S). “The SGB has its meeting once a month and a big meeting at the beginning of every term. In this big meeting, everyone that had to do something in the committee or every individual has to report back and also give evidence on what has been achieved. If the goals were not reached, then that person or committee must also give the reason for not achieving these goals so that that reason can be addressed. Then this strategic plan that was supposed to be implemented fully this term, should be done in the next term” (GBSCC-Q4P).

The participating schools in this study declare that no plan is cast in stone, to be implemented without any adjustments. The participants acknowledge that changes do occur. According to Goal 21 of the education sector plan: *To ensure that the basic management processes take place across all schools in the country in a way that contributes towards a functional school environment*, SIP has been identified as one of the minimum set of management documents that school principals are required to produce.

Establish monitoring system to ensure that the SIP achieve the set objectives. The schools have a **built-in monitoring system** to identify challenges, glitches and other untoward events that might require modifications of the plan.

“Meetings are held to see which goals were not met and if there are goals that are not met. We must give reasons why aren’t they met and we must plan strategy again to see what we could have done to meet those goals or what they can do now to meet those goals” (GBS-Q4P).

“It is important to make a pronouncement to the fact to say, monitoring should be done on an on-going basis. You can’t say you are going to monitor a system once a term. It is important to say, our strategic plan is monitored on an on-going basis because we do so to check if we are still in the correct direction. We are making sure if this is what we want to achieve at the end of the day or not. We cannot afford to lose focus hence we need to monitor” (P-Q4P).

Use the timeframes built into the plan to serve as checklists. As these dates approach on the calendar, the school checks to make sure that the plan is on track. If changes are called for, they are made timely. **Measure progress**

against targets: *“Monitoring is done. This enables us to compare the actual performance with the action plan” (P-Q4S).*

The Basic Annual Management processes such as budgeting, school reporting and School Improvement Planning are required to take place across all public schools in the country in a way that contributes towards functional school environments (Action Plan to 2019: Towards Schooling in 2030). Furthermore, the policy on WSE requires all public schools to ensure that they update their SIP annually [Government Gazette Vol 433: No. 2252 of 26 July 2001, Pretoria]. The SIP is expected to be approved by the District and should inform the school annual.

5.7.10 What drives the SGB’s activities and agenda setting?

This study recognises that each organisation has its own strategy, challenges and opportunities, so there is no "one size fits all" approach to SGB agenda development. The strategic planning cycle guides the SGB's agenda. This study asks if school governors understand such activities and meeting agenda items. The SGB leads, strategizes and directs the organisation ethically and sustainably. It leads the company to maximise value. The SGB constantly evaluates the organisation's performance against these strategic goals. The SGB should balance promoting organisational performance with prudent control over how it is achieved. Thus, SGB meetings are crucial because they allow the body to debate and decide on issues. A well-planned meeting agenda helps to determine the best course of action and how to achieve the desired result. SGB members need accurate information to make informed decisions. Furthermore, SGB meeting packs should focus on the organisation's milestones and strategy. To determine if all relevant information was obtained, professional scepticism and judgement are needed. Governing body members can add to the information they receive in a pack or request more from the SGB secretary or the information provider.

The SGB directive sets principles for its operations. It guides the SGB. Organisations create a Year/Management/Activity/Action/Work Plan for the SGB to operationalize its directive and ensure its success. The SGB

Year/Management/Activity/Work Plan specifies the SGB's annual activities and their dates. The SGB Chairperson, principal, and secretary create the SGB's annual work plan based on agreed-upon goals. The plan must include time to address the issues raised. The SGB must consider the relevance of SGB member induction and training in the work plan.

In this study, the participants share that the SGB's activities and agenda setting are driven by:

"The School's Self-Evaluation (SSE) process and clear goals of the SGB" (GBS-Q1P).

"Mainly the needs of the school and vision to implement all projects" (GBSCC-Q4P).

"We are still new school, so the drive will always come from the motivation by the principal and co-operation among members of this council to ensure that they register progress at the end of the year. It must also be highlighted that we set our own goals at the beginning of the year of what we would like to achieve at the end of the year, hence the SDP as our point of reference" (P-Q1P).

The responses highlight that very few schools develop a Year Plan indicating all school activities. Also, it appears that most SGBs do not create an annual work plan or monitoring plan after strategic planning meetings. Many schools in this study are unaware that the strategic planning cycle drives the SGB's activities and meeting agendas. This implies that SGBs do not plan their meetings around school year and SDP milestones. No evidence suggests participants time their meeting around data release. One participant mentions the year plan, but he cannot explain the activities, such as SGB and SMT meetings to discuss when School Self-Evaluation (SSE), Performance Management, and budget information will be available to assist planning. SGBs do not plan budget meetings after setting school development priorities to focus limited resources.

Based on the preceding responses, it can be suggested that SGBs are not fully aware of their role of providing strategic direction to their schools. The SGB is expected to plan the timing of their meetings to fit in around key points of the school year and key milestones in the SDP/school improvement plan; time their

meetings around data at the time it is released; discuss with School Management Team when self-evaluation information, Performance Management Information and budget information will be available to assist their planning; and plan their budget meetings after they have set school development priorities so that they can ensure limited resources are appropriately focused. The following should be in place: evidence of strategic planning meetings including SMT and staff. SGB Executive, SGB Sub-committees and full SGB notices of meetings, agendas, attendance registers and minutes. Annual Action/Work plan for the SGB to monitor and evaluate plans and SGB reports.

As previously indicated under this question on strategic planning, not all schools are undertaking this process of planning. One SGB primary school chairperson asserts:

“You feel you feel. You think you think and respond. Sometimes we do things due to the departmental circular” (GBC-Q1P).

And a secretary from quintile 3 secondary avers: *“Healthy relationship between SGB and the principal” (GBS-Q3S).*

5.7.11 Effective leadership

How effective is the performance management of the principal?

The SGBs in the current study indicate that they do not have a common and comprehensive performance management instrument in place to help them evaluate the effectiveness of the principal. They report the following different approaches being used:

“The principal is always monitored by the circuit manager” (GBS-Q1P).

“From the side of the SGB over the years there was never a system to evaluate the performance of the principal. We haven’t had a situation where we have a process in place to evaluate our principal. When she came in I gave her target of 90% for school performance, and indicated other activities that needed to be in place such as art etc. We have been working with her more on academic side. She has taken the school to 95% under COVID-19. She sees opportunities for growth” (GBC-QIP).

“We have a very good and effective principal. I think one of the most dedicated principals I've ever met in my life. He has his finger on the pulse of everybody, the SGB, the SMT, office ladies, educators and learners. Additionally, he will work on a Sunday to make sure that he has his finger on the pulse and knows what's going on in this school. He gives the performance report to the staff, the SMT and hides nothing from the SGB members. If he receives an email on a certain topic or whatever, he will forward it to his staff members – even if it is on a Saturday night. He has all governors on a WhatsApp group and shares critical information timely, be it finances or anything related to governance. He plays open cards with us all the time. I think it's the best principal that I've ever worked with” (GBSCC-Q4P).

“Nothing will slip past him and everybody's responsibilities are monitored by him. In Afrikaans, with “n groot glass (big glass) because you won't get pass him with anything, that I can promise you. And he believes that you lead by example and wants only the best for his learners, teachers, parents, AAs and GAs” (GBS-Q4P).

The findings show that school governors do not challenge the principal enough. According to the preceding responses, SGBs lack the skills and training to challenge the principal. The SGBs also lack performance management systems to evaluate the principal. The researcher found that none of the participants mentioned any of the following:

- how the SGB is ensuring that the principal's objectives effectively support school improvement and positively impact school development;
- professional reports being tabled by the principal as per during quarterly SGB meetings; and
- receiving succinct an annual report from the principal; or receiving succinct.

It was unclear which governance level challenged the principal. One quintile 1 primary SGB secretary said the circuit manager monitors the principal. After further questioning, the rest of the participants could not explain their role in holding the school principal or SMT accountable, indicating a lack of clarity about how the system worked. Lack of clarity weakens challenge.

One SGB chairperson from a quintile 1 primary school told the researcher that the SGB has never had a principal evaluation system. They have never had a principal evaluation process as the SGB. Therefore, SGB members could not question the principal during quarterly SGB meetings. KPIs for the school leader/principal must be agreed upon for school governors to succeed. Many governors lack the expertise to hold school leaders accountable in an increasingly complex education system. An SGB secretary educator agrees. “The circuit manager monitors the principal,” she says. This response highlights one of the biggest challenges facing governing bodies: most governors lacked the confidence, knowledge and skill to hold school leaders accountable (OFSTED, 2016).

5.7.12 How do SGBs carry out an annual review of the chairperson’s performance?

There is no clear, consistent and common system in place to assist the school governors to carry out an annual review of the chairpersons’ performance. Participating schools are in indeterminate state based on the following responses:

“We cannot say that our chairpersons have shown effective leadership because thus far we have had only two and both of them were in the learning curve, however, in deeds they have contributed immensely while in the boardroom they required thorough training and workshop, but to measure them with the boardroom issues would be unfair because we are where we are today through their unending efforts” (GBSCC-Q4P).

“After each and every year we check school projects. They will tell exactly performance of chairperson” (P-Q3S).

“During the first term of every year in March, we review SGB membership and at the same session Executive performance is reviewed. This include reviewing SGB chairperson’s performance” (P-Q4S).

“Check the regular attendance to the meetings. Does he bring sponsors? Does he follow the SA Schools Act rules” (GBSCC-Q3S)?

Other participants were honest and explain: *“It has never been done before”* (P-Q1S). One chairperson from a quintile 1 primary school shares:

“My style of leading is from the back. I allow people to lead processes. I invite people to evaluate me. I sit with people who aren’t assertive enough to express their opinion or ask difficult questions. They are holding back. I feel kind of cheated. I want to know my mistakes, but people I am sitting with aren’t assertive enough. They just come and keep quiet. I am making the most noise. In primarily I am sitting with people who are non-assertive. I don’t hear their voice. To get through feedback, it is only through the principal, as for the rest of members, there is nothing. I am surrounded by people who are afraid. Everything goes – it is a challenge. Many members elected and co-opted in 2018, left the structure. I don’t get feedback” (GBC-QIP).

5.7.13 How do school governors re-elect chairperson and committee chairpersons?

The responses from some participants in quintiles 1 and 4 confirm that SGB chairpersons and committee chairpersons are re-elected each year. This is how they do it:

“During the first term bi-elections are conducted as some of the members are forced to be terminated due to the fact that their children are no longer in school” (P-Q4S).

“Mid-year meetings look at different structures and check if there’s a need to elect chairpersons. We try not to have people serving forever and ever. I have been serving as a chairperson for the past three years but discussions are held” (GBC-QIP).

“The first meeting of the year always elects the SGB Executive positions including the chairperson. In March 2021 a new SGB will be elected” (P-Q1S).

Few schools are not ensuring annual re-election of SGB chairperson and committee chairpersons, and the following are some of the responses:

“They serve the full three-year period as the chairpersons” (P-Q3S).

“We only re-elect when their 3-year term expires” (GBS-Q3S).

“Re-elections are not conducted at our school. We have been keeping the executive the whole term that is for 3-year unless if a need arises” (GBSCC-Q3S).

“No. in 3 years unless a need arises” (GBSCC-Q3S).

5.7.14 Which measures have been put in place to ensure good succession planning?

Some of the SGBs have put measures in place to ensure good succession planning. This is what they do:

“In the meetings of parents, we always look for active parents” (GBS-Q1P).

“For next year’s elections (2021) maybe 50% of these members will be re-elected. Lobbying the parents is important. I normally take the SMT into confidence so that in the event when I am not present in the school, they should continue as normal. We also do this through delegation of some duties to my deputy principal. We also use the deputy chairperson of the SGB to chair some meeting because we can’t just say it is always going to be the principal or the chairperson chairing the meetings. We need to empower them, and this is exactly what we are doing. My chairperson’s son will be doing Grade 7 next year so if you keep throwing everything to him, you are actually throwing the whole SGB and the whole school under the bus” (P-Q4P).

“First of all, there is a comprehensive written out policy about the responsibilities of the SGB, as well as specific responsibilities of the chairperson. Suggestions are made to elect someone that has been serving in the SGB and knows what’s going on. Alternatively, we request that the outgoing chairperson serve for just a short period of time together with the new person just to show him/her the ropes or train him/her a little bit on the expectations of the position. Obviously, the new elected chairperson gets one-on-one training from the principal” (GBSCC-Q4P).

“As a first timer, the outgoing governors gave a proper handover to the new SGB members. More SGB member role training. They weren’t gone when we arrived. They continued to advise us. After being elected that evening, we met with them first. In my previous school, the handover didn’t happen. Wow, this is different

from what I knew when I joined. It's good because you're helping them swim by showing them areas to avoid that could damage the structure.” (GBS-Q4P).

Some schools do not have measures in place to ensure good succession planning. The following are few of the responses that were provided by participants:

“The challenge is personnel. We don’t have people to build around. We are going to start from scratch. Currently, it is only people who sit in meetings and say nothing. They are not assertive enough even in sub-committees they are serving in. Train people immediately after election to ensure continuity. Incoming leadership should find something to work on and strategic plan has been identified as foundation. My first three years wasn’t easy. It is only on my final year that I started working. With the succession plan we are stuck. Two sessions will be conducted: Strategic plan and internal affairs. Preparations started in terms of identification of talents and handover. The handover preparations are ongoing. Lot of work and persuasion is still needed. I can’t confidently say we have a team that will be left” (GBC-Q1P).

“None in place. However rigorous lobbying will take place before elections” (P-Q3P).

“People don’t know what they have to do. The Department assumes that governors know their roles and responsibilities. There is no support from the department to SGBs. They only come when there is a crisis. No proper workshop provided-it’s just rush-through. The department takes capacity building of the SGBs for granted. The department has neglected lots of parents serving in the SGBs (GBC-Q1P).

5.7.15 Accountability

5.7.15.1 The selected responses on the question: How well do you understand the school’s performance data in order to properly hold school leaders (SMT) to account?

School principals and educator governors in this study showed understanding of the learner performance data. On the contrary, the parent governors could not clearly demonstrate their understanding of the school’s performance data and

how they are using it to hold SMTs to account. The following are some of their responses:

“The principal as ex-officio member reports to the SGB the progress made by SMT” (GBS-Q1P).

“Gatekeepers made it difficult to access information. SMT is expected to report regularly to SGBs and questions must be entertained. Interventions must be in place to address teaching and learning challenges. Learner enrolment has dropped due to reasons such as COVID-19 and anxiety. I always compliment the principal as she is driven” (GBC-QIP).

“The principal is expected to provide the information pertaining to the school performance in the SGB meetings and indicate intervention strategies in place to improve performance” (P-Q3S).

“Exceptionally well. As there are diagnostic reports and exam guidelines to guide the schools’ performance” (GBSCC-Q3S).

“A lengthy report from the school principal including academics and all other related matters are being discussed at each meeting. The executive of the SGB and the SMT often has one-on-one meetings as needs arise. Communication from the principal with the SGB is of utmost importance to ensure a common vision and goal. The SGB can’t dictate the management of the school, but they do play a very important role to support and strengthen the management of curriculum” (GBS-Q4P).

“I know the school’s performance by heart, I have access to the SA-SAMS and DDD. It is my duty as a principal to compile the APIP at the end of each term and the AAPR at the end of the academic year. So, we hold SMT accountability sessions on regular basis and reports are presented, from which intervention strategies can be agreed to. A separate meeting will then be held with educators whose subjects achieved well below 80%. The SMT along with such educators will find answers and solutions to the dismal performance on learners but we are not necessarily putting the blame on educators. We are also saying parents are to blame, learners are to blame; they might not necessarily be studying at home. The staff accountability meeting, even though teachers hate it, is also held so that all of us should be comfortable with what we produce at the end of the day as educators because once you start to point fingers, or take a blanket approach

as a principal, you say three subjects for example performed dismally, the staff has to know who is teaching those three subjects and that's what we do in our school. We don't name and shame, but we indicate that teacher X, Y and Z are responsible for these subjects that did not do well, so that when those subjects start to do well, when we congratulate them, it should not come as a surprise to all and sundry in the staff" (P-Q4P).

From the foregoing responses, principals and educators-governors are more knowledgeable and understand performance data than parent-governors. This shows some of the gaps or weaknesses in school governance related to parent governors. Owing to their limited knowledge of learner performance, most parent governors cannot raise important issues or ask investigative questions. Therefore, SGBs often over-rely on the principal and fail to hold school leaders accountable. At the time of the interviews, school governors in all eight schools had not accessed internal and external data to challenge the school's assessment information. Most school governors in this study lack the confidence to request and understand performance data. The Auditor-General of South Africa's 2019 and 2020 national and provincial audit reports state that SGBs do not understand their roles and responsibilities. The most common weaknesses observed across four of the six participating schools were school governors' lack of understanding of learner performance information/data and how it is compared nationally and internationally such as in Trends in International Mathematics and Science Studies (TIMSS) and Progress in International Reading Literacy Study (PIRLS); the school governors' limited knowledge and skills, a lack of clarity about lines of accountability; and poor understanding by parent-governors of their curriculum support function.

The findings also show that weak SGBs rarely challenge the principal's interpretation of released internal and external assessment, absence rate, and exclusion data. This study found schools without assessment information for governors. They cannot challenge principals. Parent governors often did not realise their school's assessment data had improved. They were unaware that similar students nationwide had improved even more. This lack of professional knowledge and skill led school governors to accept mediocrity and fail to challenge school managers. The principal should regularly present learner

progress data to governors in an appropriate level of detail and in a way that all governors can understand, such as quarterly performance analysis, intervention strategies to address poor or underperformance and improve teaching and learning, SMT monitoring reports, and Annual Academic Performance Reports (AAPR). Governors should use the data to challenge the principal before signing off for submission to the Circuit Manager. Most schools in this study lack all these traits. Most school governors are not updated and given hard copies before SGB quarterly meetings. For clarity, the principal should ask questions.

Who is responsible for holding SGBs to account?

The Review Report (2008) specifies that where SGBs have a limited understanding of their role and are not accountable to parents, there are often problems such as low participation by parents, abuse of power and authority and a lack of transparency. The participants share the following responses:

“Mainly the parents. Every term there is a meeting, and our parents have a good turn out with this meeting in terms of attendance. Our school hall is normally full to capacity. Now, even with COVID-19, we had two chairs far away from each other, outside we had to put speakers on. Our parents are highly involved. And at such a meeting, the chairperson of the SGB, at a certain time frame of the meeting, he is the chairperson and then the parents hold the SGB to account. They ask them questions then the SGB has to report back on what they have done and to answer the questions of the parents” (GBSCC-Q4P).

“Parents as they elected the SGB into these structure. Our parents just come and sit in meeting. You’ll table reports, but nothing is coming from them. Parents aren’t involved at the school activities. They don’t ask hard questions even in terms of audit report. Very few people take us to task” (GBC-Q1P).

“The school principal as ex-officio and accounting officer and the SGB chairperson or executive” (GBS-Q1P).

“Circuit office to district office” (P-Q1P).

“Firstly, the SGB parents were elected by other parents, therefore they should be held accountable by the parents that elected them; by the department of education and most importantly, by myself because I am sitting there with them representing the interests of the department of education” (P-Q4P).

“The SA Schools Act” (GBSCC-Q3S).

The finding shows that while few governors demonstrate understanding on issues of accountability, the majority's responses suggest role confusion and a lack of clarity regarding the levels of accountability in terms of the SGB.

5.7.15.3 How are SGBs accountability sessions conducted?

It is very important to commission external review of the SGB's effectiveness, particularly at key growth or transitional points, in order to gain an independent expert assessment of strength and areas for development. The participants in this study explain that their accountability sessions are conducted this way:

"We hold meetings where we discuss SGB performance. We conduct SWOT analysis, where we identify weakness, strengths, and opportunities and develop strategies to improve SGB performance. The department officials send circulars rarely on how to evaluate SGB performance, hence accountability is not conducted on regular basis. There are also not standardised templates to help conducting accountability sessions smoothly" (P-Q4S).

"Through meetings but questions are not raised. Time is very limited for parents to receive all reports. We need to report to parents on everything such as maintenance, donations and account on infrastructure. We want parents to ask questions. You are on your own in SGB. Consumer of commodity called education is learners" (GBC-Q1P).

"In this big parents' meetings that's where parents now get to ask all the questions to the school governors and then they respond as expected" (GBSCC-Q4P).

"Issues of accountability are handled during our quarterly meetings where we assess level of progress every sector of the SGB has registered or not done so as to give us reasons why especially were not done" (P-Q1P).

"The SGB accountability sessions are done in two ways: we've got SGB committees that must give reports, where successes, challenges or failures must be discussed then we sit down and discuss strategies to mitigate our failures and we discuss this and pave the way forward to circumvent the challenges before us. Secondly, we have the AGM where the chairperson and principal account to the parents with regard to the current academic year. Speaking

about the AGM, we had our AGM on the 12h of November and it was a resounding success. We had 220 parents” (P-Q4P).

The findings confirmed that majority of schools use parents’ meetings to hold SGB to account. However, there is no clear and uniform process that is being followed by all schools to guide topics of discussions during these accountability sessions.

Also, there are some governors who have not put clear systems in place to ensure that SGB accountability sessions are conducted based on the following responses:

“Unfortunately we were not for that” (P-Q1P).

“They are fairly conducted” (GBT-Q1P).

“Every parent SGB member is given an opportunity on how the SGB is functioning in executing its duties as expected” (GBSCC-Q1P).

“During parents Annual General Meetings” (P-Q3S).

“We never had one” (GBS-Q3S). “We bring cheque receipts” (GBSCC-Q3S).

“The department officials send circulars rarely on how to evaluate SGB performance, hence accountability is not conducted on regular basis. There are also no standardised templates to help conduct accountability session smoothly” (P-Q4S).

5.7.15.4 How often (frequency) do you conduct SGB accountability sessions?

Few participants share the following responses:

“Quarterly meeting with parents and end of year AGM (October), all reports are tabled at this specific meeting. Urgent meetings also conducted to deal with matters requiring urgent attention” (GBC-Q1P).

“Once per Annum” (P-Q3S).

“Two times” (P-Q1S).

“Once in every term. And then maybe if the DBE call and say that they want a meeting and then we will have to set another meeting making sure it also depends on them. But normally it's once a term” (GBS-Q4P).

There are schools that have never conducted SGB accountability sessions. This is what they say: *“We do not hold sessions that are specific for accountability purposes. It is not done at all” (P-Q1P). “It never really happens in our situation. The latter needs serious development” (P-Q3S). “Infrequently. There is a need of development in this area” (GBSCC-Q3S)*

5.7.15.5 What do governors do to ensure robust financial management systems?

Owing to their financial oversight role, SGBs face financial irregularities in audited school financial statements, late school financial reports, and chaos during SGB financial reporting meetings (Bush, Joubert, Kiggundu, and Van Rooyen 2005: 43). Mestry (2004) notes that SGB members are rarely consulted on major financial decisions, which lacks transparency. Mestry (2006) maintains that many principals and SGB members are under tremendous pressure because they cannot find practical financial solutions. The Department of Education has forensically audited principals and SGBs for misappropriation, fraud, theft, and poor financial record keeping. Naidu et al. (2008: 177) suggest that school self-management increases the risk of maladministration and misappropriation of school funds.

In this study, financial reporting was used to inform stakeholders about how school funds were managed by those in charge. Reporting also ensures accountability and transparency by assigning SGB subcommittees to manage daily financial operations. The SGB can rightly delegate financial management to the finance committee (SASA section 30). Delegation promotes school fund transparency. Mestry (2011) suggests including stakeholders in committees for transparency and democratic principles. This study has confirmed that there are robust financial management systems in place at the majority of the participating schools based on the following responses:

“By doing/drawing a budget with the input of the staff. Then involving the parents-then take it to the executive committee to approve it. Also use a 3 quotation system before approving one” (GBSCC-Q3S).

“We have established a Finance Committee which conducts needs analysis and draws the budget. We ensured that the finance and the procurement policies are in place and are properly implemented and monitored. Order forms and requisition forms are in place when payments are done. An internal and external auditors are in place. Monthly finance meetings are held to ensure preparation of financial reports to be presented at the meeting of the SGB including during AGM to all parents present” (GBC-Q1P).

“There are transparent financial management. No payment is made without approval from three signatories.” (P-Q1P).

“There are transparent financial management. No payment is made without approval from three signatories. We follow all related policies. No petty-cash is availed” (P-Q4S).

“We try to make sure that the principal is not that involved in the finances. We try to break-away from old-ways of doing things. Principal was advised to leave issues of finances to SGB and she respects that, but not standing-by. The principal is well aware of changes that need to be introduced into the school, such as internet banking. I keep eye on finances of the school. I get bank notices. I am also an extra eye on FIN COM. We also align activities to improvements. Procurement processes have been established and policies including fundraising are in place. Understanding master budget is critical. Every month the FIN COM tabled report and questions are entertained. Enquiries are made if there are sudden changes from the municipality-invoices are checked etc. If you have stronger treasurer, things will get done” (GBC-Q1P).

“Firstly, our books are audited monthly by internal person. When I took over from our former principal Mr. Y, we did not change the auditing company. So, we kept ongoing with that particular company. They audit our financial books on a monthly basis and then we have two Finance Committee meetings a term. We also spend on what we have budgeted for unless if it is an emergency, and we ensure availability of quotations and invoices are safely kept. Also, we don't use

cheques; we only use that for petty cash. We have been using EFTs for the past 20 years” (P-Q4P).

The finding confirms that there are clear delegations in place for levels of spending and for budget monitoring and approval in the majority of schools. School development drives financial decisions. There are finance officers responsible for proper keeping of financial records and financial books are taken to the external auditors for audit purpose at the end of the year (GBS-Q1P) (GBS-Q1P). The finding further corroborates the studies conducted by Xaba and Ngubane (2010) who contend that Sections 36 and 43 of the SASA (as amended) make it mandatory for schools to manage school funds and take responsibility to implement all the necessary financial accountability processes. The PFMA explains the importance of ensuring effective, efficient, economical and transparent use of financial and other resources within the school, which includes taking appropriate steps to prevent any unauthorised, irregular, fruitless and wasteful expenditure which in essence, implies being accountable for the school's finances.

Clarke (2012: 158) asserts that while the SGB is ultimately responsible for school finances, it usually delegates daily operations to the principal. Maile (2002: 83) believes the SGB is accountable for school funds. The principal must facilitate, support and assist the SGB in the execution of its statutory functions relating to assets, liabilities, property and financial management of the school as well as being a person to whom specified parts of the SGB's duties may be properly delegated. Naidu et al. (2008: 178) advise including stakeholders in different committees for transparency and democratic principles. In contrast, Motala and Pampallis (2001: 176) argue that there is one area of financial responsibility which the principal cannot abrogate: the responsibility of ensuring that the SGB manages the school's finances in terms of the provisions of the SASA, and in the best interests of the learners. Besides this, the principal is responsible for ensuring that policies and procedures put in place by the SGB are conveyed to the staff and adhered to.

The Education Laws Amendment Act clarifies the principal's additional financial roles and responsibilities: monitoring income and expenditure in relation to the

budget; reporting irregularities to the SGB; executing duties in accordance with sound accounting principles and controls as required by the SGB; liaising with the finance officer on all financial matters; determining the accuracy of financial records; and enforcing the SGB's accounting policies Mestry (2011) points out that to ensure that school finances are managed effectively and efficiently, the principal and SGB should ensure the existence, and the effective execution, of a sound, watertight financial policy and also management procedures. More importantly, regular checks and counterchecks are necessary to avoid the mismanagement of funds by any person or groups of persons. In practice, most SGB parent members have had problems in fulfilling their obligations of governance, which include their personal interest, and time devoted to their own work or business commitments, or they simply have very little expertise in fulfilling their financial oversight functions. In this instance, the principal performs a consultative role and will be called upon to advise the SGB on financial matters. Ntseto (2009) and Hansraj (2007) concur that the SGB should account for school finances where they are serving.

5.7.15.6 How do SGBs ensure best value for money?

The financial decisions taken by the school governors should clearly be linked to the agreed upon policies and reflect the requirement to ensure value for money. The majority of schools in this study report that they have put systems in place to ensure best value for money. The following are their responses:

We have a sub-committee that deals specifically with procurement and they are the ones responsible for requesting quotations, although this sub-committee is there, it is not as effective as one would want them to” (P-Q1P).

“For every one rand spent, we get returns. We source quotations to ensure we don’t get ripped-off. We look for reasonable costs but quality is emphasised. Our town is very small in terms of suppliers and schools are forced to use one and same supplier. There are limited suppliers, but we don’t allow them to rip us off. If there is anything we need, for every cent we spent at a supplier, there must be return” (GBC-Q1P).

“We do thorough investigation before appointing any contractor or service provider and negotiate for the best price and quality service. Not being penny wise and pound foolish. We follow up to ensure that all work is done as stipulated and then only signing off and paying” (GBSCC-Q4P).

“After every service rendered, evaluation of the service/work is done, then payment is done only when we are satisfied with the work” (P-Q1S).

“The SGB checks out the job done by potential service providers in other places or schools before contracting them. They don’t take the cheapest service provider; they try to take the cheap quotes but quality and affordability must go hand in hand. It doesn’t help that you take the cheap quote to paint the roof of the school and next year you have to paint it again” (GBSCC-Q4P).

“Regular review of budget is done. Procurement policy is in place and ensure proper implementation. I ensure that we stick to the budget” (P-Q4S).

The finding in this theme endorses that the majority of schools have effective controls for managing within the available resources and ensuring regularity, propriety and value for money. Supply Chain procurement processes are being adhered to in terms of the sourcing of quotations from different credible suppliers. Contrary, there are few schools in this study which do not have proper systems in place to ensure best value for money. The following are responses on how they ensure value for money: *“Don’t use it” (P-Q1P)*. *“By fundraising” (GBSCC-Q1P)*. Clearly, these two schools need urgent assistance and a capacity building session is recommended. A sound understanding of the SGBs’ duties and responsibilities, governance legislation and procedures; and the wider context in which the SGB is operating, will enable few of the struggling governors to make important contribution to the effectiveness of their SGB.

5.8 Suggested improvement strategies/guidelines

Two questions were asked under this section:

5.8.1 Which strategies or guidelines do governors suggest to the Department of Basic Education to enhance stakeholder participation?

The participants suggested the following strategies or guidelines to the DBE to enhance stakeholder participation:

“The South African Government is silent on the promotion of SGB elections. Flighting on TVs and Billboards to be availed to advertise or market-put on all forms of Media constant messages to remind citizens on the importance of these elections. Excite communities. Make noise about these elections. Voter education or series where schools are sampled to promote learning. Sell education through Media print or electronics. Bring awareness to communities. Campaigns to start also at school level-use school’s Facebook. A re etseng raas (let’s make noise). Immediate training of SGBs after elections and regular training of newly elected SGBs. People don’t know what they have to do. The Department assumes that governors know their roles and responsibilities. There is no support from the department to SGBs. They only come when there is a crisis. No proper workshop provided – it’s just rush-through. The department takes capacity building of the SGBs for granted. The department has neglected lots of parents serving in the SGBs. Every year ensure induction as there might be new people elected. Circuit SGB training must be conducted. The department must ensure that there is an itinerary of all SGB meetings, training, support and involvement of departmental officials must be visible. Out of all the departments, education is too silent as compared to Gauteng. Seminars for SGBs must be organised. In most cases schools are trained on financial management only. Schools must be allowed to identify their own training needs. In terms of how to raise funds-no enough training is done including how to generate income. There must be advert on collective responsibility towards schools” (GBC-Q1P).

“Stakeholders should be appreciated and awarded certificates annually during the bosberaad” (GBS-Q1P).

“Provide an allowance or stipend for SGB members in order to keep them motivated”. Most if not all, especially in rural areas, parent components are not working, wherever they are at school, they force some ways of benefitting such as wanting to get private chance to connive with the food handlers to get some groceries illegally. They manipulate either transport claims for school errands and meetings in order to make claims amounting to a satisfactory benefit” (P-Q1S).

“First, the department needs to assess the level of understanding of all interested stakeholders and capacitate them of what the department’s expectations are because as things stands people take part and at times there is friction between those who understand what is expected i.e. teachers and principals and those

who want to steer the schools in the right directions but without understanding their core roles and responsibilities” (GBC-Q1P).

“I think it would be best to invite NGOs, NPOs and business and the corporate world to meetings and urge them to be involved in the education of our kids and play a holistic role in the development of our children, because obviously businesses have money. They can help the department secure the much sought after/needed resources but if the department does not approach them, they just keep their money and much as they know we have a crisis in our country, they still keep their money because no one approached them” (P-Q4P).

“SGB members must be at least in a managerial position or has relevant experience in the private sector when standing for SGB as they become part of the “leadership team” of the school. SGB members must understand they must serve the community and school and will not gain financially. A code of ethics must be set up for all SGB members. Confidentiality agreement must be set up between school and SGB members” (P-Q4S).

“Create home learning channels. By having family friendly policies. By having reliable communication channels, e.g. sending out letters by learners where possible by phone. Some teachers have WhatsApp group to communicate with parents and learners that they study at home. Allow parents to be part of decision-making” (GBSCC-Q3S).

5.8.2 Suggested strategies or guidelines to the DBE to strengthen partnerships in public schools?

The participants suggested the following strategies or guidelines to the department of education in order to strengthen partnerships in public schools:

“Highlighting community responsibility or co-operate social responsibility. Building new and deeper community networks. Make community connections. Make them part of your vision for school” (GBT-Q1P).

“That the Department acknowledges what the small companies do and that will make the things for the schools on ground level much easier next year to go and ask for something. If we acknowledge people more. They will give more. Once a year, maybe if the department can, they should organise a function now for

sponsors just to thank them on behalf of what they have been doing for our schools. Now meaning that on top of their letters of appreciation, at least, have that particular function where they will also feel honoured and appreciated in that particular function. The following may be invited: Minister of police, organisations, sister departments etc. Maybe a CEO or maybe one of their people up there, highly sitting up there. That can come back and report back to the people and say, you know what, and they appreciate what we do. Even have people from the TV there and have them make a follow up saying this was done for the sponsors. This was done for the organizations helping the schools. So they get recognition, country-wide" (GBSCC-Q4P).

"DBE must jump in and also get small companies and stakeholders that can be more involved in helping schools. Putting more into schools than just wanting to get something out. Because we do support bigger businesses. They must just think of a little bit about supporting us, like with stationary. Like Checkers, Pick 'n Pay make up stationary packages that's not that expensive because stationery is so much expensive that you can sell cheaper to the people outside, and it's not like they can't. They can do it because they are getting a lot of interests on it. We all know it. It's life. And in the strengthening of partnership again, the DBE must be involved and must also find from their side the sponsorships that we get, because now people sponsor to us, but then they say, you know what? Why do we actually sponsor? Because the department don't see what we do for you. We thank them as school, but they don't. In terms of strengthening partnership, the education sector must also begin to thank the donors or the sponsors. Also on behalf of the schools" (GBS-Q4P).

"Partnership in school governance, in my opinion still lacks an element of understanding, some parents are more focused they just need direction and there are those who come from the political world and are not able to differentiate between the school and the political world, thus stretching the existing gap. To strengthen this partnership, the department can only manage if the legibility of parents' clause can be implemented and the department can further tighten its policies without caution, i.e. sometimes we find our system so cautious of the rights of people who disrupt schools, yet forgetting those of the one who are serving the system" (P-Q1P).

“Create one platform for all schools to interact with stakeholders rather each school competing for one space-other schools are left as they have already been approached by the other” (P-Q1S).

“The department must ensure that school QLTC is established in every school and is consistent intensifying collaboration with various companies or various business undertakers. “I think they must contact the schools and get a list of each school's needs. Then they compile a list and then that they can go to big companies like Checkers, Game or whatever those big companies, and then they can negotiate with them on behalf of these different schools. And once they get the donation or whatever it is, then they can distribute it to the different schools who have the needs. Because if they can go to a big company, say the DBE is much bigger and better off than the school, then they can really go on behalf of the school. It doesn't help that we're on a ground-root level, I go to Checkers and I ask them for something. They will just say, no, we only give to big companies or I'm not allowed to do that. They will never sponsor me with tennis balls or whatever but if the Department of Education can go to them, then they can negotiate with them for larger contributions to the schools” (GBSCC-Q4P).

“It's a complex situation. Schools must be part of identifying companies that are sub-contracted to schools. Source some building materials locally. We are surrounded by poverty as schools and unable to improve many infrastructure needs. Schools must be allowed to use their own budget allocation as per their own identified needs. Schools must plan their own budget. Bridging distance between parents, schools and business. We are unable to promote our school or market it due to lack of budget. Through allocated budget, we must be able to advertise/market/promote our schools in whatever platforms. Our focus is too much in the classrooms. There is no promotion of sport. There are no sport facilities such as cricket. This is denying our schools exposure. There must be investment in terms of sport. Nurturing of talent through partnerships. It is difficult to scratch the surface on our own as a school. There is lot of silence in township schools, only focus on classrooms. Sport and culture department to avail facilities as the municipality has failed” (GBC-Q1P).

“Keep meetings short. I think partnerships can be strengthened by inviting individuals with expertise and skills that can assist with the successful execution of the school's strategic plan and thus improving the entire school governance. That is my take on that one. Then the department can be best assisted if they

would then reduce the duration for the term of the serving SGB. Maybe from three years to two years. I understand why three years, people must have ample time to come up with ideas and see to it that those ideas are implemented successfully. So, three years is enough for me, but having put my ears on the ground, you can hear people say that three years is a long time” (P-Q4P).

5.9 Findings obtained from documents data

5.9.1 Introduction

The DBE as an enabler has put systems in place to allow SGBs to perform their functions outstandingly. As a result, the DBE has designed the SGB Functionality Tool in order to provide guidance to SGBs in fulfilling their roles and responsibilities in terms of SASA with regard to supporting teaching and learning in schools, as well as assist in indicating the effectiveness of school governance in the sector. Furthermore, the tool intends to assist SGBs to collect data that would inform the fulfilling of their roles and responsibilities of supporting teaching and learning in South African public schools; and

- be utilised as a self-assessment tool to determine the functionality and assess the capabilities of governing bodies;
- assist district and provincial officials to determine the level at which governing bodies operate in order to support them meaningfully;
- determine training needs of school governors; and
- evaluate the impact of the training provided by districts and provincial officials, including SGB associations.

The preamble of SASA No 84 of 1996 states that: *“....it is necessary to set uniform norms and standards for the education of learners at schools and the organisation...throughout the Republic of South Africa”*.

The SGB Functionality Tool is designed to cover the following Five Areas of Focus in school governance: policies of the school; meetings of the SGB; assets of the school; financial management; curriculum planning and reporting. Each area of focus has 40 sub-questions in total and schools are to evaluate

themselves as either dysfunctional needing special intervention and functional. It must be noted that this study is not a quantitative, but a qualitative study. Therefore, the analysis and interpretation in this section will not focus on numbers (ratings as indicated in DBE SGB Functionality Tool), but will focus on the availability of the governance documents that enable transformation as well as the usage or implementation thereof to ensure efficient and accountable governance. The number of sub-questions per area of focus is summarised below (Table 5.9.1) as follows:

Table 5.9.1: SGB Functionality Tool: Areas of focus assessed and the number of questions per category

Area of Focus	Number of Questions
Policies of the school	10
Meetings of the SGB	6
Assets of the school	4
Financial Management	10
Curriculum Planning and Reporting	10
Total number of questions	40

5.9.2 Administration process of the SGB functionality tool

The researcher in this study conducted document analysis in six of the eight sampled schools covering urban and township schools to assess SGB effectiveness with the goal of establishing their functionality, identifying capacity development needs and informing appropriate training. The exercise was carried out using the SGB functionality tool, which was distributed in advance to schools so that the necessary evidence could be easily obtained during site visits. SGBs were expected to kick off the process with a self-evaluation led by the chairperson and assisted by the principal. The entire exercise demanded a high level of honesty from school governors, who had to be brutally honest with themselves and respond based on the evidence available. Initially, the researcher had intended to visit the schools and request to view all governance documents to complete the SGB Functionality Tool.

Unfortunately, owing to the 2020 COVID-19 pandemic, school lockdowns and restrictions made school visits impossible. As a result, the researcher agreed with

the Circuit Manager that the tool would be administered by the school's principal, with the Circuit Manager or a designated official from the Circuit Manager's office ensuring verification. This meant that the researcher had to rely on the SGB Functionality Tool's self-evaluation or self-completion by the school. Regardless, some schools tend to overestimate their own abilities. The SGB Functionality Tool was distributed to all eight participating schools prior to the site or physical visit and was then verified by the affected Circuit Manager. The tool was completed and returned by only six schools. Two of the eight schools did not complete the tool and therefore were unable to be visited. As a result, the researcher was limited to capturing and analysing tools from only six schools. The Circuit Manager was asked to indicate whether or not he interviewed and completed the tool with the principal. Another request was that all of the documents required by the tool be made available during his scheduled visit to the schools, and that copies of these documents be shared with the researcher in this study where possible for further verification and analysis.

5.9.3 Challenges experienced with the capturing of SGB Functionality Tool data

Two of the returned SGB Functionality Tool/Forms were incomplete as some of the required information was not provided. However, data capturing was done. It was pretty obvious from the four completed Tools/Forms received and captured that some principals completed the template in the absence of the Circuit Manager. Disparities between some schools did not support the principals in the completion of the tool and did not request evidence for these responses. These schools tended to evaluate themselves more highly. Two schools out of the sampled eight failed to complete the Tool/Form at all for a variety of reasons associated with the ongoing COVID-19 pandemic. Therefore, data of these schools were not captured. Despite the fact that there were challenges, enough excellent responses were received to get the inclinations and sufficient data to help with the findings and recommendations. This study will provide an indication of the effectiveness of SGBs during the year in which it was conducted (2020).

5.9.4 The quality of the returned tools

Communications with parents is undeniably central and not just the decent headlines. If the SGBs are open with parents about the areas they are working

on to improve, they can frequently tap into the resources of support and in some cases, finance. Communication needs to be done carefully to give clear messages to the recipients. Therefore, SGBs are advised to be considerate in terms of how they communicate with parents.

5.9.5 Analysis of collected data

SASA-mandated SGB policies and documents were requested from each school. They were informed that the qualitative research approach does not require tool ratings. Furthermore, schools must demonstrate document availability and comment on usage or implementation. The researcher focused on document availability and implementation to cross-reference with interview responses in this chapter and use the findings for future planning and school issues. The functionality tool's five focus areas were used to analyse document data. Each school analysed its own practices during the analysis. Three quintile 1 and 3 schools' SGBs self-evaluated as ineffective or dysfunctional, while two schools' Circuit Managers did. Few parents are literate, many work far from the school, few attend meetings, conflicts arise and resources are scarce. Participating schools show that governors need ongoing training and support. Accordingly, new school governors are elected every three years with new skills and needs. Three of the six sampled quintile 4 primary and secondary schools considered their SGBs "working or functioning well," which is encouraging. This study found half of the SGBs functional. It is encouraging that the parent community is working to make SGBs work. Despite being functional, these school governors say they need more training and support in certain governance areas, which is encouraging. There is a willingness to fix broken or non-compliant processes.

The SGB Functionality Tool was used to: to gather information on the availability of some basic school governance documents in all the sampled schools; to gather information on some systems in all sampled schools; to ensure involvement of SGBs and other stakeholders in the development of some documents; observe the role played by the circuit and district offices for quality assurance of the documents developed; to determine the extent of implementation of these documents; and to establish the support provided to

schools that do not have the necessary documents and/or do not implement these documents as expected.

Strategic Objectives: of populating the tool was to verify the basic functionality of the SGBs to assist in improving the schools' effectiveness and accountability; the performance strategy has Standard Operating Procedures (SOPs) for the creation of the ultimate product; and the SGB Functionality Tool is interconnected to the Annual Performance Plan (APP) of the Basic Education sector which is based on Evidence Based Report (EBR).

5.9.6 Findings per area of focus

SASA provides for the roles and responsibilities that the SGB must perform. Also, the following policies and SGB documents which are covered in the SGB Functionality Tool are expected to be developed and implemented:

Table: 5.9.6 Area of Focus and related SASA section

No.	Item	SASA and related sections
1	SGB Constitution	18; 20(b)
2	School mission statement	20(1); (c)
3	Admission Policy	5(5); 5(A)(3). PED law. GG 19377 of 19 October 1998. Case law.
4	Language Policy	Constitution. 5(A)(3); 6(2); PED law
5	Religious Observances Policy	7
6	Code of Conduct for Learners	8(1); 20(d); 8(5)(a)(b). 20 of the Learner Attendance Policy
7	SGB correctly constituted	23(2); 23 (6); 7(10); 24
8	Office-Bearers	29(1); 31
9	SGB Meetings	18(2); 38(2)
10	Finance Policy	37(1); 36; 42(a)(b)
11	Finance Committee	30; 42(a)
12	School Budget	38(1)

13	Learner Support Material	21(1)(c); 36(1)
14	Audited Financial Statements	43
15	School property, buildings, and grounds	21(1)(a)

5.9.6.1 Findings on policies and documents legislated by SASA and required of the SGB

SASA requires each SGB to create 11 policies and documents. The SGB tool sought admission, language, religious, and finance, maintenance, HIV and AIDS, health and safety, recruitment, and selection policies. SDP, Learner Code, SGB Code, and Constitution were also required. Four of six schools that completed the tool report that most of these policies and documents are in place, readily available and meet the most required criteria. This study's schools comply well. Four of the required policies meet minimum standards or are unavailable: SDP (3 schools), maintenance of buildings and grounds (4 schools), recruitment, and religious observances (4 schools). Few affected schools commented that the maintenance policy for buildings and grounds is unnecessary because the allocated funds are too low and they are struggling to raise funds and get sponsorships. This suggests that affected school governors are not budgeting and planning minor maintenance, neglecting their school maintenance duties. These SGBs have not developed a maintenance plan, developed specifications, put out tenders, or requested quotations for school building, fixing, and maintenance. The finding also assumes that affected schools need these skills to improve their environments and infrastructure.

In a country where religious tolerance is one of the constitutional prerogatives, it is concerning to find that only four of the sampled schools have functional religious policy.

Religious observances policy must: address the practice of religious observance at the school; and be in line with case law as well.

SGB constitution must: be in line with relevant legislation; state the types of meetings to be held and their frequency; talk to the recording and keeping of the minutes of the SGB; indicate availing minutes for inspection by the HOD; indicate

annual reporting to stakeholders; and highlight submission of the copy to HOD 90 days after SGB election.

School mission statement specifics: Why the school exists and what kind of citizens it intends to produce; and the school's core values in line with the Constitution of the RSA such as: human-dignity, non-racialism and non-sexism and supremacy of the constitution and the rule of law.

Admission Policy: must be in line with SASA; must be consistent with the National "Admission Policy for Ordinary Public Schools"; must be in line with PED legislation; and be amended as per case law.

Language Policy: must address the language of teaching and learning; highlight language of communication / correspondence with parents / public; and must not be used to keep other learners from being admitted into the school.

Code of conduct for learners: must contain provisions of due process safeguarding the interests of the learner and any other party involved in disciplinary proceedings; and provide for support measures or structures for counselling a learner involved in disciplinary proceedings. Furthermore, it must further address the following: discipline and corrective measures; dispute resolution; prevention, proactive advice, counselling; types and category of offences and possible sanctions thereof; practice of random search, seizure and drug testing; matter of suspensions and expulsion from school; bullying/cyber bullying; learner attendance; school uniform; and contain school values.

SGB should be correctly constituted: membership must be as per the provision of SASA; RCL must be represented in schools with grade 8 and higher; MEC appoints as per Provincial Gazette; *Co-option* to include: owner of the property; expertise for learners with special needs; and community member to assist.

Office-Bearers: must be elected by SGB members; consists of at least chairperson, treasurer and secretary; chairperson must be parent except for a special school; and the term of office to lasts for a year.

Finance Policy: develop a handbook particularly for treasurer and chairperson; ensure that the school has one account. Apply to MEC for extra account where there is a need; address school fees, SGB posts; if the school falls under fee paying category, then annexure having resolution to pay school fees should be part of the policy; and amend to accommodate changes brought by South African banking unit. **Finance Committee:** compulsory members are: school principal, treasurer and chairperson; put the pulse on income and expenditure; and generate monthly reports **School Budget:** to be drafted by the financial committee; must be tendered at the SGB meeting; allow for perusing 14 days before AGM of parents; considered and Approved in the AGM by a majority of parents present and voting; is adopted by SGB; and approved by the Circuit Manager to ensure compliance to departmental policies, regulations and circulars.

Learner Support Material: should address needs of curriculum delivery; and run by LTSM structure.

Audited Financial Statements: appoint registered auditor as per SASA, section 43(1); Accounting officer; Approved by MEC; presented to SGB by auditing person; and SGB submit to HOD by 30 June; avail the records for inspection at a request of an interested person

The participating schools in this study comment that the majority of the above required policies and documents have been drafted. This finding points toward a high level of compliance by schools. What is concerning is comments such as “need review, not signed by SGB, not approved by circuit or district, not developed through consultation and need further training” which were common. Urgent support is needed to close these identified gaps. The participants also agree that although there is a high level of compliance, there is also a need to ensure that the developed policies become valuable and applicable documents that guide schools.

5.9.6.2 Findings on the school property, buildings and grounds

It is the responsibility of SGB to maintain school property; SGB to allow reasonable use of school by community with clear terms and conditions; put controls in place to prevent anything that is hazardous and or disruptive to

learners; and work along directives given by MEC and HOD. Each SGB is expected to develop a three-year plan that they would like to achieve in their term of office. Three of the six schools highlight that they do not have a SDP in place. All the six sampled schools that completed and returned their tools share that they did not have a recruitment and selection policy in place. It is critical that schools' recruitment and selection policy is developed to find creative ways of attracting quality personnel to the schools. The second part of the recruitment programme is to establish fair processes of shortlisting, interviewing as well as appointing personnel in order to obtain the best available personnel. Clearly, the school governors need to realise that it is part of their responsibilities to attract personnel that will add value, meet the identified needs and required skills to their schools. Quality educators assist in creation of quality schools.

5.9.6.3 Findings on the meetings of the SGB

The school governors are expected to hold several types meetings in the performance of their roles and responsibilities. Such meetings are necessary for the discussions, updates and decision on the improvement of SGB service delivery. The Functionality Tool covers the following meetings: Executive committee meetings; SGB quarterly meetings; Parents' meetings; Annual General Meeting (AGM); Finance Committee meetings; Disciplinary Committee (DC) meetings.

The SGB's required meetings in four of the six categories meet the minimum requirement, according to the comments. General comments include parents not attending scheduled meetings. DC and Executive meetings are two of three categories that need improvement. Since there are no hearings, three sampled schools say they do not have a disciplinary committee. Based on what has been seen on social media platforms about school violence and bullying, it is crucial that each school establishes a functional and inclusive disciplinary committee made up of educators, parents and experts in the field to discuss school discipline, promote a good value system, and support the teaching staff in creating a disciplined and purposeful learning environment. The SGB Executive Committee meetings in four sampled schools are not held as required, according

to comments. Since SASA requires the SGB to meet at least once a term, these meetings are crucial. Therefore, the Executive Committee meetings support the principal and allow him/her to share school issues with them. The monthly subcommittee meeting ensures that delegated tasks and goals are met. Furthermore, Executive committee meetings could be brief weekly meetings to inform planning and deeper discussions on sensitive issues to maximise time during full SGB complement meetings. Executive and sub-committee meetings allow for brainstorming that may not be allowed in a full SGB meeting. It is clear that SGB meetings need a capacity-building programme like training and workshops to outline the rules and procedures.

During SGB Meetings: ensure that costed management plan is in place; avail agenda, minutes and action points; ensure that the learner component part attends every meeting where applicable; check suitable time for all affected members; **and** ensure that at all times feedback is given to every component/member.

5.9.6.4 Findings on the management of the school assets

A school's long-term sustainability depends on maintaining its assets and property. This section covered developing a maintenance plan, a procurement plan, a school asset register, and a textbook inventory. Only one of the four categories received satisfactory comments, indicating that most sampled schools are not managing assets well. Most participating schools have no procurement plan or maintenance policy. Four schools completed the functionality tool without a procurement plan. According to the schools, procurement was the district's responsibility. Average schools do not plan procurement and maintenance spending either. Procurement policies ensure that stock and materials are purchased fairly, recorded on the stock register, accounted for, and used as intended. The textbook inventory finding suggests schools have accurate textbook records. Four schools report textbook accuracy while two schools report not managing textbook care and distribution. Most schools have an inventory list of textbooks, but they do not keep track of books given to students or returned at year's end. Therefore, most schools do not reconcile their textbooks annually.

The data and comments suggest that few school governors see procured goods and stock as SGB responsibility, which affects their sense of ownership in terms of storing, maintaining and caring for their assets. Textbooks should be covered, stamped with an official school stamp, numbered, and recorded in a stock register if given to students. Use and care for stock and goods.

5.9.6.5 Findings on the financial management

This study examined the annual budget, audited financial statement, receipt book, requisition form, monthly reconciliation, signatories, and petty cash management. To comply with policies and provincial circulars, LTSM, services and maintenance allocations were checked. Positive comments suggest most schools are doing well in this area. They claim to have correct processes and basic accounting evidence. Petty cash, exemption of school fees and municipality services were where schools struggled. Three schools are not allowed to use or have petty cash. They pay petty cash with cheques, which is expensive. Thankfully, most schools now accept electronic payments (EFT). Effective schools need petty cash. It reimburses staff for small purchases and emergencies. This requires budgeting and control processes. This will improve staff morale, trust and confidence.

Since no students pay schools, "No-Fee Policy" schools do not need an exemption policy.

Another finding shows that some schools cannot pay or manage their municipal service accounts. This suggests that affected schools may have lost electricity during crucial times like exams. Based on their comments, most schools in this study have mastered banking and can provide the precise minimum documentation to demonstrate finance policy implementation. This suggests SGB training is working.

5.9.5.6 Findings on SGB curriculum support

The school prioritises teaching and learning, and SGBs are expected to support the principal and other educators in curriculum delivery. Since "Education is the most powerful weapon which can be used to change the world," public schools

must prioritise quality learning and teaching (the first and former South African Democratic President, Nelson Mandela). To keep teaching and learning as a top priority, the vision, planning, strategies, and day-to-day operations must be focused on ensuring high-quality learning and teaching in all public schools through stakeholder participation. All hands on deck. Governors must also approve strategies because they provide funding for LTSM and furniture.

The majority of school governors in this study are starting to focus on academics, according to SGB support for effective curriculum delivery. SGBs were evaluated on their participation and support of schools in the following areas: development of the Annual Academic Performance Report (AAPR), School Improvement Plan (SIP), strategy to improve overall academic performance, setting targets for key subject improvement, textbook procurement, and holding SMTs accountable on learner performance and utilisation of the available resources. Training using templates and current processes and systems can teach most of these strategic categories. Few schools place enough emphasis on curriculum delivery and planning. The affected school governors say they are not involved in teaching and learning planning because this is the line function of educators and SGBs have no say in it. Moreover, school governors also set goals and implement academic improvement plans. SGBs guide academic improvement with the Annual Academic Performance Report. The school delivers curriculum. Therefore, school governors are crucial to ensuring high-quality education.

5.10 Chapter summary

The principal, chairpersons, secretaries, and treasurers of Meepong Circuit, Dr Kenneth Kaunda District were interviewed and document-analysed for this chapter. Participants received the same questions. Transcribed interviews were analysed and discussed into themes and sub-themes. The Circuit Manager's office provided the participating school's documents for analysis. Data analysis followed.

Few of the interviewed schools could demonstrate their implementation of democratic values as outlined in the RSA Constitution in their daily operations and school policies. Example: understanding Equality Act responsibilities;

promoting equality and diversity throughout the school; including its own operation; promoting democratic participation by establishing meaningful relationships with community; fully integrating schools with their local community to collaborate; and human rights-learners with disabilities, women and girl rights. The researcher found many challenges in this chapter related to right skills and capacity building programmes that address gaps, effectiveness, strategic planning, governor self-assessment, and accountability. Simply holding SMTs and SGBs accountable was a problem. Both governors and school principals were confused about the strategic overview role of school governors and how SGBs and SMTs should work together. That us why it is crucial to understand good governance and governors' challenges. School governing bodies have changed owing to government policies like the NDP. Each change has tightened SGB requirements to increase professionalisation. SGB members expect more transparency, self-evaluation and professional development from governing bodies.

Chapter six will present the conclusions drawn from the findings, recommendations and suggestions for further studies are also presented.

CHAPTER 6:

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

6.1 Introduction

This report discusses the findings and discussions drawn from the research, as well as recommendations for how SGBs can enhance their governance to increase efficiency, as well as their engagements with the larger community and their ability to form fruitful partnerships. In addition, suggestions for further study are provided. The study was motivated by a research issue concerned with democratic school governance, stakeholder participation, the formation of effective partnerships, the enhancement of SGBs' institutional capacities, and the promotion of responsible and responsive stakeholder engagement.

6.2 Conclusions, discussions and recommendations based on the interviews and document analysis

In addressing the research problem and answering the research questions, six schools participated in the interviews and documentation analysis. The following are observations made:

6.2.1 Theme 1: SGBs adequate knowledge and understanding of democratic values in relation to public school governance

The findings in this theme suggest that the complexities of school community involvement, particularly statutory parent participation in the form of democratic governance functioning of the SGB, have been outlined as an essential part of public education in South Africa. Furthermore, the governance of the participating schools is based on human rights values, empowerment and the inclusion of all critical stakeholders, such as parents, students and educators, in all important decision-making processes of the public school. According to the findings, the schools in this study have adequate knowledge and understanding of democratic values in relation to school governance. More importantly, they uphold the country's Constitution as well as democratic values encapsulated in Chapter 2 of

the Bill of Rights, and can apply them in their daily operations, policies and plans. Participants in this study see school governance as a democratic process aimed at redressing apartheid's legacy. They also demonstrate knowledge and understanding of education as a public service that should be open, just, democratic, respecting, and involving the capacities of all citizens (Ranson and Tomlinson, 1994).

The interviews also revealed that a few SGB members from quintile 1 and 3 schools were unable to adequately demonstrate their knowledge and understanding of democratic values, as well as demonstrate how they monitor implementation of these values in their schools to promote compliance. For the affected schools, struggling governors will be able to make an important contribution to the effectiveness of their SGB if they have a solid understanding of the constitutional mandates, SGBs' duties and responsibilities, governance legislation and procedures, and the larger context in which the SGB operates. The findings confirmed that democratic governance exists and is practised in schools, and that it is characterised by shared decision-making and recognised individual rights, representation, participation, and equality. In the current study, two structures for promoting democracy were discovered to exist in secondary schools: SGBs and RCLs.

The study's researchers propose the following measures that SGBs can implement and use to help influence culture:

- Creating pertinent policies and ensuring regular review.
- Encouraging and facilitating open discussions about the school's values.
- Creating or revising a formal code of conduct and ethical guidelines.
- Taking on unfavourable practises and behaviours.
- Participating in team-building exercises.
- Training, monitoring, assistance, and evaluation

It is possible to conclude that schools in the current study are governed democratically, in accordance with the values enshrined in the Constitution of the Republic of South Africa, Bill of Rights: Chapter Two. Schools that are democratically structured and run will not only promote democracy and prepare students to take their place in society as engaged democratic citizens, but they

will also become a happier, more creative and more effective institution. The value that is added is enormous, and the research evidence for this is growing all the time. However, this study does not simply declare a mission to do something morally correct: it is also a sensible step toward making schooling a more pleasant and productive process.

6.2.2 Theme 2: SGBs perceptions and experiences with stakeholder participation and partnerships in public schools

This study also discovered that the majority of participating schools are active in their communities. They do not only receive from them, but they also give back to their communities through a variety of activities, as detailed in Chapter 5 of this study and its related annexures. This is consistent with Action Plan Goal 25: "Use schools as vehicles for promoting access to a range of public services among learners in areas such as health, poverty alleviation, psychosocial support, sport, and culture." The findings revealed a wide range of stakeholder involvement and collaboration. It also revealed that certain types of parent-school collaboration were present in some schools but not in others. While this study found a number of different role players in school governance, their roles are intertwined, and cooperation is required between them to put the learners' best interests first; promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school, as stipulated in SASA 84 of 1996, section 20 (1) (a).

Furthermore, the current study's findings indicate that the concept of stakeholder participation in democratic school governance is well-received. However, there are still significant obstacles and challenges to the SGB, social partners and private sector participation in a small number of schools. Some parents do not value their children's education, and not all schools receive full educational support from parents and families. The majority of school governors in quintiles 1 and 3 do not receive adequate parental or family support, a sentiment shared by many schools regarding the negative impact of a lack of parental and community support or involvement. It is lamentable that parents of children in poor black schools are frequently uninvolved in their children's education. It is suggested that the majority of parents do not receive regular feedback on their

children's progress because they did not pay the donation money requested by the school, resulting in the learner performance report being withheld. Communities in the surrounding area are dissatisfied with such schools and therefore disengage.

Parent-school (and community) collaboration should "focus on the joint involvement of parents, community, and school educators in their children's education" to address the non-involvement of parents or families in a few of the participating schools (Amatea, 2013:24). Furthermore, for parents to improve their ability to provide their children with the best education possible, encouraging parent involvement must be viewed as a process rather than a one-time event. Instead of doing more of the same, the structure within which schools operate may need to change. Attempting to change within the same structure may not result in the desired results of increased parental involvement." Other than governance, more direct impact programmes and interventions aimed at improving the relationship between parents, learners and teachers are required to increase parental participation. Schools would produce quality education in this manner.

Similarly, this study found that collaboration with community and private sector support benefits limited quintile 1 and 4 schools significantly. This is consistent with the Action Plan for 2019. (DBE, 2015) Goal 22: 'Increase parent and community participation in school governance'. This study describes impressive images of their collaboration as well as the nature of support they receive from various community structures and businesses. These schools are well-versed in the available networks and are aware of how their schools fit into the larger local and national picture of schools assisting other schools. The findings are also supported by a large body of published research describing the benefits of collaboration, which validates the effort put in to developing healthy working relationships between the school and the community. Despite this lovely painted picture, it is unfortunate that a small number of schools in this study, from quintiles one to three, frequently struggle to establish beneficial partnerships and strong, coordinated community support and fail to establish strong links with their communities. Even when community members and partners are invited, participation is low in many township and outlying area schools.

Some strategies that struggling schools can use to reach out to communities and businesses and draw them into their world are as follows:

- conduct a needs analysis to determine their school's current challenges, programmes and projects;
- identify partners who will be connected to their school and provide the necessary support; and
- established a functional and accountable SQLTC or partnership committee tasked with mobilising community school partnerships through participation or partnership management plans.

The SQLTC partnership management plan should include specific goals on which the school will focus its efforts, with a particular emphasis on improving academics, behaviour and school climate. The SQLTC committee should also include the following members: the principal, parent, community FBOs, learner representative, business, social partners, educator representative, NGO, and so on. Furthermore, to support the school's expansion efforts, the SQLTC or partnership committee should coordinate, assess and leverage resources and support from a wide range of sources that are currently available within or linked to the school. Sources should include, but are not limited to, district and circuit offices, as only a few schools in this study reported receiving needed support and timely intervention from the district office.

The SGB must also recognise and manage the school's primary stakeholder groups. Stakeholder management requires skill and tact, and relationships must be delicately balanced at all times and in all situations. Furthermore, SGBs must establish connections with the larger community and reach out to all stakeholders. Good governance necessitates the identification of stakeholder interests and the establishment and maintenance of appropriate relationships. This entails involving stakeholders in the process of determining direction and priorities. Therefore, the SGB has a moral obligation to consult with stakeholders regarding their expectations and needs. It is critical to identify who the school's stakeholders are, understand what is important to them and why, and then effectively communicate with them.

It can be concluded that partnership activities vary greatly between schools and businesses, but the common goal of almost all school-business partnerships is to improve the educational experience of all learners in public schools, thereby having a significant impact on the community. Most of the time, partnering is a win-win situation for all parties involved. Aside from improving the educational experience, business partners frequently reap additional benefits such as increased goodwill and a stronger presence in the community. SGBs of participating schools in this study embrace the concept of stakeholder participation and partnership, and they are aware that schools do not exist in isolation, but rather within the community they serve, and therefore must cultivate relationships with them.

Building strong relationships is essential for successful collaboration. The stronger the relationships, the more likely stakeholders and partners will become involved and long-term supporters of the school's vision and mission. As a result, one of the key strategies for the school's relationship-building efforts should be to make people feel like they are part of their team by asking for suggestions, keeping them in the loop, inviting them to school events, and making them feel like they are all one big team working towards a common vision.

6.2.3 Theme 3: Capacity Building – Appropriate skills required to improve SGB functionality

Although quintile 4 schools were able to recruit and retain people with relevant knowledge, skills, or expertise during the SGB election period, the ability to recruit and retain people with relevant knowledge, skills, or expertise was a significant challenge for quintile 1 to 3 schools, as was the availability of good professional monitoring, guidance, advice and support. It was also revealed that the majority of public schools rely on parents who are willing and available to serve on the SGB, implying that not every individual governor will have (all) the skills required by the school to serve on the SGB. Some governors have given up hope, and these schools are doing little to close the existing gap. Many school governors in this study felt that managing the workload in a voluntary capacity was difficult enough. Keeping up with the ever-changing vicissitudes of education and legal responsibilities added to the time crunch.

A few participants also agreed that it is difficult for the sector to obtain high-quality professional support and training. They claim that district, circuit and provincial leaders of governance are particularly scarce because vacant positions are not quickly filled, resulting in delayed monitoring and support, if not no intervention on reported challenges. As if that was not enough, the COVID-19 pandemic has exacerbated the situation because departmental officials' support visits to schools are ineffective owing to a lack of resources such as transportation for school visits and data for virtual training and reporting (completion of Google forms). For lack of a better terminology, the majority of them are engaged in "virtual monitoring." This means that there is little or no support for schools as a result of the COVID-19 pandemic and affected or infected people.

The researcher also discovered that the majority of the schools interviewed for this study did not create their own tools for individual and group evaluation. A clear process for conducting individual and group evaluations to identify developmental needs and ensure that they are addressed through appropriate programmes, rather than the "one-size-fits-all-blanket approach" types of training typically provided by the DoE, could not be outlined. The governors reported that they have not created an in-school blueprint document or plan that is integrated into the SDP and is regularly monitored to ensure progress. There is no data available to inform future governor member recruitment, training, or identified topics. Notably, the skills gap of the SGBs are not part of the meeting agenda, training programme, or used as criteria for the election of new governors. Similarly, the majority of these schools do not conduct yearly performance reviews to inform SGB, SGB Executive and committee elections.

Some of the responses in Chapter 5 of this study highlight gaps in SGB induction, training programmes, mentoring, or coaching. According to the majority of interviewees, it is the initial or induction training, followed by regular training and refresher training, which makes an SGB member effective. The researcher also discovered that only a few schools receive training or workshops from the SGB association – FEDSAS to assist them in carrying out their roles and responsibilities effectively. Principals must also be able to collaborate with governing bodies because they share decision-making authority with the SGB (Loock, Campher, Du Preez, Grobler, and Shaba, 2003). The aforementioned

findings are consistent with (OFSTED) 2016 report, which suggests that one of the reasons SGBs struggled with performance information was a lack of representation on the board of all necessary skills and abilities. Furthermore, according to the OFSTED study, school governors lack the confidence, knowledge and skills to hold SMTs accountable. Based on the shared submissions, it is clear that the provisions of SASA-sections 19 (1), (2), and (4) in relation to capacity building of governing bodies, are not being carried out effectively and efficiently, and that the majority of school governors are not elected to the SGB or placed in sub-committees based on their skills because skills audits are not completed and analysed, and therefore skills gaps are not identified to promote good governance.

School governors come from a variety of backgrounds and, as a result, have little or no experience managing an organisation like a school. As a result, they require assistance from the education department in management, governance, information access, finance, and other areas. The researchers in this study believe that the education department should do more to ensure that the training needs of different governors, according to the quintile system, are identified in consultation with schools before SGB training can begin. Also, they should ensure that SGB training covers a wide range of consulted topics in order to close the existing skills gap. This observation is supported by Beckman (1999:155), who asserts that schools in the country should be viewed as microcosms of diversity, which will also be reflected in the composition of SGB members; as a result, the quality of their (governing bodies') performance as well as their capacity-building needs may be impacted.

The type of training expected should be extensive, which a short workshop cannot provide. Many of the schools that participated in this study advocated for mandatory training on a variety of topics, including learner performance data, strategic planning, recruitment and selection, self-evaluation, how to hold the SMT and SGB accountable, SASA interpretation, and so on. Mestry (2004:33) comments on the lack of capacity and experience among members of governing bodies who play an active role in schools when examining the competencies required by effective governing bodies. According to Segwapa (2008), it is the DoE's responsibility to provide the necessary capacity building workshops for

newly elected SGB members. Likewise, ongoing capacity-building programmes should be provided.

School governors require improved access to highly skilled individuals with educational expertise to assist them in meeting the increased demands of their role. To address these issues, the researcher in this study suggests that SGBs:

- during a SGB meeting, conduct a self-evaluation exercise;
- use a peer-to-peer approach in which two or more governing bodies evaluate each other; or use the available SGB functionality tool survey.
- regularly evaluate their overall and individual performance set actions for improvement;
- governor skills should be included on the agenda of SGB meetings, and minutes of the SGB or sub-committee should reflect identification and discussion of these issues;
- create plans for SGB training and development in the school;
- complete skills audit forms;
- draught SGB recruitment policy based on skills audit results; and
- clearly define strategies and processes.

The skills audit results (showing required skills, subcommittee membership with associated responsibilities, or terms of reference) should be linked to individuals' skills (matching governor skills to sub-committee chair or membership).

SGB members can also be people in their prime years with a solid (post-secondary) educational background, allowing them to make meaningful contributions. It is possible to conclude that the SGBs' developmental training was insufficient to provide them with the necessary skills and expertise to carry out their functions effectively. This study confirms Maile's (2002) finding that there is still a clear need to improve the quality of SGB training, particularly for parents of township and remote schools, as well as follow-up training by the DoE. It is also suggested that SGB capacity building take place prior to the performance of SASA functions. This will make it easier for the newly elected governors to carry out their duties. This is also an opportunity to familiarise them with their roles and avoid role confusion. Furthermore, induction and training should aim to empower members and prepare them for their roles' expectations and requirements. The

researcher in this study also suggests that SGBs assemble a group of members with a diverse set of skills and experience to best assist the school in meeting its objectives. When doing so, keep in mind the previous level of diversity that might be appropriate for a school's circumstances.

6.2.4 Theme 4: Functionality and accountability

In this study, SGBs appear to have a clear understanding of the SGBs' functions as outlined in SASA sections 20 and 21 based on interviews and document analysis conducted. However, few gaps were noticed in terms of the following focus areas: policies and plans; meetings; committees; training; performance review of individual and group; recruitment and retention of governors, succession planning; skill audit; oversight monitoring; reporting and accountability. The affected schools expressed a lack of confidence and skills in developing these policies and plans. A concern expressed by Bush and Heystek in their 2003 Gauteng research, which revealed that most SGBs had not been proactive in developing necessary policies, implementation, monitoring and reporting strategies to minimise risks. The ongoing difficulties in holding meetings and obtaining good attendance owing to distance and lack of transport, working parents and lack of commitment, is consistent with the available literature. Also, non-attendance of SGB meetings affects regular reporting, stakeholder consultation and decision-taking. This finding is corroborated by the 2019 AGs' report which discovered unavailability of either the attendance register, agenda, and/or minutes at 6 of the 10 sampled schools when checking SGB quarterly meetings held in the first and second terms of the 2019 academic year.

This study also observed lack of assessment systems to effectively hold the SMT accountable and support school improvement. SGBs should develop a year plan in consultation with all committees outlining all governance related activities and share it to ensure implementation and track progress. More importantly, meeting documents should be developed and delivered timely (by secretary) and should include relevant and accessible intelligence in a bravura and design that allows appropriate analysis. A good chairperson is also essential to encourage relevant, robust and respectful debates. Furthermore, minutes should precisely record information and decisions that are finalised. The SGB should regularly monitor

and evaluate individual and group performance to improve the quality of governance. An external facilitator and a formal SGB assessment tool may be used and in other cases this may entail informal one-on-one interviews with an expert external-facilitator or the chairperson or designated SGB member, to check effectiveness as one of the items, supplemented by discussion at a meeting.

The findings on the size, composition and committee structure of their SGB appear to agree that SGBs are legally constituted and consist of the required number of members in the various categories. It is possible to conclude that most schools in the country have fulfilled their commitments to the SASA in terms of the legal establishment of SGBs and committees, and that governors will produce the best and just forms of democracy, yielding and fulfilling democratic governance ambitions. The non-functional committees in few participating schools may result in poor learner performance. The committees are the foundation upon which governance is built, and without them in place and fully functional, the SGB is unlikely to be effective in practice. The establishment of various committees as prescribed in SASA-section 30 (1) assists the SGB in carrying out the school's vision and mission, and delegate certain functions.

The committees cannot ensure effectiveness unless they are well structured, with clearly defined terms of reference, reporting and accountability lines. It must be noted that the SGB remains accountable for all decisions made by its committees in terms of power of disposal. As a result, the SGB must conduct regular monitoring, review and reporting to ensure that everything is done correctly and on time. The finding on succession planning demonstrates that the majority of the interviewed schools do not have systems in place to ensure good succession planning. To close this gap in anticipation of impending or unexpected disruption, it is suggested that a plan for orderly succession and renewal be developed including preparing for unexpected departures, resignations and even death. Succession planning allows an organisation or school to re-energise its leaders to continue meeting its goals and the goal is to always have the right people available to fill vacant positions at the right time.

The findings on financial management, revealed availability of basic accounting in most schools. Four of the six schools lack a petty cash system because the PED prohibits the use and availability of petty cash. Cheques are commonly used to pay petty cash amounts at these schools, and this is an outrageous way to pay for small sums of money. Most of the quintiles 1 to 3 are unable to pay or manage their service accounts, implying that some schools may have been without electricity at critical times. Few schools are effectively managing their assets as procurement and maintenance plans are in place. For schools struggling with some aspects of financial management, the researcher recommends that they align their budgets with:

- SDP-operational plan to improve the schools' learner performance;
- procurement plan-schools must plan how they spend their funds in order to meet their SDP;
- petty cash-using EFT payments is more cost effective;
- municipal accounts and other related accounts-payments are not made owing to a lack of funds and misspending.

The SGB must regularly satisfy itself as to the school's financial soundness and obtain information and indicators from SMT to inform assessments. Appropriate level of financial literacy at the SGB level and establishment of an audit committee is key; and drawing on external financial expertise, such as voluntary audit or review, are additional suggested activities that the SGB might undertake to help promote the integrity of financial reports.

The PED, in collaboration with the districts and circuits, should conduct additional research into asset management to identify the root causes. The following elements must be coordinated to improve maintenance: SDP-an operational plan, a maintenance plan, a list of maintenance tasks that must be completed, and financial management-budget allocation for maintenance. In schools where there is lack of effective asset management and ineffective SDP, it means that assets are not well managed. This ultimately affects textbook delivery and supply, as well as curriculum success, due to the following key factor: SDP; asset register-manage school stock on hand; procurement plan-shopping list of stock

required in order of preference; budget-stock required is budgeted for; and procurement for curriculum delivery-effective delivery of LTSM.

Establishing clarity about SGB functions and lines of accountability were a critical factor in improvement. It also emerged that governors do not know how to effectively use and compare school performance data with national and international reports. The researcher in this study concurs with the existing body of knowledge that there are still serious concerns about the quality of governance in some South African public schools. To improve this situation, drastic changes are required. Furthermore, SGBs require more assistance in the following areas: policies, meetings, asset management, finances, and curriculum management. Because one of the tool's goals was to inform SGB training needs, these are some of the areas that PED, districts and circuits may include in their training plans. For SGB members to carry out their functions with integrity and appropriate accountability, they must have current and relevant reports from SMT at each SGB meeting that share a good sense of, among other things, how the school is tracking against its purpose and plans; the school's financial health; major strategic project reports; material risk updates; and any important regulatory updates.

6.2.5 The general findings

- The majority of poor schools in township areas struggle to form and maintain successful partnerships. Skills audits are also not carried out because the majority of the affected schools are unfamiliar with the concept. These schools rely solely on the DBE officials' one-size-fits-all training. SGBs do not conduct self-evaluations to inform their training needs, and the majority of the department's training is not done in consultation with school governors to ensure that identified topics meet their needs. Schools in this study were either visited by a circuit official or a district education official to administer the SGB Functionality Tool, and recommendations were made to the SGB.
- The analysis revealed that three of the six SGBs sampled are in good working order. There is still work to be done on the maintenance policy, school development, maintenance plan, procurement plan, and inventory.

Petty cash has been banned in all quintiles 1 to 3 schools by the PED. The difficulty with this regulation is that petty cash amounts must still be paid and are frequently paid by cheque, which is more expensive.

- The findings also revealed a widespread misunderstanding of procurement and maintenance plans, as well as related processes. Although the majority of participating schools stated that they have an asset register, they were not audited on an annual basis. As a result, the asset register is not being managed or administered properly.
- As most schools transition from the cheque book system to electronic transfer systems, EFT payments training is required. The schools in this study stated that they manage their finances well. However, when probed further, some admitted that they do not always stick to their budget. Furthermore, they were unable to explain the proper procedure for shifting funds from one budgetary item to another.
- Furthermore, the majority of schools stated that they do not produce monthly financial statements and do not keep year-to-date financial records. The majority of SGBs simply list expenses. The minutes of finance committees did not reflect SGB approval of undertaken expenditure. Another finding from this study is that SGBs in quintiles 1 to 3 are not actively involved in strategic planning, as well as effective curriculum planning and support.

6.2.6 The general recommendations

The researcher recommends that:

- The PED, districts and circuits prioritise the enhancement of education stakeholders through a variety of strategies, such as a quarterly Provincial Consultative Forum (PCF) meeting with provincial senior management officials to discuss governance-related challenges and mitigating strategies. The importance of circuit managers in the SGBs' regular capacity building and self-assessment cannot be overstated. To increase their support to schools, they should regularly analyse and interpret the in-school developmental needs from SIP and SDP, findings and

recommendations from investigated cases, and AGSA report data. In-school self-evaluation on all functions outlined in SASA sections 20 and 21 should be encouraged, and governors should be held accountable on responsibilities assigned on a regular basis. Individual governors' and the SGB's performance reports must be ensured to identify and mitigate existing risks in a timely manner.

- SGB capacity building programmes should be developed in collaboration with schools to ensure focused and informed SGB training, the closure of identified gaps, and the provision of necessary support that is aligned with the strategic goals. To improve active participation of education stakeholders and capacity building of all SGBs, the following focus areas have been identified: The King III principles, recruitment and retention strategies; skills audit; report writing; oversight monitoring; policy on public participation and other related laws; development and review of required policies; strategic planning; development of maintenance and procurement plans to avail budget for infrastructure maintenance and provisioning of relevant and adequate LTSM; and
- When a policy or plan is weak, the implementation of mitigating strategies suffers. School boards should recognise the significance of all stakeholders and how policies and plans ultimately affect the delivery of quality learning and teaching to all students in all public schools. For future research, the researcher suggests that more research be conducted on appropriate skills to improve stakeholder participation and the formation of meaningful partnerships on school governance by all. This will significantly contribute to better governance and community empowerment. QLTC will be realised only when all stakeholders play their respective roles.

6.2.7 Conclusion

This chapter provided conclusions based on the data collected during the interviews and document analysis (with the principal, chairpersons, secretaries and the treasurers). The conclusions are related to questions posed in the

introductory chapter of the study, and the model that was presented is in line with the literature that was reviewed.

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APPENDIX A: PROOF OF REGISTRATION

APPENDIX B: PROPOSAL ACCEPTANCE

APPENDIX C: ETHICAL CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/11/11

Ref: **2020/11/11/44490054/29/AM**

Dear Mrs CM Sejanamane

Name: Mrs CM Sejanamane

Student No.: 44490054

Decision: Ethics Approval from
2020/11/11 to 2025/11/11

Researcher(s): Name: Mrs CM Sejanamane
E-mail address: 44490054@mylife.unisa.ac.za
Telephone: 0724702049

Supervisor(s): Name: Prof. VJ. Pitsoe
E-mail address: pitsovj@unisa.ac.za
Telephone: +27124294436

Title of research:

Enhancing interest in active citizenry through democratic governance of schools, stakeholder participation and strong partnerships.

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/11/11 to 2025/11/11.

The low risk application was reviewed by the Ethics Review Committee on 2020/11/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2025/11/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/11/11/44490054/29/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*


Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

 Approved - decision template – updated 16 Feb 2017

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APPENDIX D: NOTICE OF INTENTION TO SUBMIT



CGS20: Notice of intention to submit thesis for examination

(E-mail: resexcoord@unisa.ac.za)

Surname and Initials	Sejanamane CM								
Student number	4	4	4	9	0	0	5	4	
E-mail	sejanamanecarol@gmail.com 44490054@mylife.unisa.ac.za								
Degree	PHD Education (Education Management)								
Qualification code	90019								
Final title of thesis under which it will be submitted (please print and ensure that the correct wording is used)									
ENHANCING INTEREST IN ACTIVE CITIZENRY THROUGH DEMOCRATIC GOVERNANCE OF SCHOOLS, STAKEHOLDER PARTICIPATION AND STRENGTHENED PARTNERSHIPS									
I hereby give notice that I intend to submit my thesis for examination with a view to a graduation ceremony to be held during (please indicate which): * Please note: Graduation cannot be guaranteed for the particular graduation period due to external factors influencing approval of the final result (eg corrections to be made before the final copies can be submitted), but submission prior to the closing date will enhance the possibility thereof).									
Spring 20__					Autumn 2023__				
I declare that my supervisor has been consulted and supports submission and endorses the final title quoted above. The candidate must, with the examination copies, submit a declaration by the supervisor to the effect that the originality software checking report obtained by the candidate has been considered by the supervisor and that he/she confirms that the thesis or dissertation meets an acceptable standard of originality.									
Student consent in terms of the Protection of the Personal Information Act No 4 of 2013									
<ol style="list-style-type: none"> I declare that all the personal information furnished by me on this form are true and correct, and I undertake to inform Unisa of any changes in my personal information. I undertake to comply with all the rules, regulations and decisions of the university and any amendments thereto and I have taken note of advice which may be applicable to students in general. I, as a student registered at Unisa or an applicant intending to study with Unisa, hereby consent that Unisa may collect, use, distribute, process my personal information for all required academic processes pertaining to my application or registration to study with Unisa, which may include, but is not limited to: <ol style="list-style-type: none"> internal administrative processing; institutional and scholarly research; and funding submissions. I also consent that Unisa may share my personal information with the Matriculation Board and Admissions Committees, Higher Education South Africa, the Department of Higher Education and Training, the Council on Higher Education, the South African Qualifications Authority, other public higher education institutions, Qualification Verification Agencies, professional bodies, third parties rendering various services to the university and legal entities which may lawfully require such information for legal obligations and/or investigations. I understand that in terms of the Protection of Personal Information Act (POPIA) other laws of the country, there are instances where my express consent is not necessary in order to permit the processing of personal information, which may be related to investigations, litigation or when personal information is publicly available. I will not hold the university responsible for any improper or unauthorised use of personal information that is beyond its reasonable control. I confirm that I have read the notice and understand the contents. Note: The nature of personal information collected can be viewed in the Personal Information Inventory List published on the Unisa website at www.unisa.ac.za 									
Signature					2	2	1	1	2
					0	2	2		

APPENDIX E: APPLICATION TO NWED TO CONDUCT A STUDY



Request for permission to conduct research at North West Department of Education, Dr. Kenneth Kaunda District

Title of the title of your research: Enhancing active citizenry through democratic governance of schools, stakeholder participation and strengthened partnerships

Date: 10/03/2020

Mrs. S.M. Semaswe Superintendent-General
North West Department of Education
0183883433 superintendentgeneral@nwpg.gov.za

Dear Mrs S.M Semaswe Superintendent-General

I, Carol Malekwa Sejanamane, am doing research under supervision of V.J Pitsoe, a Professor in the Department of Education Leadership and Management towards a D Ed degree at the University of South Africa. I have funding from UNISA Department of Student Funding. I am inviting you to participate in a study entitled "Enhancing active citizenry through democratic governance of schools, stakeholder participation and strengthened partnerships".

The aim of the study is to amongst others understand the perceptions and experiences of participants on the governance of public schools in relation to the democratic values as outlined in the constitution of the country and the policy on the promotion of public participation with special focus on: QLTC mandates, skills and competencies of SGBs to improve functionality, contributions that school governors and other social partners in education are currently making in support of quality education for all learners and suggest guidelines for the department of education to improve stakeholder participation in school governance.

Your department has been selected because it has information rich participants.

The study will entail a phenomenological qualitative research methodology, advancing from an interpretivist paradigm.

APPENDIX F: GRANTED APPROVAL LETTER



education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

Garona Building, Mmabatho
1st Floor, East Wing,
Private Bag X2044,
Mmabatho 2735
Tel.: (018) 388-3433
Fax.: 086-514-0126
e-mail: sgedu@nwpg.gov.za

OFFICE OF THE SUPERINTENDENT-GENERAL

Enq. : Dr T Phorabatho
Tel. : 018 388 3071/3433

To: Prof VJ Pitsoe
University of South Africa
Faculty of Education

From: Ms S M Semaswe
Superintendent-General

Date : 02 October 2020

PERMISSION TO CONDUCT RESEARCH: MS CAROL MALEKWA SEJANAMANE

Permission is hereby granted to you to conduct research in the department as requested, subject to the following conditions:

- You contact the relevant School Principals for your target schools about your request with this letter of permission;
- Considering that your research will involve both Educators and Learners, the general functionality of the school should not be compromised by the research process.
- The participation in your project will be voluntary.
- The principles of informed consent and confidentiality will be observed in strictest terms, and
- The findings of your research should be made available to the North West Department of Education upon request.

Best wishes

Mrs S M Semaswe
Superintendent-General

02/10/2020
Date



STAY AT HOME

WASH YOU
HANDS OFTEN

WEAR MASK & GLOVES
WHEN GOING OUTSIDE

KEEP TO YOUR
DISTANCE

APPENDIX G: INFORMED CONSENT



PARTICIPANT INFORMATION SHEET (this format was used as the letter for consent and assent)

Date: 16 March 2020

Title: Enhancing active citizenry through democratic governance of schools, stakeholder participation and strengthened partnerships

DEAR PROSPECTIVE PARTICIPANT

My name is Carol Malekwa Sejanamane and I am doing research under the supervision of V.J Pitsoe, a Professor in the Department of Education Leadership and Management towards a D Ed at the University of South Africa. We have funding from UNISA student funding (DSF) for my research thesis. We are inviting you to participate in a study entitled Enhancing active citizenry through democratic governance of schools, stakeholder participation and strengthened partnerships.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could add value to the body of knowledge, explore and describe the contributions that school governors and other social partners in education such as faith-based organisations, business and other different government departments are currently making in support of quality education for all learners in public schools as well as suggest guidelines for the department of education to improve stakeholder participation in school governance.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you have rich information that could be shared locally, nationally and internationally and contribute to school improvements.

I obtained your contact details from your circuit office through your school principal. The approximate number of participants is sixty.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Describe the participant's actual role in the study.

The study involves audio taping, semi-structured interviews and observations of meetings, workshop and school documents. (Attached is the sort of questions that will be asked). The expected duration of your participation and the time needed to complete specific research interviews is thirty minutes.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent (adult. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefits of this study are availability of the electronic (PDF) copy by email or CD to all participants upon conclusion of the study. There are no potential risks involved in this project. There will be no reimbursement or any incentives for participation in the research.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no anticipated negative consequences for you as a participant. I will further ensure protection of your dignity, rights, safety and wellbeing and that these take precedence over the investigation and the researchers' interests. Any form of harm or stress on your part as a participant will be avoided at all costs.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research (*this measure refers to confidentiality*) **OR** Your name will not be

recorded anywhere and no one will be able to connect you to the answers you give (*this measure refers to anonymity*). Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings (*this measure refers to confidentiality*).

If relevant, a transcriber will have access to the data and I will ensure that he maintains confidentiality by signing a confidentiality agreement. [*The confidentiality agreements will be submitted to the Research Ethics Review Committee for consideration*]. Your answers as a participant may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Your anonymous data may be used for other purposes, such as a research report publication, journal articles publication and/or conference proceedings. You are a voluntary participant in this project and free to stop at any point if you so wish. Your names and names of your school will not going to be mentioned anywhere in this study. Furthermore, I will always negotiate a convenient time and place for the face-to-face interviews. Your right to not answer questions that you feel are sensitive or infringing on your privacy and your voluntary participation will be respected including your right to withdraw without penalty at any time you so wish. In addition, you have the right to skip questions that you feel are sensitive or affect your privacy.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet at home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No payment or reward will be offered, financial or otherwise. Any travel costs incurred by the participant will be reimbursed by the researcher in accordance with the acceptable government rates and in adherence with the principle of fair procedures (justice).

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of the CEDU ERC, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Carol Malekwa Sejanamane on 0798797576 or email carols@nwpg.gov.za. The findings are accessible for twelve months.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Carol Malekwa Sejanamane on 0798797576 or email: carols@nwpg.gov.za?

Should you have concerns about the way in which the research has been conducted, you may contact Professor V.J. Pitsoe on 0124294436 or 0788276493 or email pitsovj@unisa.ac.za fax no: 0124294919.

Thank you for taking time to read this information sheet and for participating in this study.
Thank you.

(Participant's signature)

(Participant's name, type)

APPENDIX H: INTERVIEW MANAGEMENT SCHEDULE

SCHOOL GRADING & QUINTLE NUMBER	DATE	TIME	VENUE
Q1 Primary Schools	05/10/2020	17H00	Telephonic interviews
	06/10/2020	17H00	
	07/10/2020	17H00	
	08/10/2020	17H00	
Q1 Secondary Schools	09/10/2020	13H00	Telephonic interviews
	12/10/2020	13H00	
	13/10/2020	17H00	
	14/10/2020	17H00	
Q2 Primary Schools	15/10/2020	17H00	Telephonic interviews
	16/10/2020		
	19/10/2020		
	20/10/2020	13H00	
Q2 Secondary Schools	21/10/2020	13H00	Telephonic interviews
	22/10/2020	13H00	
	23/10/2020	17H00	
	26/10/2020	17H00	
Q3 Primary Schools	27/10/2020	17H00	Telephonic interviews
Q3 Secondary Schools	28/10/2020	17H00	Telephonic interviews
	29/10/2020	17H00	
	30/10/2020	17H00	

	02/11/2020	17H00	
Q4 Primary Schools	03/11/2020	17H00	Telephonic interviews
	04/11/2020	17H00	
	05/11/2020	13H00	
	06/11/2020	13H00	
Q4 Secondary Schools	09/11/2020	17H00	Telephonic interviews
	10/11/2020	17H00	
	11/11/2020	17H00	
	12/11/2020	17H00	

APPENDIX I: INTERVIEW QUESTIONS



INTERVIEWS QUESTIONS

Preamble

The following interview schedule will be used to collect relevant data during the interview. The schedule will be utilised as a guide during the interview. Participants will be allowed to discuss their experiences regarding democratic governance, stakeholder participation and partnerships in their schools.

Opening Remarks

All participants will be warmly welcomed. Introductions will be done. Confidentiality will be confirmed. Permission will be sought to audio-record the interviews but participants' permission will be sought to ensure that they are comfortable with the idea. Therefore, Responses will also be handwritten. An explanation of the purpose of the interview will be provided after the introduction to allay any fears of the participants. They will also be advised of their right to refuse to answer any question or discontinue at any time during the interview.

Guidelines:

1. My research topic is: Enhancing interest in active citizenry through democratic governance of schools, stakeholder participation and strengthened partnerships
2. The purpose of the study is therefore to examine the extent of stakeholder participation and establishment of strong partnerships by diverse schools in democratic governance of school in ensuring improved and functional schools.
3. Answering or responding to the questions is not compulsory, but your willingness to respond fully will greatly enhance the reliability and validity of the research study and will therefore be highly appreciated.
4. No individual interviewee or school will be identified in the research report. You will therefore remain anonymous at all times.
5. I humbly request you to answer all the questions to the best of your ability.
6. The interview should take 10-15 minutes of your time.
7. Your co-operation is highly appreciated.
8. Your responses will be electronically recorded and later transcribed.

I will firstly ask for the participants' permission if may proceed with the questions.

The following will serve as agenda (tentative until approved by supervisor) during the first meeting with participants:

☐☐Welcome

☐☐Individual approval for audio taping the interview will be requested.

☐☐Informed consent form discussed and signed by participants and researcher

☐☐Introduction of the research topic

RESEARCH INTERVIEW QUESTIONS

NO	QUESTION	YES/NO	COMMENT/S
The Right Skills: Do you have the right skills on the SGB?			
1	Have you completed a skills audit of your SGB?		
2	Do you elect SGBs and appoint them as sub-committee chairpersons on the basis of their skills,		

	and do we know how to find people with the right skills?		
Effectiveness: Is the SGB as effective as it could be?			
3	Do you understand your roles and responsibilities?		
4	Do you have a professional secretary and run meetings efficiently?		
5	What is your training and development budget and does every governor receive the support they need to carry out their role effectively?		
6	Do you know about good practice from within and across the country?		
7	Are the size, composition and committee structure of our SGB conducive to effective working?		
8	Does every member of the SGB make regular contribution?		
Strategy: Does the school have a clear strategy?			
9	Have you set an ambitious strategic plan, how do you monitor it and when did you last review it?		
10	Does your strategic planning and reviewing cycle drive the SGB's activities and agenda setting?		
Accountability of the SGB Executive: Do you hold the school leaders to account?			
11	Do you understand the school's performance data well enough to properly hold school leaders (SMT) to account?		
12	How effective is the performance management of the principal?		

13	Are your financial management systems robust and how do you ensure best value for money?		
Engagement: Are we properly engaged with our school community, the wider school sector and outside world?			
14	How do you listen to and understand your learners, parents and staff?		
15	How do you report to your parents and local community regularly?		
16	What benefit do you draw from collaboration with the following? other schools and other sectors, locally and nationally?		
Role of the chair: Does your chairperson show strong and effective leadership?			
17	Do you carry out an annual review of the chairperson's performance?		
18	Do you engage in good succession planning?		
19	Are the SGB chairperson and committee chairpersons re-elected each year?		
Impact: Are stakeholders having an impact on outcomes for learners:			
20	How much has learner progress improved over the last three years, and what has the stakeholder's contribution been to school improvement?		

APPENDIX J: SGB FUNCTIONALITY TOOL / CHECKLIST



DOCUMENTS OBSERVATION SHEET

Documents legislated by	Availability	Comments
SASA and Policies/Plans		
SGB Constitution	Constitution	
SGB Activity /Year Plan	Year Plan	
SGB Quarterly/Yearly Report	Report	
Audit of SGB Policies	List of Policies (developed, reviewed)	
SGB Skills Audit	List of identified Skills	
Admission Policy	Admissions policy	
Language Policy	language policy	
Religious Observance Policy	religious observance policy	
Learner Code of Conduct	learner code of conduct	
Finance Policy	finance policy	
Audited Financial Statement	Audit Report	
Procurement Policy including Supply Chain Management	Procurement Policy	
Buildings, grounds and maintenance Policy	Maintenance policy	
HIV and Aids Policy	HIV and AIDS policy	
Health and Safety Policy	Health and Safety Policy	

Recruitment and selection policy for posts	Recruitment and selection policy for SGB posts	
<i>SGB AND Sub-Committee Meetings</i>		
Executive Committee	Meetings documents	
SGB Quarterly meetings	Meetings documents	
Annual General Meeting	Meetings documents	
Parents, learners and other staff meetings	Evidence of AGM documents	
Finance Committee	Finance meetings documents	
Disciplinary Committee for Learners	Disciplinary system in place in the school	
SQLTC	Current year SQLTC documents	
<i>Assets</i>		
Asset Register	asset register	
Maintenance Plan	maintenance plan	
Procurement Plan	procurement plan	
<i>Financial Management</i>		
Approved Annual Budget	Annual budget is implemented includes NSNP funding	
Audited Financial Statements	Audited financial statements are sent to district by 30 June	
Spend allocated provincial funds on LTSM accordingly	Spend the full budgeted allocated amount	

Spend allocated provincial funds on Maintenance accordingly	Spend the full budgeted allocated amount	
Spend allocated provincial funds on Municipal Service accordingly	Spend the full budgeted allocated amount	
Cheque book/EFT payment	Payment can also made if requisition form accompany payment and is approved by the SGB	
Payment of Requisition Forms	Requisition are filed per date of transaction	
Receipt books - branded	Receipts are filed per date of transaction	
Invoices and Claim Forms	Payment is made if invoice are reconciled to orders, goods received and signed for by SMT member	
Petty Cash Monthly Reconciliation	Petty cash is reconciled against the budget	
Monthly Cash Book: Statements of Receipts and Payments	Income and expenses are allocated to budget	
Approved signatories to the bank account	Signatories sign if a motion from the SGB is approved	
Record of Exemption of school fees	Qualifying parents are granted exemption by the SGB	
Curriculum Support		

Has the SGB been involved in the planning of the following?		
<i>Curriculum matters requiring SGB support</i>		
Drafting of Annual Academic Performance Report	academic report	
Strategy to improve overall learner performance	Teachers are held accountable for reaching their targets	
Strategy to improve learner performance in key subjects	Teachers are held accountable for reaching their targets	
Setting of realistic targets	Teachers are held accountable for reaching their targets	
Procurement of relevant textbooks per learner and per grade	Textbooks have been purchased timely	
Procurement of furniture	Furniture has been purchased timely	
Utilization of resources in the school	Each year stock is counted and resources are monitored	
Systems by parents to play an oversight supporting role to effective learning	Quarterly meeting held to inform and support parents	
Reporting systems to hold staff and SGB accountable	The staff are held accountable for the implementation of the strategic plan	
Management plan for the school to provide	Parents discuss the report with teachers	

progress report on learner performance to parents		
Attracting good teachers	School actively seeks to attract good teachers	
Attracting value-adding partners	Needs identification and list of partners	
Collaborating with external stakeholders	Needs identification and list of external stakeholders	

APPENDIX K: LANGUAGE EDITING CERTIFICATE

EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

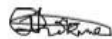
23 January 2023

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have language edited Carol Malekwa Letshabo (Sejanamane)'s thesis entitled, **"ENHANCING INTEREST IN ACTIVE CITIZENRY THROUGH DEMOCRATIC GOVERNANCE OF SCHOOLS, STAKEHOLDER PARTICIPATION AND STRONG PARTNERSHIPS."**

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:



Dr Jack Chokwe (PhD)

Contact numbers: 072 214 5489

jackchokwe@gmail.com

Professional
EDITORS
Guild

Jack Chokwe
Associate Member

Membership number: CHO001
Membership year: March 2022 to February 2023

076 471 6881 / 072 214 5489
012 429 3327
jackchokwe@gmail.com
www.academicproeditor.co.za

www.editors.org.za



APPENDIX L: INTERVIEW CODES, SCHOOL QUINTILE NUMBER AND DESCRIPTIONS USED IN THIS STUDY

CODE	QUINTILE	DESCRIPTION
P		Principal

P	Q1P	Principal of Quintile 1 Primary School
P-Q3P	Q3P	Principal of Quintile 3 Primary School
P-Q4P	Q4P	Principal of Quintile 4 Primary School
P-Q3S	Q3S	Principal of Quintile 3 Secondary School
P-Q4S	Q4S	Principal of Quintile 4 Secondary School
GBC		School Governing Body Chairperson
GBC-Q1P	Q1P	SGB Chairperson of Quintile 1 Primary School
GBC-Q3P	Q3P	SGB Chairperson of Quintile 3 Primary School
GBC-Q4P	Q4P	SGB Chairperson of Quintile 4 Primary School
GBC-Q3S	Q3S	SGB Chairperson of Quintile 3 Secondary School
GBC-Q4S	Q4S	SGB Chairperson of Quintile 4 Secondary School
GBSCC-		School Quality Learning And Teaching Campaign (SQLTC) Chairperson
GBSCC-Q1P	Q1P	SGB SQLTC Chairperson of Quintile 1 Primary School
GBSCC-Q3P	Q3P	SGB SQLTC Chairperson of Quintile 3 Primary School
GBSCC-Q4P	Q4P	SGB SQLTC Chairperson of Quintile 4 Primary School
GBSCC-Q3S	Q3S	SGB SQLTC Chairperson of Quintile 3 Secondary School
GBSCC-Q4S	Q4S	SGB SQLTC Chairperson of Quintile 4 Secondary School
GBS		SGB Secretary
GBS-Q1P	Q1P	SGB Secretary of Quintile 1 Primary School
GBS-Q3P	Q3P	SGB Secretary of Quintile 3 Primary School
GBS-Q4P	Q4P	SGB Secretary of Quintile 4 Primary School
GBS-Q3S	Q3S	SGB Secretary of Quintile 3 Secondary School
GBS-Q4S	Q4S	SGB Secretary of Quintile 4 Secondary School
GBT		SGB Treasurer
GBT-Q1P	Q1P	SGB Treasurer of Quintile 1 Primary School
GBT-Q3P	Q3P	SGB Treasurer of Quintile 3 Primary School
GBT-Q4P	Q4P	SGB Treasurer of Quintile 4 Primary School
GBT-Q3S	Q3S	SGB Treasurer of Quintile 3 Secondary School
GBT-Q4S	Q4S	SGB Treasurer of Quintile 4 Secondary School

APPENDIX M THEME 1: DEMOCRATIC GOVERNANCE OF PUBLIC SCHOOLS

Table 5.4.1 Quotes from transcripts on the knowledge and understanding of democratic values in relation to the governance of public schools:

Code	Quotes from transcripts
P-Q1P	<i>"we understand that values modelled to learners represent the image of the school and learners from such a school are visible, tend to practice and live them even outside the school"</i>
P-Q4S	<i>"I ensure that RCL is established in the school, through which I will be able to listen to the learners. I hold meetings with them. I hold meetings with the SGB to listen and understand my parents."</i>
GBC-Q1P	<i>"Schools can't operate outside the constitution. We need to be accommodating with everyone, be open to our community-meaning it must be easy for anyone to approach SGB. All people are important and we have to treat them with respect. In our interaction we try by all means to be open. LGBTI learners have to be listened to and not discriminated. In terms of admission, our school has to be accepting and tolerant. We don't discriminate. Our institution is very diverse"</i>
P-Q4P	<i>"I strongly believe that everyone's voice should be heard irrespective of gender, status, etc. Every member has the right to share his experience and knowledge with other governance members"</i>
P-Q3S	<i>"All stakeholders in education are represented. Decisions are made based on consensus"</i>
P-Q4P	<i>"Well, this one is very close to my heart. I think the structure of public-school governance relates very closely to community and societal understanding of the role of public schools in a democratic society. Such as the critical role parents, political leaders and educational experts ought to play in determining the school values. Meaning, you cannot just be a school functioning on your own and you leave out the other key participants that could best bring the best out of you as a school. Governance of public schools can also actualise a vision that is designed to do more than to ensure the adequate acquisition of content or concept. Meaning, gone are the times where schools should be driven to one direction. Of making sure that learners grasp the content or concept presented. Learners must gain more than merely understanding or excelling in the classroom situation. Democratic values are achieved when governance is recognized as a force that determines the degree to which procedures are in place to include and empower parents, communities and the public to do the following, so that enhanced support that is going to ensure that there is going to be an informed decision-making at the end of the day. Therefore, we need to draw these people closer so that democratic participation in our schools should be optimal or functional"</i>
GBSCC- Q4P	<i>"We involve the community, parents, different stakeholders, businesses, and our SGB is democratically elected. The different positions like the chairperson and the treasurer, are also democratically elected"</i>

APPENDIX N: THEME 2: STAKEHOLDER PARTICIPATION AND PARTNERSHIPS

Table 5.5.1 Quotes from transcripts on the lack of or poor parental and family support:

Code	Quotes from transcripts
GBSCC-Q3S	<i>"The participation is very low and not satisfactory. The society has less interest in participating in public schools"</i>
P-Q1P	<i>"Urban areas are better advantaged as compared to rural areas"</i>
GBC-Q1P	<i>"I have been involved for the past six years on governance matters. Once a parent's child is admitted in township schools, they are inactive. The problem is different attitude towards township schools. Parents don't care what is happening in schools-example COVID-19. levels of illiteracy and low understanding of the importance of parents supporting schools"</i>
GBS-Q3S	<i>"Stakeholders are not well bonded. Their connection and relations are hampered. Parents' component and teachers do not get along. Learners are just silent participants"</i>
P-Q3P	<i>"They are not fully participating because they are parents who are working. Sometimes you invite them, then you find that they cannot come due to some commitments"</i>
P-Q3S	<i>"Stakeholders do not willingly become involved in the school matters, in most instances need to be approached or invited. So their participation is always minimum, unless they are persuaded"</i>

Table 5.5.2 Quotes from transcripts on strategies used by SGBs to encourage active participation of stakeholders:

Code	Quotes from transcripts
GBS-Q1P	<i>"Participating in school activities, programmes and projects"</i>
GBSCC-Q4P	<i>"We hold open days two or three times a year and parents are given learners' progress reports on the first Friday of every re-opening from the second term"</i>
P-Q1P	<i>"Meetings are held four times with parents except for open days and this is where parents forward their inputs to the school, our parents are also afforded an opportunity to take part in programmes running in the school"</i>
P-Q3P	<i>"Parents are represented in our SGB structure"</i>
P-Q4P	<i>"I listen to them at any given time. I have an open policy. My PA keeps my appointments in a diary but if I have time, I tell them that they can come talk to me at any given time"</i>
P-Q4S	<i>"I hold meetings with the SGB to listen and understand my parents. I also hold parents' meetings every term and annual general meeting where we present financial report"</i>

Table 5.5.3 Quotes from transcripts on community support and partnership including the nature of support schools receive:

Code	Quotes from transcripts
P-Q4P	<i>“sound relations with sister departments like your SAPS, your health, welfare etc. help us to curb and contain social ills like alcohol and drug abuse, child abuse, as well as teenage pregnancy etc.”</i>
P-Q1P	<i>“They support, donate to the improvement of the institution. At times they can critique and this helps in identifying weaknesses and thus providing the space of development in schools”</i>
P-Q1P	<i>“When all stakeholders in the school participate together with mutual respect, it assists both administration and governance for diverse needs of learners”</i>
GBS-Q4P	<i>“There is a Community Policing Forum that our school is part of to ensure safety in the school. we can always ask the neighborhood watch to also assist with the COVID-19 related matters, for instance, if food for people who are in need and deliver at addresses provided”</i>
GBSCC-Q1P	<i>“Stakeholders support the school especially the learners by giving them shoes or school uniform”</i>
P-Q4S	<i>“My school has been in partnership with Non-profit organisations and we are very consistent and committed. They provided counselling to learners and conduct drug abuse, crime, and pregnancy awareness in my school. They work with police forum and help to conduct search on regular basis at my school”</i>
GBSCC- Q4P	<i>“In our school social development assists us with socio-economic problems such as: hunger, abuse, violence. The religious leaders assist us with anxiety, depression, hopelessness, especially during this COVID-19. And we involve the SAPS for instance with things like bullying and theft. The businesses assist us financially with sponsorships, teaching materials or whatever we need. We cannot function without partnerships”</i>

Table 5.5.4 Quotes from transcripts on challenges experienced by some schools regarding community support and establishment of partnerships:

Code	Quotes from transcripts
P-Q3S	<i>“Stakeholders do not willingly become involved in the school matters, in most instances they need to be approached or invited. So their participation is always minimum, unless they are persuaded”</i>
P-Q4S	<i>“Stakeholder participation and partnership in public school is not satisfactory. There is a lot of inconsistency and lack of commitment. Some stakeholders and partners want to benefit from school and if that is not taking place, they withdraw”</i>
GBSCC-Q3S	<i>“The society has less interest in participating in public schools”</i>

APPENDIX O: THEME 3: CAPACITY BUILDING

Table 5.6.1 Quotes from transcripts on strategies used by schools to lobby skilful people to serve in the SGB:

Code	Quotes from transcripts
P-Q4P	<p><i>“Obviously before we sit for SGB elections, we normally send out invitations to parents. So, we do this to conscientise them to avail themselves and then what I do behind the scenes is to lobby, looking for people with requisite balance and expertise but we will not discriminate against those who are not learned as they could also possess other skills that could benefit the school. Before voting commences, we afford all nominees the opportunity to tell parents about themselves, for example, their experience, qualifications and so on and so forth. This is so that parents can vote from an informed position. That is all I do regarding requiring people with relevant skills”</i></p>
GBS-Q1P	<p><i>“We list the needs of the school. Scout for people that will fit in with required skills to assist with the needs of the school. We look at people with vision and dynamic work ethics who are willing to promote the well-being and effectiveness of the school. Mobilisation is the best”</i></p>
GBSCC-Q4P	<p><i>“The SMT normally goes to the SA-SAMS program and to the administration system of the school and we try to find parents with different skills, contact them and ask them to willingly make themselves available for the SGB and then we present this knowledge to the parents when it is time for the meeting to elect the SGB without trying to persuade the parents to vote for these people, but we try so the parents can see that these people have different skills and they are available so that they can elect people with different skills”</i></p>

APPENDIX P: THEME 4: FUNCTIONALITY AND ACCOUNTABILITY

Table 5.7.1 Quotes from transcripts on SGBs understanding of their functions:

Code	Quotes from transcripts
GBS-Q1P	<i>"SGB deals with governance in schools, it requires dedicated and committed members. We must make sure that the ship is heading in good direction. As an SGB secretary, I make sure that all the minutes are taken down properly and that everything that everybody say is there and when I'm done, the minutes are typed correctly. There must be no spelling mistakes. I must be able to read the minutes back on the next meeting to make sure that it's adopted and seconded. And if I don't do that stuff correctly as a secretary, then I'm not doing my job as a secretary properly"</i>
P-Q1P	<i>"SGB members must be given a free role of running issues relating to school governance and those who happen to be in the establishment must not confuse their daily positions with their roles in the School Governing Body. SGB at the same time has got the responsibility to draft policies and ratify policies and other issues forwarded from other sub-committees assigned to render certain responsibilities on behalf of the SGB"</i>
GBC-Q1P	<i>"I understand my roles very well. I have bigger role to ensure that SMT has to be supported. I have a fiduciary responsibility towards the institution. Ensure that resources are utilised well. Environment is conducive. Infrastructure is ready to support teaching and learning. Make time for all SGB activities and support SMT. Hold people to account. I lead process, not influence decisions"</i>
P-Q3S	<i>"The SGB assists with governance matters such as looking after the property and facilities, ensuring that relevant and good teachers are recruited. Availing resources to the teachers for learning and teaching. Controlling and accounting on school finances"</i>
GBSCC-Q3S	<i>"Have to know and adopt the mission and the vision of our school. Also to manage, set and monitor the purpose and direction of the mission. Have to make sure that tuition is not disturbed. Above all they govern the school"</i>
GBT-Q3S	<i>"Managing the finance. Preparing budget annually. Keep the finance records. Appointing an accountant and supplement the school resources"</i>
P-Q4S	<i>"As the principal, my responsibilities are: to support and provide assistance to the SGB, to attend SGB meetings, to inform the SGB about policies and legislation, to oversee all the operations of the SGB e.g. drawing up of the budget and guiding the school expenditure, to help the SGB to keep proper records and to monitor compliance. Ensure effective functionality of the SGB and its sub-committees and that meetings are held regularly. Coordinate spaces between SGB members, partners, stakeholders and the school community"</i>
P-Q4P	<i>"The policy dictates that my position is that of an ex-officio or that of an accounting officer in the SGB. I develop capacity and properly advise the SGB I also have a vital role in coordinating the SMT in the SGB. I'm also mainly responsible for professional management in the day-to-day running of the school. Besides being responsible for the professional management and day-to-day running of the school, I'm also responsible for the policy implementation and policy management in the school. I also account to the HOD and ensure that accountability sessions are conducted at school level"</i>

GBS-Q1P	<i>"Promote the best interest of the school and ensure its development"</i>
P-Q4S	<i>"The SGB is there for the governance of the school to ensure that parents voices are heard, policies are being implemented and is a support to the SMT of the school"</i>