

SUPPORT OF GOVERNORS FOR THE PROFESSIONALS HAVING AN IMPACT IN ANY INSTITUTION TO ACHIEVE ITS VISION AND MISSION

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ABSTRACT: The study aims to empower the governors at Vhembe District Department of education in Limpopo province, South Africa, so that they could be able to perform their constitutional obligations with confidence in order to hold anyone accountable in a fair, transparent and just manner for the benefit of the school particularly in maths and science; the study aimed to establish the effectiveness of the governors if such has got bearing to the final results of the school. The dawn of democracy placed children's education in the hands of parents so that they could reap the benefits of their own intentions and hard work on their children's education, as the government in power in the country believes that people shall govern, and indeed, parents govern in this aspect of education (Maluleke, Cassim & Karodia, 2016:1). All institutions to achieve the vision and mission of the organization should set clear goals and ways to accomplish them and the prepared to be held accountable by stakeholders and shareholders who are the primary recipients of the results produced by the organization. This is easy to be achieved if the governors are always available to support the professionals or employees to carry out their duties as per the intended envisaged outcome agreed by all parties. The role of the governors do play a huge impact in every living institution in order to get it moving to the right direction, such lies in the hands of the governors who should at all times hold the managers accountable with the performance or decision taken by the professionals during the execution of their responsibilities. South African institutions are not spare from the global institutions when it comes to the role played by governors in steering such institution to the right direction in order to get the set objectives and goals of the organization; the differences could be how the governors in our country compared to global village are composed but the assignments of governors are similar if not the same throughout the globe.

KEY WORDS: School governing bodies (SGBs); governors; accountability; transparency; professionals; results.

I. INTRODUCTION AND BACKGROUND

In recent years, the Limpopo Province Provincial Department of Education has established school governing bodies with a view to improve the quality of school level education in public schools. Studies conducted by Duma, Kapueja & Khanyile (2011:51) have found that it is essential for members of School Governing Bodies (SGBs) to be given the necessary training in areas related to leadership, accountability, the recruitment of employees, report writing, presentation of research reports and conducting quality audit exercises in public schools. Studies by Hall and De Lannoy (2019: 14) have highlighted the need for accountability and transparency among school governing board members and inspectors. SASA (Act no. 84 of 1996) states that parents and legal guardians of pupils in public schools are eligible for serving as members of SGBs although such governing bodies in Vhembe District do not actively encourage parents and legal guardians to be elected for membership of School Governing Bodies (SGBs). As a result, local communities are not encouraged to take part in school governing activities which lead to poor governance systems to the detrimental of quality education in mostly public schools as there are no tight measures in place to evaluate the effectiveness of teaching and learning in order to improve them. Public schools cannot fulfill their mandates unless they are willing to allow members of local communities to take part in planning and decision-making processes that affect the quality of education provided to their pupils. Iwu, Ezeuduji, Iwu, Ikebuaku and Tengeh (2018: 25) have argued that School Governing Bodies (SGBs) must be allowed to take part in developing policies, enforcing discipline, the assessment of the quality of education, and raising funds and resources that are required in poorly resourced public schools. Doing so has the potential for instilling discipline, accountability, professionalism and productivity in poorly resourced South African public schools (Mncube & Mafora, 2013:20). The study conducted by Worku (2019: 109-120) in Tshwane North District public schools has shown that it is quite helpful to train SGB members so that they play their roles effectively. Studies conducted by Silbert, Clark and Dornbrack (2015: 1-15) have shown that SGBs cannot discharge their duties and responsibilities unless they include members of local communities such as parents and legal guardians of pupils.

Enhancing the quality of education in public schools is vital for producing suitably trained and competent school level graduates. This, in turn, will have a positive effect on the national economy (Harry, Chinyamurindi & Mjoli, 2018: 1-10). Studies by Anderson-Butcher and Aston (2014: 37-45) have pointed out that school level education is a societal issue that needs participation from all stakeholders. All relevant stakeholders must be able to play their role in ensuring quality school level education in order for learners to be able to contribute positively to the economic growth of South Africa (Maluleke, 2014: 11; Maponya, 2010; Rangongo, Mohlakwana & Beckmann, 2016: 24-29). Studies conducted by Maluleke, Cassim & Karodia (2016:2) posit partnership as “working together and sharing responsibility for results”. Local community members and parents have to take their roles seriously enough and must have adequate representation in SGBs. Such a measure is essential to protect the basic rights of pupils and their parents. Study conducted by Mestry (2018: 385-400) shows that an SMT should create positive atmosphere that is welcoming to local community members and parents in order to partake in school activities. Community members as recipients of bad or good results from the school have to embrace the welcoming atmosphere from the SMT and governors in order to make their school a useful institution which has to benefit the society as a whole in terms of quality education, school initiatives and temporary jobs for matric graduates and university graduates alike who may serve voluntarily or employed as teacher assistants and general assistants as a means of ploughing back to the school and by doing that the school will be embarking on what is known as corporate social responsibility. This implies creating the necessary climate, processes and support mechanism for engendering genuine participation and involvement. This is essential if all stakeholders are to be involved in raising the quality education (Mestry & Grobler, 2007:178). Studies by Squelm & Lemmer (1994) and Heystek & Louw (1999) cited by Mestry and Grobler (2007:178) explain that active participation involvement improves learner performance, reduces drop-out rates, causes a decrease in delinquency and fosters a more positive attitude towards the school. The main assumption of the stakeholder theory is that an organization’s effectiveness is measured by its ability to satisfy not only the shareholders, but also those agents who have a stake in the organization (Freeman, 1984).

In Europe and Australia, governors do get trainings in different fields in order to be effective in carrying out their constitutional assignments for the benefit of their institutions. According to ISQ (2022), the challenge for governing boards is to achieve the right balance between monitoring risk, compliance and performance, while strategically directing the institution into the future. This affirms the support provided by the governors to the professionals in getting the set mission and vision of the institution as they balance the compliance, monitoring and performance of the institution to ensure that whatever agreed should be achieved within the acceptable timeframe as per the resolution of such decision taken by the boards, councils and SGBs. Quality delivery of services by the top management and employees of institutions reflects the mirror of the board or council of such institution, once the council, School governing body or board is not up to standard in fulfilling its constitutional mandate it is likely that *laissez faire* principle will be pursued and ultimately the intended results may be achieved or may not be achieved as there will be no governance right balance at play to hold the officials accountable on the agreed objectives and goals of the institution. This may be detrimental to such institution if the employees are not such autonomous and skillful in performing their duties hired to do by such institution to provide the intended quality delivery of services to its target markets.

Objectives of the study

- To determine whether the applicable system has appropriate institutional policies for ensuring sound governance and administration in the department;
- To establish whether effectiveness of the governors have a direct impact on the quality of the results of the institutions.

II. LITERATURE REVIEW

Governance support to the professional duties : The ability for governing bodies to become directly involved in supporting the skilled management team of schools in handling cases of educator discipline and dismissal has been made possible by legislation (Marishane, 1999:92). Although the SASA. 84 of 1996 states that the SGB should support the educators, principal and other staff in the performance of their professional functions, research has shown that there is little support of educators by SGBs (Van Wyk, 2004:51). This might be caused by, among others, a lack of skills and ignorance of their duties, neglecting their roles or inadequate expertise within the field of education. Section 20 of SASA dictates that the School Governing Body as governance should come up with supportive strategies to encourage effective teaching and learning without causing any rift amongst the professionals. The ability to assess the need for support is critical in school governance, and this can be seen if the structure has established supporting sub-structures within the schools led by experts who

report to the main structure on a regular basis to re-evaluate and review the school's vision, and if the activities done in the school are still aligned to what initial vision entailed (Guskey & Peterson, 1996:12). Studies by FEDSAS (2019:12) support the role of the school principal within the SGB, by contrast; it takes the form of 'manager' and may be equated with the chief executive officer (CEO) of a company. The principal's authority and expected areas of competence in respect of professional management derive from the Head of the Department of Education, while the SGB gives the principal the authority to manage all other aspects within the school. The concept of management is explained as 'the organisation and coordinating of activities in accordance with certain policies and in pursuit of set objectives'. Similarly, the principal must ensure that the policies established by the SGB are applied on a daily basis and that the set objectives are achieved in the school setting. The researcher supports the notion by FEDSAS which regards the position of the principal as chief executive officer who has to be held accountable by the governors which strengthen the views of rudimentary requirement on governors to be elected to govern the schools so that they could able to hold principals to account on the agreed set objectives by both parties.

The researcher believes that the SGB is not supposed to crucify and pinpoint educators who need their support in carrying out their responsibilities to the best of their abilities for the good of the entire school, but they have to diagnose the cause of ineffectiveness and the best possible solutions to be applied in that situation as governance, which has role to support educators to perform their professional duties, as it may happen that the ineffectiveness is the result of the behaviour of the learners who disrupt teaching and learning time and again in the classroom of some educators who might be a target of some external influences in the school. Although the Act does state that the SGB should support the principal, educators and other staff in the performance of their professional functions, research has shown that there is little support to educators by SGBs (Van Wyk, 2004:51). This sentiment nurtures the principle of partnership in the attainment of the education outcomes between the school community and the school itself. Research done by Kruger et al. (2002:6) maintains that in our new education dispensation there is a consensus that the school curriculum is not only the concern of the government and teachers, but also of parents and governing bodies. This is based on the premise that when schools and communities collaborate in making important decisions about educational alternatives, a true mutual responsibility will grow (Van Wyk, 2007:132).

According to Nash (2015:5), governing bodies are the most important strategic decision-makers and vision-setters in any school. Schools should work with local governments as shareholders to track financial problems and take constructive steps to resolve them (Nash, 2015:108). According to Nash (2015:16), local authorities should intervene early if things do not go well in their local school as the department's expectation remains, but guidance also clearly states that local authorities have no statutory powers of intervention with academies. Local Authorities are in charge of balancing the supply of places in the area to ensure that schools meet the needs of their communities and provide high-quality education at the lowest possible cost (Department for Education, 2011:11). Act No.108 of 1996 was enacted in accordance with Section 212(1) of the Republic of South African Constitution, which states that national legislation may provide a role of traditional leadership as an institution at a local level on matters affecting local communities. The most respected mouthpieces of the government in rural communities are kings, chiefs, headmen, traditional councils and ward councilors (Mampane, 2020:12). My deduction with this is that for education to thrive in our rural schools the department and governors have to work together with local authorities as the landlord of land where schools are located and this could be realised if the governance is skillful in dealing with different stakeholders in the area.

Historic higher education institution, The University of Fort Hare, is a step closer to restoring governance after completing its period under administration. This then followed the minister of higher education, Dr Naledi Pandor's, decision to place the institution under administration after describing its governance as seriously challenged. The university's vice-chancellor and principal, Sakhela Buhlungu, has steered the university through the 18 months. "It's official. The University of Fort Hare is no longer under administration," an excited Sakhela said. Buhlungu said Loyiso Nongxa and Nhlanganiso Dladla had served the university well. "We've been waiting for this moment to operate as a normal university with a council that provides oversight," Buhlungu said. The university has also appointed a 22-member council (Khumalo, 2020: 8). The role played by the then minister in this regard to place Fort Hare under administration after a failure by governance or council (board) was a constitutional one, which paid dividends by reading between the lines in terms of the excitement shown by the vice-chancellor. The researcher wanted to expose this aspect to demonstrate that higher education takes this issue of governance seriously than basic education as most of our SGBs are dysfunctional but the Head of Department does not act in terms of SASA 84 of 1996.

The researcher is of the opinion that the actions demonstrated by Dr Naledi Pandor show that an oversight body play important role in getting institutions function effectively and efficiently for the benefit of all affected parties in that regard. Councils, boards, school governing bodies and oversight bodies should be always ahead of its game in order to hold the officials accountable on what they have been hired or elected to fulfill in order to prevent complacency and corrupt tendencies within the system by the officials of such institutions and this could enable clean audits from all public institutions which have got responsible knowledgeable governance in the form of councils, boards and school governing bodies as all ensure that effective service delivery is provided to the country in a form of quality results of our schools, universities, municipalities and state entities like SABC, SAPO, SAA, PRASA, ESKOM and others which is compatible with value for money which is our tax as citizens and therefore our money for that matter.

According to Nash's research, local governments can intervene early if things aren't going well, but they claim that they don't have any legislative powers to intervene with academies whilst The Department of Education in England gives sole power to the local authority to see to it that the schools serve the needs of their local communities at an affordable cost but providing good quality education as they are responsible for the placement of pupils at schools in their local communities. Whereas in South Africa, the constitution grants the traditional leadership with overall matters affecting their local communities of which even ward councilors are part of this partnership as cited by Act No. 41 of 2003 Section 5(2)(a & b) which establishes a traditional leadership and governance framework, as they work hand-in-hand at the local level to ensure that quality services are provided to their people. Schools are one of their local entities to support and monitor if they are acting within the best interests of their communities. The researcher believes that the traditional leadership and ward committee members working alongside mayors and councilors are in a position of power to support, monitor and hold governors accountable in whatever they are doing in their jurisdiction, because the school does not exist in isolation; water, electricity and land is provided by the traditional leadership and municipality who are the mouthpieces of the state.

The researcher is of the opinion that when pastors, traditional leaders, mayors and councilors adopt schools which are not doing well under their jurisdiction they are compelled by moral obligation to improve the state of affairs where they are elected to govern and serve those communities. The same applies to the traditional councils in their jurisdictions where the two should have mutual respect towards each other and their relationship should be based on principles of co-operative governance, which compels them to hold the SGBs accountable as the fiduciary couriers elected by the parents-community from the school-community to govern the school affairs where their children are studying. Their decisions in running the schools do not only affect their children who are currently studying at the school, but it does affect even those who are attending the crèche as they are heading to such a school after their foundation phase assignments at the crèche, hence, they should be held accountable by all affected stakeholders irrespective of currently having a child at the school. "The governing body of public schools must recognise that it is entrusted with a public resource which must be managed not only in the interest of those who happen to be learners and parents at the time, but also in the interests of the broader community in which the school is located, and in the light of the values of our Constitution" (FEDSAS, 2015:8).

Establishment of committees in the school : For the school to run properly, it should have various school committees which are created to assist the management to carry out its professional duties without difficulties. Further concern is expressed by Bush and Heystek (2003:136), that research done in Gauteng reveals that most SGBs have not been proactive in formulating the necessary policies and committees to govern schools. Many policies and committees are not in place, including the SGB constitutions because they lack the confidence or skills to do so themselves. Instead, the parents rely on the principal to do the work for them because of their low literacy level. Beckmann & Visser (1999:159) argued that the success of all the programmes and committees should be assessed and be refined regularly. The researcher is of the view that to have committees which are established to support the management to carry our professional duties, governors should be educated or having rudimentary education to sit in some of these committees like finance committee whereby the treasurer is the chairperson of this committee and has to sit each and every month to have a look at the school state of affairs financially.

Study by Van Schalkwyk (1990:95) cites that the committees of the management body will differ from school to school, and could include the following committees:

- Building and grounds
- Financial matters
- Fund raising matters
- Curricular matters
- School marketing & communication
- Sports matters
- Appointment matters
- Performance matters
- Safety & discipline matters

Study by Van Shalkwyk (1990:96) further stated that each of these committees may appoint subcommittees as and when circumstances required this. Most of the committees should be led by members from SGB in order to foster active participation and responsibility in the school affairs. Studies by FEDSAS (2019:13) posit that the benefits of SGB committees are that they reduce the workload of the SGB, thus the SGB has the authority to establish necessary SGB committees as may be required. It is, however, important to note that the establishment of the committees does not relieve the SGB of its responsibilities. The researcher does support this notion of establishing finance committees with co-option of school community members to ensure that school finances are spent for the benefit of the school and are being managed properly to the utmost best of the school and society.

FEDSAS further explains the importance of the role of governance in setting up these structures in public schools. The SGB's governance functions consists of various components. These will vary for different schools but will among others entail the governance of finances, assets, personnel in the school's, learning materials, services rendered to the school, and extracurricular activities, as well as disciplinary proceedings. A single SGB may conceivably struggle to govern all these facets at once, and therefore, section 30 of SASA provides that an SGB may establish committees to assist it in performing these duties. King IV recommends that "the governing body should determine if and when to delegate particular roles and responsibilities to an individual member or members of the governing body or standing or ad hoc committees. If committees are established, the composition, period of office and terms of reference for each committee should be developed and reviewed yearly (FEDSAS, 2019:13).

Establishment of finance committee: The SGB has to set up the Finance Committee in terms of SASA 30 (1) (a) & (b) which will meet monthly to monitor and review the financial position of the school in which it will have to report its performance to the SGB once in a quarter and this committee is to be chaired by the Treasurer of the SGB as a legal governing body that stands in a position of trust towards the school. In this fiduciary role, the SGB plays as invested powers by the Constitution, needs a certain expertise to execute its duties properly because if it is not executing its duties properly there is a large likelihood of malpractice and abuse of the funds to buy things which are of no paramount importance to the education of the learners.

Study by Van der Westhuizen (2015:385) posits that as parents are the natural and primary educators, and because the State cannot bear the financial burden of education on its own, parents have a moral obligation to contribute to education. Parents who contribute financially have a greater say in their children's education than would otherwise be the case and beyond the indirect support from paying taxes to the State which redistributes to public education through norms and standards and other applicable laws. A socialist country usually collects high taxes, which enables it to spend relatively more money on public services. In such a country, education is largely free. The reasoning is that society is morally obliged to look after the poor and helpless (Lemmer & Bodenshorst,1997:357). "There are two types of public schools in the country, the fee-paying schools and no-fee paying schools. Fee-paying schools are allowed to charge school fees, as determined at the annual general meeting of the SGB. Therefore, the payment of school fees in such schools is mandatory," the minister said (Sadives, 2021:2). The researcher believes that the school community should be encouraged to supplement the resources provided by the department in order to ensure that their schools offer quality education.

In terms SASA 84 of 1996, S30 (1) stipulates that a governing body may establish committees, including an executive committee of which a finance committee is one of those committees that should be established by the SGB and appoint persons who are not members of the governing body to such committees on grounds of expertise, but a member of the governing body chair should be in each committee. The researcher believes that this is done to ensure that each and every committee has a SGB member who has to be the eyes of the governors at the school. Studies have shown that the department lacks the will to act in the interest of learners (Muller,

2018:23). The researcher posits that if the department lacks the will to act the school community structures in a form of civic organisations, religious people, local councilors and traditional leaders should close this void for the benefit of their schools. According to Luvhengo(2023), SAHRC held the conference in the wake of negative reports of poor governance, poor financial management, corruption and political instability in municipalities. These challenges often led to protests about service delivery. The researcher believes that the issue of good governance is alike in all institutions which do provide public services to the citizens hence the State has to make sure that people elected in positions of governance have got rudimentary knowledge to perform their constitutional mandate and are provided with assurance that they have to perform their duties without any fear, prejudice and favour for the benefit of the society at large so that they may be proactive in dealing with poor financial management, poor governance and corruption whenever these may put its ugly head in that institution.

The whistle-blowers who speak to Corruption Watch believe this is one of the main reasons people do not report corruption in schools. “They will make sure my name is blemished and maybe one person will be fired,” the source said (Cassim:2012). Corruption in schools was identified as the most prevalent form of dishonesty in the country. The Gauteng Department of Education said it has commissioned a forensic team to investigate all the books of certain schools identified through its fraud lines and expected a report to be released in July. Equal Education, which analyses trends in the nation’s institutions of learning, is also concerned by what the report uncovered. “When there’s corruption in schools, it’s like taking money directly from the parents’ pockets,” Equal Education spokesperson Nombulelo Nyathela said (Khumalo, 2015:10). “Given this, we were prompted to launch a School Campaign. Through it, we aim to influence policy and practice regarding the management of school funds, as well as to support access to information about the use of these funds. “The overarching goal is to encourage the public to resist and report corruption in schools,” said Corruption Watch executive director David Lewis (Watson,2015:3). The researcher believes that if many cases are reported and no any consequences are meted out to perpetrators, whistle-blowers will be reluctant to continue reporting cases of this nature but will result in protests which will interrupt teaching and learning.

Publication by Naki (2020:5) argues that professor Lesiba Teffo believes that whistle-blowers should be acknowledged and handsomely rewarded. “The information they gave helped to solve corruption that otherwise would not have been solved. Let the money and items seized be used to assist the whistle-blowers or their families. They were not doing this for themselves, but for the country. I consider them patriots. In the US and other countries, whistle-blowers were compensated. But in South Africa we throw them to the wolves, we forget about them, when they have done an important civil duty.” In its annual report, Corruption Watch says that while corruption is widespread throughout the government, it is particularly endemic in schools (Watson,2015:3). The researcher believes that this notion to acknowledge whistle-blowers should be adopted in our country in order to curb the spread of corruption in our schools because many do not report things which do happen in front of them as they know that they may be victimized and suffer emotional harm sometimes physically harm which could lead to the loss of their lives.

The decision by Judge Raymond Zondo, the chairperson of the State Capture Commission, to lay criminal charges against erstwhile SAA chairperson Dudu Myeni for exposing the name of a whistle-blower sends the right message, that in the struggle for transparency and accountability, witnesses play an invaluable role. Myeni had no problem refusing to answer simple questions under the guise of fear of implicating herself but felt brazen enough to reveal the identity of a witness whose name Raymond Zondo had clearly indicated should not be made public (Sunday World, 2020:15). Judge Raymond Zondo believes that the protection of the whistle-blowers is very important to the work of the State Capture Commission, and no one should compromise this aspect by exposing their names to the public without any permission given in this regard. The researcher believes that in protecting the whistle-blowers the judge set a good precedence which could help going forward that whistle-blowers should be protected as they play an invaluable role in exposing corruption in our schools and in all spheres of government where the tax of ordinary public is being misused to benefit the few.

The researcher is of the opinion that this view should encourage school communities and school governing bodies associations to stand up against corruption of all odds and abuse of power to ensure that the SGBs play an active role in the governance, especially to ensure that the norms and standards are utilized primarily for educational purposes as well as to ensure that a number of committees in schools are created to support effective teaching and learning in order to get the department to fulfill its constitutional obligations without the supervisory role and intervention by the court. Parallel analysis should be drawn from the Corruption Watch report that principals are the most senior officials who purport corruption and mismanagement of school funds

in these two provinces, Limpopo and Gauteng of which this should be an issue of concern to the Department of Basic Education. The researcher believes that quick actions should be taken against the culprits who deliberately steal from the pockets of the parents for their personal interests and constructive feedback has to be provided by the SGB or Department if the case is in their hands, irrespective of who brought the case to their attention. Therefore, to root out corruption from the education system is everyone's societal responsibility in the country. The department has to be specific about the time frame in dealing with these cases of corruption and abuse of power by the principals and some SGB members so that they may cease to happen in different schools, but if these cases are ignored, though sufficient evidence may be available to convict the culprits, this type of behaviour will be instilled as culture once you ascend to power or find yourself being elected to serve as an SGB member, the notion of my time has arrived to benefit out of the system; in most cases, officials from the department instead of dealing with the cases reported to them they spend most of their time doing informal investigations on whistle-blowers' motives in reporting such cases to the department or other state organs.

Fund raising committee : The School Governing Bodies must source funds from the school-community so that the allocated funds from the department could be supplemented for smooth running of the school. There are several strategies that could be used by SGBs to source funds from local business people who have interests regarding the development of education in their vicinities. SGB could charge for the provision of extended and community services taking place in the school (Nash, 2015:93). Some of the duties and responsibilities of this committee would be:

- Collaborate with the administrator to define short- and long-term funding.
- To go over the funding plan and long-term funding goals.
- Make a financial contribution and encourage others to do the same.
- Identifying and enlisting community leaders to serve on fund-raising committees.
- To educate the other committees on planned giving, marketing, grant writing, and soliciting corporations and individuals.
- Closely work with the administrator or headmaster to identify and solicit funds from external sources of support for instance, alumni students who are having businesses in the area and those who are doing well in their respective professions to donate.

The school can rent out its facilities to voluntary organizations for financial benefits of the school (Nash,2015:92). Leasing of school properties to the colleges who are likely to offer short courses to the local citizens like Computer Literacy, Banking, Hospitality, Security Courses and other projects could contribute positively to the funds of the school. The mission of the committee is to generate revenue in order to supplement what the school is allocated by the department of education in such province as well as to lead in efforts that attract money and services needed to carry out the mission of the school which is to offer effective learning and teaching under a conducive learning environment that has got ample resources to fulfill its constitutional obligation. In terms of SASSA 84 of 1996, S36 (1) states that a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school. Schools should co-operate with local authorities as shareholders' monitoring of financial issues and take a proactive approach to their resolution (Nash,2015:108). The researcher also believes that donations could be requested from the school community in trying to encourage the school community to own the school's development in terms of improving the learners' education. In most cases, donors would like to know how their funds have been utilized for the good cause in terms of the initiative that was submitted to them and therefore, should be interested to see the results of what their money has been spent on and by doing so, they become other major stakeholders of the institution. The researcher believes that this committee should rope in influential community members if it is likely to succeed in carrying out its assigned task.

Curriculum committee : The study by Kruger et al. (2002:6) states that in our new education dispensation there is a consensus that the school curriculum is not only the concern of the government and teachers, but also of parents and governing bodies. The role of the school curriculum also has an external dimension, for schools cannot ignore the fact that they have become much more open institutions than ever before. In order to address the shortcomings on Mathematics and Science education in our education system it is very crucial to establish the curricula committees in our schools which will deal with these challenges hands-on in line with the stanza outlined by Kruger et al.; the parents-community plays a huge role in shaping the culture of learning and the direction the society could take, influenced by the school results and therefore, should be part and parcel of curriculum-committees in our schools.

With the sentiments shared herein below from different findings in relation to the undertaking of curriculums by schools and universities during lockdown, the researcher wanted to expose a certain narrative that schools with curriculum committees in place in their schools would find it easy to deal with teaching and learning in any given situation and during the pandemic of Covid-19. However, it was also exposed that different schools from different areas in the whole country approached teaching and learning differently during the lockdowns and schools with curriculum committees and enough resources dealt with the situation far better than those without curriculum committees and lack of resources of which the pandemic did not spare any teaching sector from child development, basic education and higher education as well as all affected stakeholders; parents, unions, students and the affected departments differed if the academic year of 2019 has to be saved by continuing with teaching and learning despite challenges of Covid-19 in which online, media platforms, whatsapp groups and internet were used as some of the alternatives of face to face teaching and learning which is regarded as main stream teaching and learning in the country. All University of Johannesburg undergraduate, honours and master's students who registered on a formal subsidized programme, on various network providers, are expected to be provided with data today for a period of 30 days to make online learning possible during the Covid-19 lockdown. UJ said devices were given to qualifying National Student Financial Aid Scheme (NSFAS) students from quintile 1, 2 and 3 schools, as well as Sassa beneficiaries (Nchabeleng, 2020:2). According to an education specialist at the University of Pretoria, Professor Kobus Maree, catching up on school may prove unfairly difficult for the majority of pupils who may not have had access to online distance learning options available to those more privileged. "Virtually all institutions have, to an extent, used varying degrees of online distance learning, but let's be honest, in informal settlements and townships there is great financial need and few resources," said Maree. Cosas has reiterated their call for matric students to be issued with all the help they can get, as the country braced for the re-opening of schools. "We therefore want all pupils to get as much help as they need to resume classes," (Hlatsheneni, 2020:3). My deduction with the sentiment from the universities is that learners from poor schools known as quintile, 1 and 2 from remote rural areas were likely to suffer when higher institutions migrate to online learning hence cosas has been also calling for matric to be assisted during the difficult period inferring that they be provided with data to utilise on their cellphones for whatsapp learning.

The researcher believes that Covid-19 brought a good measuring gauge on the readiness of the usage of fourth industrial revolution in the whole world, but it has been proven that in South Africa the use of online learning and teaching using technology from basic education to tertiary education is not yet ready for implementation as manifested during the lockdown period in our schools and universities, contact mode is still regarded as the most viable option in the country between schools and universities. Curriculum committees should build the capacity of online teaching and learning in various institutions in order to respond to the emergency of this nature should it persists or as the contingency plan, should it arise in future unexpected like it manifested itself in the global space leading to suspension and restriction of educational undertaking, economic purposes and travelling from one place to another. With the Eastern Cape province legislature passed a motion to launch a no-fee, public online schools, this will serve as a basis for the other provinces to follow suit for the benefit of the learners during this deadly pandemic with no closer ending to ensure that learning is not disrupted.

Biko had realised that the harm inflicted on blacks by colonisers and oppressors was to the mind. We need to reflect on how we've fared since his passing in developing the way we think and do things as Africans (Mphuthi, 2020:19). The researcher is of the opinion that all role players should be consulted by the Department of Basic Education before it reaches such decision to implement the inclusion of sex education in the curriculum at our schools, the African culture should not be undermined in the education of an African child, this could be regarded as part of decolonizing our education system and embracing African renaissance by allowing indigenous knowledge to shine in different households championed by prime teachers who are biological parents, grandparents and church leaders at the community and finally be harnessed by life orientation teachers at the school. Any comprehensive running school with a behavioural problem with a learner invites a parent or guardian to school in order to address the problem, this affirms the prime position the parents have over their children as the one who set the values, norms and principles at home for their children to follow in order to be distinguished amongst others. It should be noted that according to Schedule 6 of SASA 84 of 1996, the final obligation for learners' behaviour rests with their guardians or parents.

Avoid disruptive changes to the curriculum by keeping curriculum changes to a minimum will enable teachers to develop the core skills and competence to deliver the curriculum (NDP-2030, 2012:304). Schools are always encouraged to set up curriculum committees based on the subjects that they offer in their schools which will be the core mandate of these committees to monitor and evaluate the performance of these subjects at the school level whereby professional development and related issues have collaborative programmes to improve teacher

and learner performance, could be the basis of support and intervention by these committees. This committee will be expected to work hand-in-hand with the cluster and the district office in order to get sufficient support of expertise on some of the challenging subjects after they have done its observation and evaluation to assist the school to realize the goal of providing quality education to all the learners. Curriculum experts at the district level should support teachers, and managers should support principals and the heads of departments (NDP-2030, 2012:310). The consistency in the approach allows for the stability of curriculum implementation in different settings, with children of different abilities, and by different staff members working with these children (Bedrova, Leong & Akhutina, 2011:18).

Curriculum reform may also be introduced with the goal of producing scientifically literate citizens capable of competing nationally and internationally and who will contribute towards the economic growth of their country (Bantwini, 2010:84). The council approved the implementation of the bilingual examination for the National Senior Certificate, starting in the Eastern Cape. "The province has conducted research and provided evidence that their learners could be struggling with English as a language of teaching and learning, hence the underachievement in matric examinations. The province proposed an examination in both English and isiXhosa in grade 12," Motshekga said (Sobuwa, 2020:5). Parents need to fight for their children to access their African languages in the schools they go to, in order to help them to stay in touch with their identities. This mission responds to the National Development Plan's Chapter 9 provision about the urgent need to preserve and promote indigenous languages in SA, using a formal system as one of the tools (Shishenge, 2020:15).

Students with performance-approach goal orientation want to demonstrate their abilities and outperform others in examinations and assessments. They would adopt whatever strategy, whether deep or surface strategy or even both, as long as the strategy enables them to outdo others. Therefore performance-approach goals might be considered adaptive in terms of academic achievement (Chan, Wong & Chung Lo, 2012:241). Researcher is of the view that subjects like mathematics and science education are some of the challenging learning areas which could be approached by this notion raised above by Chan et al. A study by Bantwini (2010:84) argues that some trends have been triggered by the evaluation results of the Trends in International Mathematics and Science Study (TIMSS) while others result from a lack of satisfaction within the countries with students' performance. According to Govender (2020:17), basic education minister Angie Motshekga has conceded that South African pupils "are far behind our peers and competitors" in maths and science after the results of the Trends in Mathematics and Science Study (TIMSS) were released. South Africa's grade 8 pupils were placed last out of 39 countries in science and 38th in maths.

Study by Lehohla (2019:11) posits that twenty years into democracy, 43 years after June 16 and 65 years after a seminal pronouncement in the South African parliament, a key deficit characterising our society is poor education. Did we get a fair deal out of the new political settlement (democracy)? Was it the only viable option? Is our education system decolonised and effective? Are we winning the fight against poverty and inequality (Mphuthi, 2017:19)? Dr Sadah Moodley argues that this is the way to go to reverse the legacy of apartheid that denied blacks in general and Africans in particular access to maths and science. I covered work done at a micro level by Mr Mnguni on the mathematics front and I continued to meet people with ideas that have been successfully implemented at the micro level. Mbilwi in Venda, at R700 per child per year, delivers results that are equivalent if not far better than IBE schools given that they charge a hundred times what Mbilwi charges - R70, 000 per child per year. As we tackle the legacy of apartheid and our-self-inflicted misdemeanors, Mbilwi, Mnguni and Moodley sing a song of evidence that blacks can excel in science and maths, and they are not deserving of a 30% pass mark nor are they deserving of maths literacy. Through their innovation, they all prove the fortunes of a black child can change for the better (Lehohla, 2019:11).

Basic education minister, Angie Motshekga, has proposed that 13 new subjects be introduced into the school curriculum. Please tell me how this is possible when our schools cannot even cope with the current subjects? Shouldn't the focus rather be on improving the standards of our education? Our learner's grades, on the already-available subjects, are dismal at best, with only 30% needed to pass mathematics. The introduction of these subjects will lead to a greater need for specialised teachers when we already do not have enough teachers. SA teachers are also serious underpaid. Our education system needs a lot of work and if we want to open job opportunities for future generations, we should start with having a successful education system first. The minister needs to rather come up with a proposal to improve what is already in place because what we have is failing (Rowen, 2021:12). The researcher posits that the roles of curriculum committees are paramount importance in the situations that are portrayed above in which the minister is to impose rather than selling her ideas and curriculum committees through their SGBs approved such proposal for implementation at their

schools.

Motshekga said in every grade level, the existing curriculum in subjects such as economics, management science and life orientation were being enriched with real-life projects that are learner-orientated and learner-run to open the walls of the classrooms to real active problem solving, solution generation, teamwork and implementation by the school pupils themselves (Sobuwa, 2020:5). I wonder if the policy makers in our country understand what they talk about when they speak of “decolonized curriculum” (Shishenge, 2020:15). “The programme aims to be one through which the learners’ voice and ideas matter and they develop agency, self-efficacy and passion for solving problems they really care about that are local-context relevant,” Motshekga said (Sobuwa, 2020:5). A group of lecturers from universities are demanding an audit into how African languages researches are done. “The arrogance in assuming expertise and authority in a language one does not speak and then proceed to tell people who speak, read, write, dream, pray in that language is not part of the South Africa we imagined,” said Xolisa Guluza, a lecturer at the University of Cape Town, speaking on behalf of the group (Sobuwa, 2019:9).

Replace school managers who continuously fail to meet the objectives set; based on the monitoring information and interviews with school stakeholders. Create capacity in districts so that they may support schools to deliver the curriculum. Districts require skills and expertise in curriculum management, project management, data analysis, monitoring, planning, reporting, accounting and problem solving in order to provide effective support (NDP-2030, 2012:310). The researcher posits that it is very pellucid that the success of any school is measured by the support they receive from district and as such, if the district concerned does not have what it takes to support their schools it is likely to prevail in their school results as it will reflect its district. Working together from the school community to the level of the district is of paramount importance in getting these curriculum committees meaningful in its undertaking in order to get the schools to deliver quality education to the community as agreed amongst themselves from school-curriculum-committee to the SGB and SMT and finally to the larger school-community.

Quality learning & teaching committee : Research conducted by NDP-2030 (2012:314) contends the Quality Learning and Teaching Campaigns (QLTC) Code for Quality Education Pledge and the Basic Education Accord set out what each party should do to implement the quality of education, but implementation has been patchy. The Curriculum Committee should amongst other functions, ensure that the school has the necessary resources for its subject offerings and be aware of the latest curriculum policies and developments, including provincial policies (DoE,2002:17). QLTC is the principle of the Curriculum Committee which forms the core basic principles to be adhered to by the QLTC in order to be pertinent in such committee, the rules and regulations which govern the curriculum have to be understood to avoid ultravires in terms of assessments to be conducted for effective measurement and evaluation of what has been agreed.

All governors, according to experience, require a deep commitment to the job and to improving outcomes for children, as well as the curiosity to challenge and analyse and the ability to learn (Nash,2015:26). The researcher posits that the quality learning and teaching committee are likely to spot if there is no effective teaching and learning taking place in the school as they will be expected to meet monthly/ quarterly visits, inspecting the performance of individual learning areas per grade compared to the expected target set by the governance of the school as empowered by the law. Parents also have to make it their hobby to visit schools and check the progress of their children, rather than wait for the quarterly performance which will be presented by the governance. Learners are very committed to their studies if they know that their parents could come at any time to check their performance than the learners of the parents who do not even come to school to find out how their children are performing.

Collaboration is defined by Anderson-Butcher & Asthon (2004:40) as "working together and sharing responsibility for results." The researcher believes that the principal has to work hand-in-hand with quality learning and teaching committee by ensuring that the educators are in class fulfilling their obligations on time without any waste of time once the whistle has been rung to show that is a time for being in the class teaching vigorously the learners as being appointed to do by the department through the recommendations of the governance structure. The professional duties lie in the hands of the headmasters of such institutions, but for realization of the target set by the governance, the principals have to accommodate the implementation of the QLTC in their schools through the initiatives of the governance together with the department should such committee being approved to be in existence in that school for the benefit of the learners in receiving quality teaching from amicable and conducive atmosphere. According to the Northern Cape Department of Education (2017:7), all learning materials, including automatic materials, and all education materials that assist learning

and teaching for Learners with Special Educational Needs are referred to as Learning and Teaching Support Material (LTSM) (LSEN). Textbooks, library books, maps, templates, software and computer hardware, as well as video tapes, video recorders, television, learning desks, home economics equipment, musical instruments, science laboratory equipment and chairs, are all examples of learning support items. Studies by the Northern Cape Department of Education (2017:13) support that the South African School's Act of 1996 empowers SGB to establish committees as it sees fit. The researcher posits that within this provision, the SGB should have a LTSM structure in place that can attend to the teaching and learning resource needs and activities so that the examination committee led by the principal as the chief examination officer could take over for the assignment that will prove that QLTC, LTSM and CC have done enough work during the year to get the intended results as envisaged and targeted by all stakeholders through the legitimate structure which is the school governing body. The committee or structure should be the representative of the school community.

All these committees should work within the parameter of the law particularly the Constitution and all statutes which are central in education fraternity. In terms of section 29(1)(a) of the Constitution of the Republic of South Africa, Act No.108 of 1996, everyone has the right to a basic education. The researcher believes that the constitutional right of Johannes Moko has been compromised by the principal when refused access to the exam room. This should not have happened in the first place. Extra lessons could not be regarded as a pre-requisite in the exam room, the principal had gone beyond the scope of his duty as chief examination officer by refusing learners access to the exam room by virtue of not attending extra lessons which is not a requirement into the exam room in terms of the national senior certificate guidelines. Furthermore, it is not allowed to deny the learners their reports based on some textbooks and other learning materials not being retrieved back to school for whatever reason.

According to the ruling by the Constitutional Court (2020: 2-3), the Constitutional Court emphasized education's transformative role in South Africa, as well as its importance for individuals and society as a whole. It determined that the matriculation examinations fall under the category of "basic education," the right to which is guaranteed by Section 29(1)(a) of the Constitution. As a result, the Constitutional Court ruled that the Acting Principal's actions violated the right to education guaranteed by Section 29(1) of the Constitution. It directed the Department and Umalusi to follow through on their offer to give Mr Moko the opportunity to write the Business Studies Paper 2 examination in early January 2021 and to publish the results of that examination simultaneously with the general release of the 2020 National Senior Certificate examination results. In my opinion as a researcher, the voice of the SGB, which is a legal structure representing the interests of the children and parents is missing in this regard and that voice gives direction on what is best in terms of governance as what is implemented in the school is what has been agreed upon by all role players including the principal as ex-officio in the structure representing the department, meaning that this matter should not have reached even the Constitutional Court if the SGB played its part diligently in this regard without fear, favour or prejudice as elected to do in terms of the law.

Researcher is of the opinion that QLTC, LTSM and CC should be coined together to ensure that quality delivery of lessons within the approved curriculum at the school wherein all necessary resources needed are procured for this aspect to be fulfilled. The size of the school could lead to the separations of this committee but where the size of the school is small the trio should be one charged with the above responsibilities in order to make sure that quality learning and teaching do take place with all necessary resources in place so that the SMT and SGB could be held accountable fairly by the stakeholders and shareholders when the results are released before they are presented at the annual general meeting for all parents and school community as a whole to analyse them for consideration and approval. The school has a responsibility towards the LTSM to retrieve the textbooks at the end of the academic year so that it can be passed on in the next academic year to learners who progressed and are promoted to such grade as a source of their learning and teaching though this could not be used to deny a learner a report if a textbook is lost or not brought back. Some other means within the parameter of the law should be applied by LTSM through school policy and code of conduct of the learners to ensure that school resources are retrieved for use by other learners in the following academic year.

Sports and ground committee : In accordance with the Employment of Educators Act 76 of 1998, PAM, Chapter A, regulation 4.4(e) (iii) to assist the principal to play an active role in promoting extra and co-curricular activities in school and in its participation in sports and cultural activities organized by community bodies. The deputy principal has to make sure those sports and cultural activities do happen at the school in collaboration with other stakeholders from the school community. Human nature and the human condition require that we depend on others, that we be independent with others, in satisfying our individual needs (Dana,

1995:5).

The researcher believes that no human being could be able to do things himself or herself without relying on the support of others, the same applies in this case, for sports activities to happen at the school the headmaster has to rely on the deputy principal in getting things done. The organizing committee is at the centre of the sports events planning. Taking mainly an organization theory perspective through integrating organizational behaviour and other perspectives throughout (Parent, 2015:1). Organizing committee is involved in the sports industry and its goal is directed as the organizing committee workforce work together to plan and implement a sport event and it has an identifiable boundary to distinguish those who are part of the organizing committee or not part of the organizing committee at school level (Parent, 2015:4). The researcher believes that this envisaged organizing committee must plan and see to it that there is time allocated for this activity at school and more importantly to have a sports ground that is viable for sports and cultural activities at the school. Such sports grounds should be maintained and taken care of by the school committee dealing with sports activities working together with the school community. The sports committee should ensure that sports resources are purchased by the school in support of the school-community in order to achieve the objective of the committee ultimately of the school and of the government through the department of sports, arts and culture.

An aim of sports competitions may be to ensure “sports nation” image of our concern by training new supplies, which is the generation of those students who take regular part in competitions, they serve as a base for sports selection (Muller & Biro, 2015:7). South Africa has got a number of sporting codes which are likely to use these school competitions as their base to spot talent which could be used at the national and international level representing the country. Study conducted by Muller & Biro (2015:8) contends that domestic competitions of school sports competitions are school-, sub-regional-, country-, regional competitions and national students Olympics. The best ones compete in certain events of national students Olympics for the champion title and further places. With a handful of professional athletes having tested positive for the coronavirus, it remains to be seen whether these sportsmen and sportswomen will ever perform at their optimum post-recovery. PSL head of medical Lervasen Pillay conceded that more research needed to be done on the effects of the virus on athletes. “The coronavirus affects the lungs and in extreme cases it can cause serious lung damage or even death, as we have seen,” Pillay told Sowetan (Motshwane, 2020:23).

Sports is the most suitable for relaxing the brain’s system, they are lifetime sports. They are especially popular since they can be pursued from childhood to advanced age even in a community (e.g., with family, friends), since it has benefits on personality and human connections (Muller & Biro, 2019:15). Publication by Sowetan (2020:12) argues that we should have the same standard of equipment in public schools, regardless of where they are located. Schooling is not only about the academic programme, but the institutions have to offer more to fully develop the child’s potential (Sowetan, 2020:12). The experience of the researcher in support of what Muller & Biro have stated is that indeed sports have got potential to unlock opportunities for learners which are not necessarily seen in class by educators from the learners, so when learners are relaxing by doing a number of different sports which are available to them, some of them get to realize their talents for such sport and pursue them for their personal advancement.

Both in classroom based and extra-curricular based activities, students in the middle childhood enjoy participating in organised games with rules. Formal games often involve two or more sides, competition, and agreed-upon criteria for determining a winner. Children use games flexibly to meet social and intellectual needs. For example, choosing sides may affirm friendship and pecking order. Games provide children with shared activities and goals. Children often negotiate rules in order to create the game they wish to play, and they can learn reasoning strategies and skills from strategy games like checkers and chess. Board games are often found in a classroom’s games section and are evidence of the significance of games in cognitive development. While playing games, children must consider at the same time both offensive alternatives and the need for defence. In the case of card games students can be encouraged to gain awareness of mathematics and of the psychology of opponents. Such games can be intellectually motivating parts of the primary curriculum (Meluso, Zheng & Spires, 2012).

The researcher is of the view that sports at school should be given special attention like these other extra-curricular activities because superstars are produced by our schools in athletics, throwing, jumping, chess, basketball, volleyball, swimming, soccer, boxing, cricket, netball, rugby, tennis and others. Household names we have in our sporting fraternity are also from these events and became what they are today for their benefit and for the greater good of the nation by the knowledge and experience they accumulated through participation from local schools in the country.

School marketing and communication : Education is a service to customers or clients, although that statement raises questions about the nature of service and the identity of its consumers or clients (Harvey & Busher,1996:26). The researcher posits that basic education is just not being provided but it is intended for certain groups in that environs who qualify to get it based on their legal age and as required by the law of which it is very important for any school to know its target market known as clients. Since the entire marketing function of the school revolves around the client, we must first define the client. The question to be asked by the management of the school is therefore: who are the people we wish to reach with our marketing? If the management does not know who the clients are, we could be faced by the problems that "...we produce something for ourselves which may not meet the demands of the real clients" (Scott & Parr, 1991:6).

Broadly speaking, marketing is regarded as the management process that is responsible for the anticipation, identification and satisfaction of client needs in a mutually beneficial manner (Kruger et al, 2002:86). The question could arise how best the school gets to know the needs and demands of the clients of its surrounding if there are some other competitors in the localities? A strategic communication plan is the keystone to school marketing. In fact, the strategic communication plan is what organizes your website and social media efforts to work together to support the rest of your efforts throughout the year (Brooks, 2017). The internet opened up an entirely new channel for communicating with customers (Slack, Chambers & Johnston, 2010:214). The researcher believes that communication is a means to convey a message from the school to its potential customers through circulars, e-mails, social media, meetings, telephones, one-on-one contact and therefore should be done with extra caution as it has the potential to harm the reputation of the school if not crafted properly to attract its target markets, which could be internal and external groups.

A habit of communicating consistently across this medium sustains your marketing efforts and helps you grow enrolment. Social media builds levels of trust and awareness, with daily one-on-one contact, your school improves interpersonal relationships. This helps your audience trust you more and solidifies brand loyalty. Furthermore, by maintaining a social media presence, you grow brand recognition, more people in your community has an opportunity to see and learn about your school. The social media can expand your school community and reach, as well as to improve transparency between the clients and the school (Brooks, 2017). The school has to know who they are communicating with in that respect, the message they are communicating and why are they supposed to be communicating with such people for that matter and which method of communication the school will explore to reach such customers. To survive, an industry must identify the needs of its potential clients and develop products or services which meet these needs as a price which the customers can afford to pay (Harvey & Busher, 1996:27).

Corporate social responsibility is the commitment of businesses to contribute to sustainable economic development by working with employees, their families, the local community and society at large to improve their lives in ways that are good for business and for development (Slack, Chambers & Johnston, 2010: 634). The researcher is of the view that the school community has some expectations in return which they have for supporting the school by providing them with their children to get education in their school of which one of the benefits is to get jobs for them and their children who graduated from the school concerned. The school could hire local people as one of the mechanisms of marketing the school to the school-community and society at large. The school could employ teachers from the society to teach at their school and press officer from the society who will deal with this matter of social media, communication, and news publisher, marketing the school, engaging potential clients and dealing with publicity of the school. Indeed, to enhance community esteem requires self-evaluation, and both strengthen the work of the school in all its aspects (Marland and Rodgers, 1991:1).

Appointment and recommendations : In terms of the SASA 84 of 1996, S20 (4) & (5), the School Governing Body may establish posts for educators and non-educators to be appointed in addition to the establishment decided by a Member of the Executive Council and in terms of of the Public Service Act, 1994 (proclamation No.103 of 1994). The researcher posits that the SGB should have the knowledge to determine the needs of the school as well as to know how to search for the best candidate who will be able to deliver what is expected in terms of the needs identified at the school to an extent that if the recommended or appointed candidate does not perform to the expectations they could hold him or her to account. In the country there are 44, 933 governing bodies appointed teachers and 282,290 subsidized pupils in private schools (Govender, 2020:12). Resolutions of a Sadtu meeting held in Kwamhlanga in September last year, had mentioned that Schoole would be removed and be returned to his former school. In a letter dated October 9th, the Nkangala district's director, Douglas

Maja, called for Schoole to report back to the Wolvenkop Special School from this week. "Be informed that Mr Schoole will have to resume his duties as principal of Wolvenkop Special School effective from 12 October 2020. In so doing, he must with immediate effect desist from performing any function whatsoever as principal for Sindawonye Primary School." Maja stated in this letter (Mahlangu, 2020:10). The researcher believes that the union overreached in dealing with recruitment issues as they are established to observe and protect the interests of their members such is the function of the department to handle recruitment matters in terms of all applicable laws regarding appointments, transfers and dismissals. The role of the SGB in appointment of the established posts by the above Acts in terms of SASA 84 of 1996, Section 20(1)(i & j) is to recommend to the Head of Department, subject to the Public Service Act and Employment of Educators Act, 1998(Act No.76 of 1998), this in essence states that all the employees appointed in the school are hired by the SGB and gives them mandate to be in charge of their duties through the delegated function vested upon the head master who is likely to be the principal. This further affirms the authority the SGB has over any employee who is appointed either by the Head of Department or the SGB in that particular school where the SGB is serving as governors. The researcher posits that the SGB performs dual roles in the school which is to recommend to the Head of Department and to appoint support staff and educators on SGB posts which gives them authority to hold all employees accountable in their schools.

The role of unions after education assistants have been employed by the responsible employing body should be to unionise the personnel to pursue the department to convert these temporary jobs into permanent positions rather than interfering with the interview process as has been exposed in several schools, particularly in Mpumalanga, where teacher union Sadtu is now acting as the employer of educators vying for management positions at the schools. And when it happens that its preferred candidates from the union do not get the nod it tends to prevent the recommended candidate assuming or performing their duties (Maluleke, 2020:21). The researcher supports the sentiment by Maluleke that the role of the union is to unionise the personnel and champion their interests of becoming permanent employees rather than imposing their comrades into management posts throughout the country.

Interviewing can be a very valuable method of acquiring information on virtually any subject and variety of reasons (Steyn & Mills, 2007:145). The researcher posits that the SGB should set up the Interview Committee to handle the issue of short-listing and interviews once the post has been advertised and it is of paramount importance to set the correct tone for the interview in order to ease the nervousness from the candidates who are set to be interviewed. In terms of Employment of Educators Act 76 of 1998, PAM document, Chapter B, regulation number 3.3 (a) states that Interview Committees shall be established at educational institution where there are advertised vacancies and regulation 3.3(b)(i) the Interview Committee shall comprise: in case of public schools, the principal of the school except in the case where she/he is the applicant; members from the school governing body, excluding educator members who are applicants to the advertised post/s; and one department representative as well as one delegate from each union that is a member of the ELRC's provincial chamber. The role of the union is to observe only if due processes are adhered to and if not they object on the spot so that compliance to fair labour practice could be adhered to and they have got right to dispute unfair processes. Regulation number 3.3(j) states that the governing body must submit their recommendation to the provincial education department in their order of preference for appointment.

In setting the stage the preparation for the interview is just as important as the interview itself (Steyn & Mills, 2007: 146 cited Frase, 1992:5). The crucial steps include the following:

- (1) Have a clear picture of what is expected of the teacher to be hired.
- (2) Build the interview around the special talents required.
- (3) How will the candidate's ability be determined?
- (4) Brief the panel of interviewers on their task.
- (5) Evaluate each candidate according to the selected criteria by using a scale designed for the purpose.

The researcher is of the view that SGB should be well vexed with the principles and prescripts which govern the activity in order to comply with the ELRC that deals with appointments of educators at the public schools. This strengthen the idea of rudimentary basic education from governors that it is paramount importance in our public schools and should be adopted as some of the requirements considered to be elected to this legal body like the governors governing tertiary institutions as Senate/ University Council as they will be expected to make big decisions which could lead to the demise or growth of the school as it stands in a position of trust towards the school.

On a personal note the researcher believes that the school could produce quality results if the SGB has hired/recommended most dedicated, committed and capable employees who will have to work hand in hand in the different dimensions of their duties between the administrative and professional staff to achieve the proposition of the school, department and school community. “We take leadership of our schools very seriously. Evidence has shown that a good school is the one run by a good leader. The principal is a critical position we cannot leave to chance”, Angie Motshekga said (Khumalo, 2011).

Minimum education qualifications for public office holders such as mayors and councilors should be reviewed to ensure capable and qualified people are in these positions. “Inevitably, such an approach may have implications for democratic participation as some people may be barred from contesting certain offices,” the report said. This is one of the recommendations made by the South African Human Rights Commission (SAHRC) in its report on improving local government. “However, the lack of minimum qualifications for public officials means critical officials in decision-making positions cannot meaningfully perform their duties. The introduction of minimum educational requirements would not be unique to South Africa as other jurisdictions have similar requirements for public officials.” The commission also advised government to foster community participation, use community media in the empowerment of communities and ensure national and provincial government plays its oversight and support role in local government. Other recommendations tabled by the commission include a review of the local government model to address service delivery and poor governance challenges (Luvhengo, 2023).

The researcher posits that this can only be a reality if the competent governors are elected to govern public institutions and the accounting officers make sure that the best candidates are hired in the institution to carry out the vision and mission of that institution effectively and efficiently to the satisfactory of all the interested and affected role players or stakeholders. The situations of our schools are not immune either or excepted from the challenges raised by SAHRC. Research by Clase, Kok & Van der Merwe (2007: 259 & 260) posits that the governing bodies after all are accountable to the parents of whom they are the chosen representatives. It would be important to ensure that all interest groups are represented as equal partners on such a forum.

Performance review and awards committee

Monitoring performance : The rationale behind career pathing for academics is to find out at what level junior and senior lecturers, associate professors and professors should perform at, as well as the areas they are expected to perform in (Govender, 2019:5). The governing bodies have a legal obligation to advise the principal of the principles that will be used to evaluate their results (Nash, 2015:79). The researcher posits that the Curriculum Committee, Performance Support & awards Committee together with quality learning & teaching Committee should work hand-in-hand in establishing the acceptable standard of performance which should be regarded as the quality learning and teaching so that once they have to evaluate the shortfalls which will need attention to be addressed so that they could be talking the same language about what to be adjusted to meet the expectations of the SGB, and eventual if the good performance is being achieved throughout the year the SGB could reward such outstanding performance from such learning areas delivered by the educators and the best performing learners throughout the year should be given some recognition in the form of scholarship, promotions or trophies along with a prize so that the spirit of commitment and dedication could be instilled across the grades of the school without focusing much on the senior or exit grades of the school.

In the past, most organizations assessed only how well employees performed the tasks listed on a job description, but today’s less hierarchical and more service-oriented organizations require more (Robbins & Judge, 2013:589). The role of the educator goes beyond only teaching in the class and in those extra-curricular activities the educator is expected to be effective and professional like in the classroom when engaging the learners, these combined could enable the evaluators assess the overall performance of the educator at a given period of such assessment. There are three types of behaviour that constitute work performance, which are now recognized by researchers are **task performance, citizenship and counter-productivity**, most managers believe good performance means doing well on the first two dimensions and avoiding the third (Robbins et al, 2013:589). According to Arale (2021:12), the nation can feel incredibly proud of what has been achieved. Covid-19 has taken its toll on our teachers, educationally, emotionally, mentally and physically. Many people who have undervalued educators in the past have realised that teachers are indeed a critical and fundamental part of a child’s life. The pandemic has illustrated so clearly the role educators play in our society. What has largely been overlooked is the robust performance of the teaching fraternity. The researcher is of the view that the

wellness of educators should be a prime in the undertaking of the department so that they could be able to be motivated to give it all under difficult situation like this one of Covid-19. Studies by Robbins & Judge (2013:589) argue that counter-productivity are those actions which damage the organization, these behaviours include stealing, damaging company property, behaving aggressively towards co-workers and taking avoidable absences. The educator is supposed to give it all in all aspects in order to realize the vision and mission of the school and the managers should also learn how to assess even the third dimension of performance at work rather than focusing only at the two which are task and citizenship. Studies conducted by Steyn & Mills (2007:150) cited Squelch & Lemmer, 1994:123) contend that the appraisal interview is conducted between the appraiser and the appraisee, the appraisal interview provides an opportunity for the appraiser and the teacher to have a face-to-face discussion on the teacher's performance and progress. It provides a valuable opportunity for the principal to keep in touch with what teachers are doing, to show personal interest and to be aware of their workload, achievements, needs and concerns. The researcher supports the sentiment of face-to-face discussion on the teacher's performance and progress as such can help the two detect other ways that could be used to sustain the results as well as to improve them if they are not on the required level. This will give the principal good opportunity when reporting to the performance committee for recognition purposes and remedial purposes.

Research done by Robbins & Judge (2013:593) contends that forced comparisons evaluate one individual's performance against the performance of others. It is a relative rather than an absolute measuring device. The two most popular comparisons are group order ranking and individual ranking, whereas group order ranking requires the evaluator to place employees into a classification, such as top one-fifth or second one-fifth and individual ranking approach rank-orders employees from best to worst. All these methods need collaboration of some sort from all the participants, either the appraisal or appraisee, to ensure that the intended objective is reached, which is to improve the ultimate outcome of the organization within the environment where it is located. The appraisal process should not only be fair, but should be seen especially by employees, to be fair. The employees should, therefore, be provided with a written copy of the assessment and should be free to exercise the right to comment and appeal (Ile, Eresia-Eke & Allen-Ile, 2012:58).

Collaboration involves an attempt to satisfy the concerns of both sides through honest discussion (Steyn & Mills, 2007:117 cited Vecchio 1991:422). Studies by Maurer (1991:27) cited by Steyn & Mills (2007:118) contend by giving the following example, with a principal addressing the staff on the need to improve pupil performance: As you can see from the handout I gave you, our test results show some good news and some bad news. We need to improve student writing abilities in this building. That is evident. I am open to any ideas that can lead to this result. In the next few weeks, I will be meeting with you in small groups to discuss your ideas. I am open to any idea, so please give it some thought. The researcher believes that with this approach the principal is appealing for a cooperation from the educators who are supposed to make things happen in the school so that the school could always have good news to tell in order to have its own share in the school community considering that the competition is rife for the same clients, so results are some of the determinants to the parents who have to decide as to where their children should study.

A review of the literature and several studies on performance appraisals demonstrates that many managers deliberately distort performance ratings in order to maintain a positive relationship with their subordinates or to achieve a positive image of themselves by showing that all their employees are performing well (Robbins & Judge, 2013:595). The researcher posits that the results of the individual subject will reveal true reflection at the end of the academic year despite the projection the principal may like to portray to the school community and other major stakeholders, therefore is very important to be true to the situation in order to provide the necessary support to those who find it challenging to meet their expectations. Study by Govender (2019:5) cites that academics who constantly underperformed at the University of the Free State, despite receiving the necessary support, face being dismissed, while those narrowly miss out on promotions could be in line for a merit award.

Appreciation and remedial action : Governing bodies assess the professional development needs and action needed to address them (Nash, 2015:80). The researcher posits that the Performance Support & Awards Committee should consider remedial strategies which will empower educators who are failing to meet the expected standards as expected by the governance of the school of which several strategies could be explored in assisting those who are under-performing in their respective learning areas. The support from the parent component is very crucial to the well-being of the educators facing such challenges of shortfalls than posing criticism on the part of the educator who is failing to meet the expected standard before even attempting to empower them on the challenge they are facing. According to Mahlangu (2020:4), board chairperson Bongumusa Makhathini and his deputy Mamodupi Mohlala contradicted each other on the mandate the board

gave SABC management about the retrenchments, which will see 400 employees losing their jobs. Makhathini said the board had last month “mandated” management to implement the current retrenchments to cut SABC’s salary bill, which was costing around R3bn annually, amounting to 43% of the total expenses. “From where we are, we don’t have any new resolutions. A resolution that was taken on the 30th of October to implement the retrenchment plan, is still in place,” Makhathini said. Mohlala disputed this saying; management had gone ahead with retrenchments without the board giving permission. “As far as I am concerned, I don’t think there was an approval for retrenchments that occurred in that meeting. There was a discussion of different options but there was no permission to proceed with the process and at that point, they executive were in the middle of the section 189 processes for which we had not given approval. The retrenchment process can be remedied. I think we have to stop the process and go back to consultations because these are people’s lives and livelihood. Why should we look at destroying people’s livelihood as a point of first resort? Mohlala charged.

The researcher posits that the scenario at SABC demonstrates that the remedial action in any institution is not as simple as it can be viewed when institutions have not yet been exposed to such situation. The board members, who are like governors, attending the same meeting but coming out with different versions, could infer that the board is not performing its constitutional obligations accordingly. After a heated contested discussion, there should be a resolution decided upon for implementation, if not, the members should have been given that latitude, to vote for or against, and from there it would be known what resolution was taken. Therefore, in the point of the researcher; he feels that an imposition of some sort, by the chairperson, might have put its ugly nose in the matter. According to Mahlangu (2020:4), communication minister Stella Ndabeni-Abrahams called an urgent meeting in which she asked the members to consider other alternatives instead of job cuts. Studies by Nash state that if things aren't going well, the local authority should step in early but argued that domestic authority has no statutory powers on intervention, the same applies with the communication minister in this case, but as the responsible local authority in charge of SABC, such intervention is inevitable in situations of this nature.

Study conducted by Robbins & Judge (2013:596) argues that few activities are more unpleasant for managers than providing performance feedback to employees. In fact, unless pressured by organizational policies and controls, managers are likely to ignore this responsibility. Feedback assists the institution and its staff to understand the state of affairs in terms of performance of which is very good for an individual employee and collective to have such information in order to improve if the state of performance is below the par in terms of the target expected by the governors and the principal of the institution. People are likely to overrate their own performance when asked about overall job performance, but they can be more objective when feedback is about a specific area (Robbins et al, 2013:596). An effective review-in which the employee perceives the appraisal as fair, the manager as sincere, and the climate as constructive, can leave the employee feeling upbeat, informed about areas needing improvement, and determined to correct them (Robbins & Judge, 2013:596). The researcher is of this notion that once this is done accordingly as stated by Robbins and Judge the appreciation and remedial actions are likely to be accepted by both parties as fair for the activity undertaken in a certain period dedicated for that aspect.

The philosophy of the King III report is based on leadership, sustainability and corporate citizenship, and the report relates to institutions, boards of directors and all those charged with the functional responsibility of governance (Grove, 2009:20 cited by Bushney, Grundling, Naves, Nel & Vorwerk, 2012:13). In addition, emphasis was placed on the requirement to report on how the institution intends to enhance those positive aspects and eradicate any possible negative impacts on economic life of the community in which it will operate in the year ahead (PricewaterhouseCoopers 2009:2 cited by Bushney et al, 2012:13). The researcher believes that this is the concrete way to give a progress report made in the institution in order to assess if the expectations by the major stakeholders are being achieved and if not being achieved what could be done to realize them in the next academic year.

Recognition and incentives : Teachers should be trained to be up to date with the development taking place in their profession, in-service-continuous development so that they may able to deliver the curriculum as best as they can with the latest information needed out of them to execute their obligations in order to satisfy the demands of their learning environments and the issue of ample remuneration and incentives could be regarded and considered as another strong motivators which will enable the educators to be committed to their call of duty than thinking about the micro-lenders they are owing and conniving with SGB members in defrauding the learners` funds for their own benefit once they get an opportunity to be in the SGB structure. Financial incentives may have a positive impact on motivating teachers to increase their efforts if they lack motivation or

incentive to put effort into lesson planning, parental engagement, and so on (Fryer, 2011:03).

An organization's current customs, traditions, and general way of doing things are largely due to what it has done before and how successful it was in doing it. This leads us to the ultimate source of an organization's culture: its founders (Robbins & Judge, 2013:553). The researcher is of the view that it is of paramount importance to all schools to adopt the culture of recognizing and incentivizing its staff in order to retain and attract the best teachers in labour market so that the quality of education in that particular school could be sustained in achieving its vision and mission as outlined in the founding statement of such school as it differentiates itself from the rest. Study by Robbins & Judge (2013:546) refers to an organizational culture as a system of shared meaning held by members that distinguishes the organization from other organizations.

Every part of an organization, each activity, each department, and each level and each person, should work together appropriately for an organization to be truly effective, because everyone and everything affects and is affected by others (Slack et al, 2010:508). A good school level leader appreciates and acknowledges the power of teaching and learning from other members of the community (Worku, 2019:8). The researcher believes that the performance of the school is also shared by all the members of such school from a general worker to a professional staff and therefore is very important to be inclusive in conducting the due process to recognise its members irrespective of their status in the institution as a means of synergy because all of them do play a role in achieving the intended results envisaged by the governors and management as well as school community, so recognition, appreciation and incentives should also be dedicated to all who contributed to such outcome in the institution. Different categories should be developed and designed to cater for all who do their best each day in four terms of the academic year in order to see the school realise their intended aims set at the beginning of the year with all role players.

Safety and disciplinary committee : The domestic authority should get involved at an early stage in their local school affairs if things do not go well as expected by the department of education in terms of the agreed expectations amongst all major stakeholders, but regulation also states it perfect that local power does not have any statutory powers to intervene with professional matters (Nash, 2015:15). Study by Yika (2019:4) cites that the tutoring and mentoring initiatives is for life channelling and to assist young people to refrain from ill-mannered behaviour and social ills surrounding them. A study by Du Preez & Roux (2010:14) cited Vally (2005:4) asserts that the emphasis of discipline has shifted from what children should not do and what children should do and the use of corporal punishment to correct unwanted behaviour to what children should do and the encouragement of self-disciplined behaviour among children. Study by Naidu et al. (2008:155) cites that the governing body of a school can and should play an important role in the establishment and maintenance of sound discipline. A code of conduct for learners is a form of subordinate legislation and should reflect the democratic principles of the Constitution by supporting the values of human dignity, equality and freedom. For the promotion of human rights values that are firmly embedded in the ideals enshrined in our constitution as the foundation for discipline in democratic, public schools (Du Preez & Roux, 2010:15).The researcher posits that disciplinary committee should be democratic in nature.

The researcher's deduction from the position of the department of education is that most of the cases upon teachers that are being reported to them are not being attended to immediately but only act when parents or SGB members start protesting or approaching law enforcement agencies, this attitudes by the department is not hands-on when it comes to rooting out unwanted conduct from the education system in order to achieve quality education in all our schools. As long as the department could be able to take necessary measures to learners who misbehave at schools the same principle should be applied to the teachers who behave unprofessional so as they bring the profession into disrepute.

III. RESEARCH METHODOLOGY

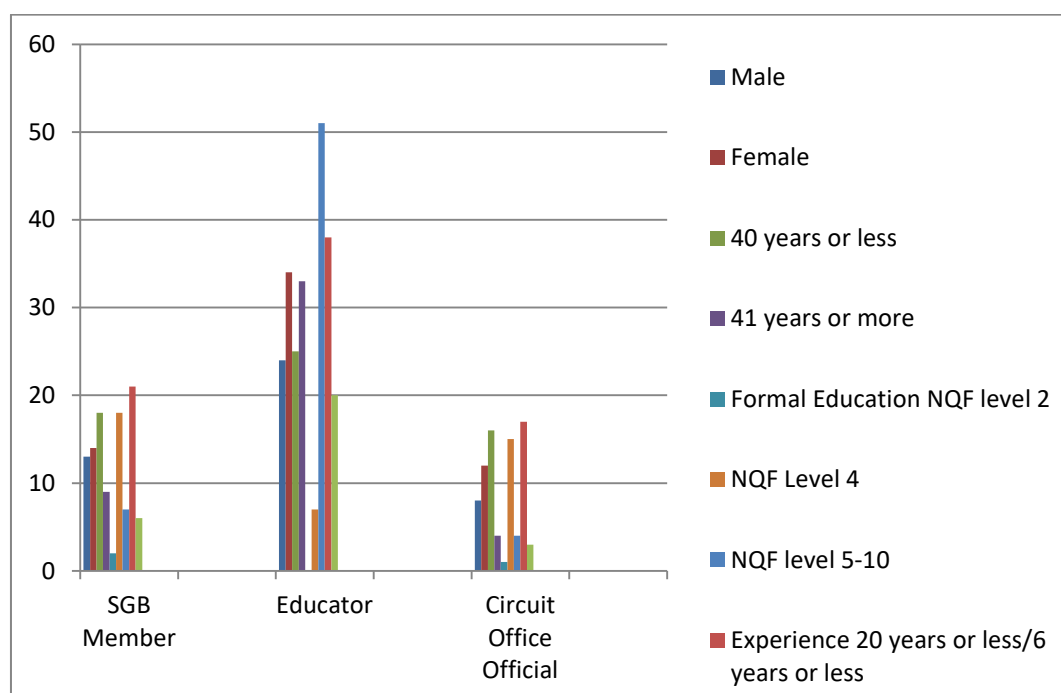
A qualitative research method and a quantitative methods would prevail in this study though quantitative would be applied mainly in the study than qualitative method, people like School Governing Body members, school clerks, educators, principals, circuit officials and circuit managers, could be used to give information through tested means like interviews and Delphi technique method in a form of questionnaires as these people mentioned above have got good accounts for incidents which take place in their operation of control and all the above schools to be used do have different scenarios in terms of how the SGB has played their roles in improving the performance of their respective schools. Quantitative research methodology being regarded as realism or positivism in uncovering the existing truth in explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics (Aliaga & Gunderson:2000). The results produced by different schools to be used in gathering data will explore this method in comparing the

performance of those four schools in similar period since 2014 up to now in studying and analysing the pattern of how they performed in a decade. Data was then captured in Statistical Package for the Social Sciences (SPSS) then data analysis commenced (Bayat, Louw & Rena,2014:186).Qualitative research design that is exploratory, descriptive and contextual would take place in this research project. Qualitative research was primary concerned with the view that individuals interacting with the social world construct reality. Quality researchers are interested in understanding the meaning people have constructed in making sense of the world and the experiences they have in it (Merriam, 1998:6). This method is regarded as subjectivism as its beliefs that there is no definite truth in pragmatic philosophy , truth is constantly changing and being updated through the process of human problem solving by applying open-ended questionnaires, interviews and discourse analysis.

IV. RESULTS OF THE STUDY

The following graph will show how the participants look like in terms of general information in this study:

Figure 5.1: Combined general information of the respondents:



96% SGB members participated in this study whereby 48% male participated, and 52% female participated in this study from the parent-wing and 38 % governors from teacher-wing participated in this study on the part of governance. In terms of qualification wise almost 64% of SGB members from parent-wing have got NQF level 4 which is equivalent to matric and 25% of them have got post-matric qualifications whereby only 7% of them have got NQF level 2 which is equivalent to grade 9 or standard 7. In terms of experience accumulated by SGB members both from parent-wing and teacher-wing is 46% with 6 years or less and only 6% of them with 10 years or more of experience on governance issues. 89% educators participated in this study whereby 41% male participated and 59% of female participated in this study from school-based aspect. Only 12% of them do possess NQF level 4 and 88% do have post-matric qualifications from NQF level 5 to NQF level 10. In terms of experience in the classroom 66% of them have got 20 years or less of it being teachers and 34% of them have got 21 years or more of teaching experience.

Circuit office official who participated in this study in total make 67% of which 40% is male and 60% is female. In terms of qualification wise 75% of them have got NQF level 4 and 20% do possess post-matric qualifications of which only 5% of them do possess NQF level 2. The circuit office official enjoy high percentage in terms of experience in their field of operation as majority of them are at 85% with 21 years or more being in the service and just 15% with 20 years or less in the service. There is due respect for accountability, transparency, rules and regulations in all decisions taken in public schools and independent schools:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
0	2	4	13	8	1	6	10	28	13	2	0	8	8	2
0	7%	15%	48%	30%	2%	11%	17%	48%	22%	10	0	40%	40%	10%
100%					100%					100%				

The school governing bodies do agree and strongly agree in large numbers that there is accountability, transparency in this partnership between governors and the educators as all of them perform their constitutional obligations under this environment wherein they have to follow rules and regulations in whatever decision taken in public and independent schools so that when they give report to other stakeholders they take responsibility and accountability in order to respond to whatever could be asked in the school.

Members of School Governing Bodies should be assessed for professional integrity:

Educator		School Governing Bodies		Circuit Office Official	
Yes	No	Yes	No	Yes	No
84%	16%	85%	15%	80%	20%

Educator A1; *“Yes, for effective running of the school, the school needs all assigned individuals to be professional at all times.”*

Educator A2; *“Yes, it minimizes unnecessary problems at school; unscrupulous members take bribes and use funds allocated to schools for their personal gains. Corrupt SGBs may recommend wrong candidates for employment at school.”*

Governor B2; *“Yes, it is important for member to be assessed in order to get quality and professionalism.”*

The board should be independent of management and there should be adequate systems of internal controls in place, good IT governance and good risk management policies in place (Correia, Flynn, Uliana, Wormald & Dillon, 2015:1-27). Management should ensure that the company adheres to high ethical standards, act within the law and complies with all applicable regulations (Correia, Flynn, Uliana, Wormald & Dillon, 2015:1-28). School Governing Bodies (SGBs) members must be trained on the basic principles of good governance on a regular basis:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	1	5	12	7	0	2	1	38	17	3	1	6	9	1
4%	4%	19%	44%	26%	0%	3%	2%	66%	29%	15%	5%	30%	45%	5%
100%					100%					100%				

70% of governors believe that they should be trained on the basic principles of god governance on a regular basis.

95% of educators believe that this aspect of training SGB members is very important to the survival of the school as well on how professional the school could be run. Once SGB members are well informed about what is expected of them such space should be afforded to them in terms of SASA 84 of 1996, S19(1 & 2).

V. RECOMMENDATIONS:

- The department should make it a policy to campaign at parents’ meetings and community gatherings by parents’ community who intend to stand for elections in their schools so that those who are to elect them understand what they stand for in the education of the society and their children, by so doing their profiles will be assessed by all parents who will vote them into governance of their schools. It is always encouraged that members who are available for nominations are better equipped to handle finances and develop policies of the school and as such have some level of rudimentary education to understand the concepts which they will be exposed to for the period of three years. There are three seats of bureau holders, they are considered as central points in the functioning of the school governing bodies and should be occupied by the parents with academic education above grade 12 and this could be realised if the open campaign and lobbying are

made the policy or additional requirements are made on the three positions to confirm that the school is governed professional to the right direction by governors who are competent enough to make well informed decisions on educational matters for the benefit of the learners.

- The department of education and governing bodies associations should make sure that the level of training to the governors in public schools and independent schools is improved by ensuring that effective training is continuous as stipulated in SASA 84 of 1996, Section 19 (1)(a & b) in order to capacitate them in executing their roles so that they could able to perform their functions effectively and consider issuing them with certificate of competency after completing the program of training designed in that particular period by which in principle will be to professionalize the structure. The department of education and governing bodies associations should consider writing all the training materials in all official languages of the country for easy usage by those who are less educated. The training of governors should be the norm in all public institutions if the State is to get the value for money which will improve service delivery in South Africa in order to reduce service delivery protests throughout the country.
- The SGBs should professionalise its structure in order to rope the best governors from society and the country as a whole to oversee schools for the significance of the children, so this needs some fund-raising from the parents' community in order to finance this aspect so that they may hold them accountable and liable with their decisions that they have taken in the school as their employers. The contributions made by the parents and other stakeholders for the good cause will make them recognizable shareholders in the performance of the school and therefore entitled to the quarterly report to assess if the school is on the right track to achieve the set goals.

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