

## Extra Lessons Good and Have Potential for Turning the Situation around But Needs All Role Players to Be On Board

Mkateko Raymond Maluleke

*Gauteng Department of Education-Thomas Mofolo High School*

---

**ABSTRACT :** 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). The parents as primary educators play a huge role in the teaching and shaping the morals and attitudes of the pupils at home whereby the teachers fulfill the secondary role as professional educators at school. This clearly depicts that success of implementation of strategies to improve results by public schools lies in the hands of parents and local communities where the school is located as support base of this initiative should be drawn from in order to get the intended results for the benefit of parties, the department and the school community. The study exposed how extra best the extra lessons could be used for the benefit of the school and community at large; Jim Yingwane High School and EPP Mhinga High School both from Vhembe District had some hiccups in terms of the comparison drawn in the study but through the firm implementation of extra lessons managed to turn things around whereby the two schools became the best in some areas within the district and the province of Limpopo as a whole through this undertaking and counted amongst the best performing and improved schools in the country through the concerted efforts put together by all role players led by the principals and SGB chairpersons of which the benefits were shared by all parties who participated in the process of turning things around from the above mentioned schools found in Malamulele area. Monitoring and support provided by the department officials and the SGB members composed by parents, teachers and learners as well as interested parties from the school community helped immensely to get things right from these two schools considering the fact that education is a societal matter, no one should be left behind.

Thomas Mofolo High school is one of the best performing schools in Johannesburg Central whereby is always at 80% and above but this time around it found itself at 75% which is regarded as poor showing in Gauteng province and therefore has to turn things around to return to its usual position of number one in the circuit; morning lessons and afternoon lessons as well as Saturday classes have already underway whereby the Science and Maths subjects are given more time compared to these other subjects to ensure that the results of 2024 are not the same with the results of 2023. The study has shown that if all role players work together to achieve the intended goal nothing could hinder such undertaking hence it is very important for the principals and the SGBs to be transparent, accountable and responsible by reporting to the relevant stakeholders in order to buy and win their support for the success of the good initiative in place to improve the results of the school which forms part of King Code principles on good governance.

**KEY WORDS:** ATP; LTSM; QLTC; CC; finance committee; fund-raising committee; recruitment committee; discipline committee; teachers; governors; parents; learners; local community

---

### I. INTRODUCTION

The value of education should be good enough in order for learners to acquire valuable skill and knowledge in the international economy. The norm of education is the corner stone of economic development and transformation (Bayat, Louw & Rena, 2014: 53). In South Africa, there is legislation that allows parents and communities to work with the South African Department of Basic Education (SADBE, 2020: 1-16). Ensuring the quality of education is a key mandate of the SADBE and provincial offices of the SADBE. Enabling pupils in primary schools to master basic numeracy, reading and writing skills is essential for laying the foundation for a successful teaching and learning system at the secondary school level. In recent years, the Limpopo 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, Headmasters and inspectors. This process has its own challenges as some principals do not enjoy working with broader stakeholders other than the parents or guardians of the learners particularly local communities. 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, professionalism, accountability 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. According to the author, two key obstacles to academic quality are failure to allow members of local communities, including parents and legal guardians of pupils, to take part in SGBs and cumbersome bureaucracy in Education Departments. Ensuring the quality of education in poorly resourced public schools is a key priority of the Limpopo Provincial Department of Basic Education. One of the key strategies followed by the Limpopo Provincial Department of Basic Education is promoting the involvement of local communities in the operation and management of public schools (Adukaite, Van Zyl, Er & Cantoni, 2017: 172-190). Adequate participation of local communities in the affairs of public schools is vital for alleviating obstacles to effective teaching and learning.

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). Ensuring the value of learning and teaching in public schools requires compliance with good governance principles that are adopted in South Africa and elsewhere (McCube & Mafora, 2013: 14-19). Studies by Mestry and Ndhlovu (2014: 4-6) have pointed out that SGBs must be held accountable to pupils and their parents. According to the authors, there is a need to critically monitor and evaluate the overall quality of education in all South African public schools in order to help pupils' master key disciplines such as mathematics and science.

The researcher believes that learners need to acquire skills to peruse and write perfectly so that they can learn different concepts adequately and with ease. This task can only be ensured if SGBs are held accountable to all relevant stakeholders. If this can be done the results could improve immensely in our schools because all the stakeholders will be competent in carrying out their duties without expecting the principal to lead in monitoring them about what to do as mandated by the South African Constitution. The observation by the researcher is that in most schools in Soweto particularly in the morning, parents and SGB members do assist teachers to control early arrival by learners at grade 12 so that they could be taught in the morning prior to commencement of official time table which is used by all the grades. Gauteng wardens known as "Amapanyanyanya" assist with searching at the gates and inside classes to root out illegal and dangerous weapons in public schools to ensure that learning and teaching do happen in an environment that is conducive.

### **Objectives of the study**

- To assess and evaluate the quality of partnership among all affected parties, including parents, government, and schools, to ensure effective teaching, learning, and extramural activities. The focus is on fostering collaboration and cooperation between these stakeholders to benefit all parties involved.
- To implement improvement strategies that is aimed in getting the better results through the implementation of extra classes during Saturdays as well as morning and afternoon lessons.
- To assess and evaluate the performance of learners and teachers throughout the academic year within the existing education system. The study aims to determine whether the intended results are achieved and

whether they meet the satisfaction of the school community as a whole. This evaluation seeks to identify areas of improvement and potential strategies to enhance overall performance.

## **II. LITERATURE REVIEW**

**Quality learning & teaching committee:** 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 out 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.

The author is of the view that committees which are of paramount importance to the smooth running of each school could be finance committee, fund raising committee, curriculum committee, discipline committee and recruitment committee; if things are done properly by our public schools these five committees should be in place to ensure that effective teaching and learning do happen in order to achieve the intended goals set by the SGB and the Department of Education in that particular province. The SGBs have got such right to adopt experts from the local communities to form part of these committees. 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 (CC) 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. According to Ramothwala (2020:5), a grade 12 pupil who was allegedly denied access to an exam room because he had missed extra classes has approached the Constitutional Court on an urgent basis. This, after the case was removed from the roll in the Limpopo High Court, due to a lack of urgency on December 3. Johannes Moko, 23, a pupil at Malusi Secondary School at Marobjane village near Senwabarwana was supposed to write business studies 2 on November 25<sup>th</sup>, but the school principal allegedly sent him home to fetch his parent or guardian after he'd missed extra lessons. Moko said he and two other grade 12 pupils were stopped from entering the school on the basis that they failed to attend extra lessons and were told to go home and fetch their parents to discuss the matter. He further said one pupil spoke privately with the principal and was later allowed to write and the other brought a parent. The researcher also hails the position taken by the learner to approach the courts to ensure that his rights to education are not compromised as protected in the constitution for narrow personal interests imposed by the principal at their expense of which the high court dismissed the urgency but constitutional court intertwined the matter and ruled in favour of the learner.

According to Sobuwa (2020:6), Motshekga said as part of the three-year curriculum recovery plan, the department will implement the recovery annual teaching plan (ATP) in all grades from next year. "The department has been monitoring the state of provinces on a weekly basis to ensure that they have systems in place to cope under the pandemic and to provide support where it is needed. This is done so as to ensure the smooth re-opening and running of schools." Motshekga further stated that she hoped that all pupils in and up to grade 11 had received their reports and that the results are a representation of their hard work and effort. "I wish to stress that schools are not allowed by law to withhold reports for whatever reason. We continue to receive complaints from parents whose children have not been given reports." 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. According to Sifile (2021:6), the department of education has drawn up extensive Covid-19-related protocols for markers and their managers to follow prior to and during the marking process. The document titled, *Protocols for the Marking of the 2020 Combined National Senior Certificate Examinations In Compliance With the Covid-19 Requirements*, cautions infected markers from hiding their Covid-19 statuses. "We do not expect markers to disobey protocols. Reserve markers are on standby to continue with the work should any kind of incident occur. All other unexpected transgressions will be dealt with in terms of the regulations issued by

The department of health or cooperative governance, or other department involved in the management of Covid-19 cases,” said department spokesperson Elijah Mhlanga. The researcher is of the view that during marking period the department is always ready to deal with any incident that may occur unexpected which is a positive sign of contingency plan. According to (Mabena, 2021:2), the Covid-19 virus has stalked NSC marking centres, with 238 markers contracting the virus across the country and 2703 withdrawing their services due to ill-health or fear of contracting the virus. Unions have queried the safety of their members at marking centres with the Educators Union of South Africa’s general secretary. Sipiwe Mpungose, saying the safety of markers could not be compromised. The department’s director-general Mathanzima Mveli said there was no crisis in getting the markers replaced as they had anticipated since March last year that Covid-19 would negatively impact on the marking of matric scripts (Mahlangu, 2021:3). The researcher posits that the sentiments shared by teacher union contradict the sentiments shared by the department, the other one being concerned about the safety of the members and the department being concerned about the marking of scripts.

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.

### **III. RESEARCH METHODOLOGY**

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 2015 up to 2020 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).

### **IV. FINDINGS OF THE STUDY**

**Assessment of performance :** The performance of individual in any organization needs to be continuously monitored and evaluation in order to ensure that the organization is meeting its goals. It is important for principals to ensure that appraisal is conducted as part of managing individual and school performance and improvement (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008:105). Furthermore, Naidu et al (2008:105) explain the mechanism to be used in handling appraisal known as the development of Integrated Quality Management System (IQMS) that has attempted to alleviate some of this negativity through a process that combines self-appraisal, negotiation, the involvement of peers, openness and transparency. While the principal and governing body are responsible for the overall improvement of the school, the middle managers are responsible for subjects’ delivery, the quality of teaching and learning, and setting targets for learner achievement (Naidu et al, 2008:104).

Summative evaluation is geared towards career decisions. Education administrators conduct such evaluation in order to reward “superior” performance, to decide on confirming appointments of teachers on probation, to recommend dismissal of unsatisfactory teachers, or to recommend promotion and pay increases (Bradley, 1991; Stake, 1989; Turner & Clift, 1988) cited by Lyceum College (2016:95) when comparing how summative evaluation is done in the USA, UK and RSA. In the UK and RSA, Pillay (1991:88) & Turner and Clift (1998:168) posit that teachers and principals do not have necessary skills to do summative evaluation upon their colleagues. Study by Turner & Clift (1998:168) argues that in UK they noted further that in some of the schools, teachers other than head teachers were delegated to appraise their colleagues. These teachers, however, felt that they did not have appraisal skills and sufficient knowledge of teachers’ performance to be able to do this task well. Study by Pillay (1991:88) contends that in

RSA views expressed by teachers in the HOD were also supported by the principals who felt that their training did not provide them with adequate skills to effectively evaluate teachers and provide necessary support. Study by Van der Westhuizen (2015:255) argues that the primary aims of personnel evaluation is the improvement of staff work achievements. Evaluation also seeks to recognize demonstrated accomplishment, identify potential educational leaders, assess job attitudes, and determine if an individual is ready for promotion as a secondary objective. From point of view of management, evaluation is an unavoidable process, not only based on the above-mentioned aims but also because tasks must be delegated and accountability for completing tasks and achieving goals is an essential component of any organization. It is reasonable to assume that accountability is the inverse of delegation. When a person is held accountable for fulfilling prescribed tasks the “accountability” is in its evaluation (Van der Westhuizen, 2015:256).

The local authority does not have statutory duty but the SGBs have such statutory role to set the standard against which the performance of the school will be assessed as well as to inform the principal about such undertaking (Nash, 2015:79). A study by Chernow & Chernow (1992:240) cited by Steyn & Mills (2008:61) agrees that evaluating teachers is a stressful activity for both the principal and the teacher. It is worth setting aside a specific time period at the beginning with the aim of ensuring that everyone agrees and has expressed commitment to the objectives (Cameron, 2011:233). Because appraisal is so closely concerned with a teacher’s performance, personal qualities and beliefs, it is viewed as a very delicate issue (Jones, 1993:22) cited by Steyn & Mills (2008:86). A favourable climate is likely to be one in which there is trust and openness between those involved (Steyn & Mills, 2008:86).

How do/did you measure the performance of the school throughout the year and what strategies do/did you put in place to get quality results particularly in Mathematics and Science Education or just to improve the results if they are/were not satisfied to your target as the administrator working together with governors or vice versa?

The quality of teaching mathematics subjects and science subjects to pupils in public schools is good enough compared to independent schools:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2	1	4	12	8	6	11	21	12	8	3	0	7	8	2
7%	4%	15%	44%	30%	10%	19%	36%	21%	14%	15%	0%	35%	40%	10%
100%					100%					100%				

Governors who agree make 44%, educators who agree make only 21% and circuit officials who agree make 40% and in total 35 % which is not good enough to believe that the standard is comparable however the subject analysis do not show any difference between school A and school B in terms of performance on grade 3 to grade 7 from 2015 to 2020, whereas 29% participants are not sure if the standard in public schools is good enough compared to independent schools. Safety should be stressed when learners are learning in our public schools so that they could focus on their daily business in order to bring that impression amongst major stakeholders that the standard is not far from the one from independent schools as the results from school A and school B proved in this study.

Education MEC Panyaza Lesufi said: “We welcome the arrest of implicated learners...this is a sign of co-operation agreement with the police to attend to these kinds of acts occurring closer to our schools.” (Makhetha, 2019:2). “Safety is a main priority in our schools and for us to achieve better results we need to be safe at our schools,” Magafane said (Sobuwa, 2019:7).

Homework, assignments and tests are marked regularly in Vhembe District public schools:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
0	1	4	16	6	0	2	9	32	15	0	1	10	4	5
0%	4%	15%	59%	22%	0%	3%	16%	55%	26%	0%	5%	50%	20%	25%
100%					100%					100%				

Monitoring and assessment systems, for example, are designed primarily to track performance and should be able to show mediocre, acceptable, and excellent performance. The machine should not be viewed as a witch-

hunting tool; rather, it should be placed in such a way that it serves as a catalyst for better results (Ile, Eresia-Eke & Allen-Ile, 2012:92). For example, in common with many colleagues, teachers in the school were of the opinion that development planning, target-setting, and the measurement of performance belonged in the world of business and had little relevance for education. The management team made clear that if the school were to improve, then ways to measure progress had to be found (Wolfendale & Bastianti, 2000:103). The researcher is of the view that there is no any school that could excel in its practices without setting targets to achieve as an individual school and resources should be channelled where there is undertaking, therefore all employees of the school should be subjected into individual target aligned with the whole target of the individual school to ensure that everyone has got something to work towards at the end of the term and ultimately the year and as such the employer should able to hold them accountable if they fail to meet the set agreed target in the institution to ensure working towards improvement of their performances.

57% of governors and educators agree that homework, assignments and tests are marked regularly in Vhembe District but few percent from circuit officials do support this notion of which that could bring us to the idea of proximity to the learners amongst these three participants ranging from governors, educators and circuit officials. Governors and educators are in agreement that marking homework, assignments and tests regularly could ensure that the set targets are realised in our schools, they believe that all grades should have targets to be realised whereby the results should be placed on notice boards for every stakeholder to see how the learners are performing per subject. The researcher believes that setting targets and analysing the results should start in the class amongst the teachers and the learners themselves as well as the strategies to be used to improve these results should come from them before they are taken to the SMT and governance for further consideration and approval. With this concept in place, the researcher believes that the learners will be the guardians of their own education and is strongly concerned about the focus which is given to only matric at the detrimental of these other lower standards.

There are enough textbooks for all pupils in Vhembe District 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
3	11	3	7	3	11	16	13	13	5	2	2	7	8	1
11%	41%	11%	26%	11%	19%	28%	22%	22%	9%	10%	10%	35%	40%	5%
100%					100%					100%				

26% of governors agree and 11% strongly agree in total 37%, whereas almost 52% disagree in total on availability of textbooks in Vhembe District of Limpopo Province. 31% of educators support the idea of having enough textbooks but those who differ with this view make 47%. The highest percentage comes from circuit officials with 40% supporting the sentiment that enough textbooks are available in our schools, but the numbers from schools where the actual work is supposed to happen differ with the conception. So, the numbers from the governors and educators in total who support this position of enough textbooks make 34% whereas those who have different views make 50%.

Feedback is provided to home works assignments and tests promptly:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
0	1	2	18	6	1	1	8	35	13	1	0	9	7	3
0%	4%	7%	67%	22%	2%	2%	14%	60%	22%	5%	0%	45%	35%	15%
100%					100%					100%				

89% of governors believe that is provided to the learners promptly and educators who engage directly with learners support this idea with 82% which could make us believe that indeed feedback is provided on the work done at the school by teachers and learners. The administrators also support this idea with 50% that feedback is provided promptly in Vhembe District. The views expressed by the governors, administrators and professionals above clearly show that targets and previous results determine the destination of the school in order to improve and sustain the performance achieved thus far by the schools. The researcher is of the view that targets should be set based on the previous performance and current situation in order to improve or sustain the results by which in principle this could only be meaningful if the school has got target to achieve at the end of the year that will be realised only if throughout the year there are some measures in place to monitor and measure the set

targets of the school so that adjustment should be effected through necessary support after feedback is provided; though some believe that the mirror of the achievements on schools are measured only by Grade 12 which is given a lot of attention as seen last year even this year in different schools which applied a rotation principle amongst grades whereby grade 12 primarily attend from Monday to Friday whereas these other grades might go once in a week whereby these other grades seem not to be given much attention by the governors and department as exposed due to this pandemic of Covid-19.

Lesson plans used by educators are checked regularly on a weekly basis in Vhembe District public schools:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	1	11	11	3	1	10	13	27	7	1	0	10	8	1
4%	3%	41%	41%	11%	2%	17%	22%	47%	12%	5	0	50%	40%	5%
100%					100%					100%				

38% of all participants starting from school governing bodies, educators and administrators are high who are not sure if lesson plans used by educators are checked regularly on a weekly basis in Vhembe District public schools. 52% of all participants agree that lesson plans are checked regularly whereas only 10% do not agree at all that lessons are checked regularly on a weekly basis in Vhembe District public schools, still high percentage of not sure comes from administrators with 50%.

Educators use up-to-date lesson plans for teaching in Vhembe District and lesson plans used by educators are checked regularly on a weekly basis in Vhembe District:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	2	4	16	4	1	9	10	28	10	2	0	11	5	2
4%	7%	15%	59%	15%	2%	16%	17%	48%	17%	10%	0%	55%	25%	10%
100%					100%					100%				

74% of governors and 65% of professionals believe that educators use up-to-date lessons plans for teaching in Vhembe District but almost 55% of the administrators from circuit office are not sure if the lesson plans used are up to date. The researcher echoes some views raised by the participants in this study in relation to assessing professional integrity of SGB members when electing governors in order to eliminate unscrupulous members because SGB is supposed to be overseeing the process of hiring and appoint at the school level to ensure that quality teachers for Mathematics and Physical Science subjects are hired perform their duties to the expectations than what seems to be the case at the moment as they only recommend but the department of education does the hiring or appointing role. This function should be engrossed to the governance as its main primary functions in terms of SASA 84 of 1996, section 20(4 &5) which allow the SGB on top of the educators and support staff employed by the department of education to employ its SGB educators and supporting staff to supplement those ones hired by the department. The issue of recommendations of who should be employed at the school and the employment of every employee at the school is the primary assignment of the governance in terms of SASA 84 of 1996, S20(1) (i & j) and S20(4 & 5). By virtue of this authority to recommend and employ employees at the school that gives the SGB powers to hold any employee accountable with his/her performance in school as per agreed performance agreement.

There is enough number of suitably qualified educators working in Vhembe District public 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
2	6	8	7	4	9	8	17	19	5	3	1	8	5	3
7%	22%	30%	26%	15%	15%	14%	29%	33%	9%	15%	5%	40%	25%	15%
100%					100%					100%				

The governors who believe that Vhembe District has got enough qualified educators working to teach their children make 41%, whereas professionals who believe that enough qualified educators are found in Vhembe District make 42% and 40% of administrators believe that Vhembe District has got enough qualified educators



which is very similar with the views provided by the governors and educators.

The number of educators working in Vhembe District public schools and independent schools is enough:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3	2	13	5	4	9	7	10	16	16	2	1	9	5	3
11%	7%	48%	19%	15%	15%	12%	17%	28%	28%	10%	5%	45%	25%	15%
100%					100%					100%				

67% of governors believe that we have got many of them but not enough qualified to be teaching their children. 52% of professionals also believe that the number of educators working in Vhembe District is enough but only 40% of administrators from circuit office believe that enough number of educators is found in Vhembe District whereas big number goes to not sure scale of circuit officials with 45%.

Educators are punctual at the workplace in Vhembe District 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
1	3	6	12	5	1	5	16	24	12	1	1	11	5	2
4%	11%	22%	44%	19%	2%	9%	28%	41%	21%	5%	5%	55%	25%	10%
100%					100%					100%				

Classes begin punctual in Vhembe District 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
1	0	4	15	7	0	6	11	28	13	0	0	9	8	3
4%	0%	15%	55%	26%	0%	10%	19%	48%	23%	0%	0%	45%	40%	15%
100%					100%					100%				

Classes end punctually in Vhembe District 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	1	4	16	6	1	5	9	28	15	0	1	10	7	2
0%	4%	15%	59%	22%	2%	9%	15%	48%	26%	0%	5%	50%	35%	10%
100%					100%					100%				

75% of governors believe that educators are punctual, and they start their lessons punctual which end punctual. This was rebounded by 69% of professionals who participated in this study, whereas 50% of administrators are not sure if the educators are punctual and start their lessons punctual as well as ending them. There is no gainsaying the fact that the exact structure of a monitoring and evaluation report might differ from organization to organization (Ile, Eresia-Eke & Allen-Ile, 2012:148). The performance of individuals in any organization needs to be continuously monitored and evaluated in order to ensure that the organization is meeting its goals (Naidu et al, 2008:105). Herein below are the watching outfits used to evaluate the performance of the four sampled schools from 2015 to 2019 in order to correlate the quality of the questionnaires provided by the participants in line with the performance of per school results preferably in June and December of academic year particularly Mathematics and Science Education. Herewith below shown are the graphs for the two primary schools` results from 2015 to 2020 for Grade 3-7:

The two primary schools will be analysed pound to pound in order to detect the similarities and differences as they are from same district but from different category in the department of education, one being an independent school and the other being a public school.

Figure 5.2 School Analysis in November/December 2015 for School A & B

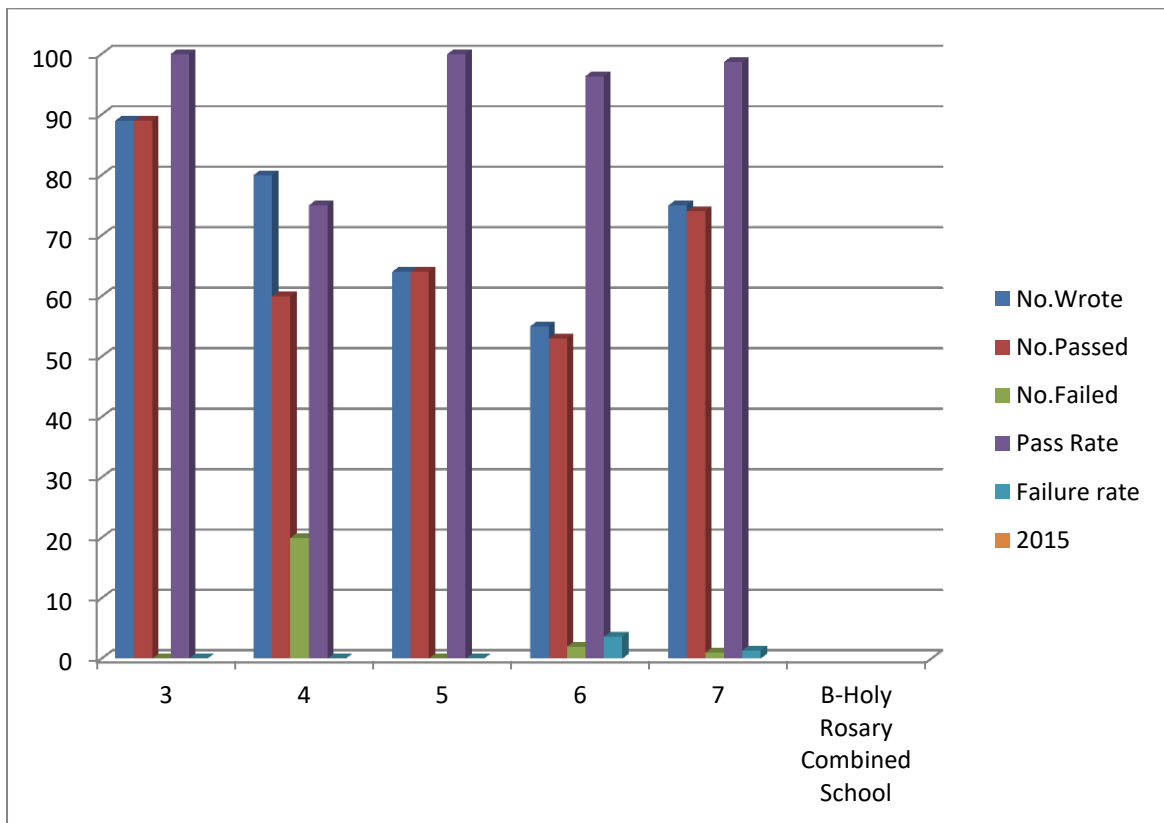
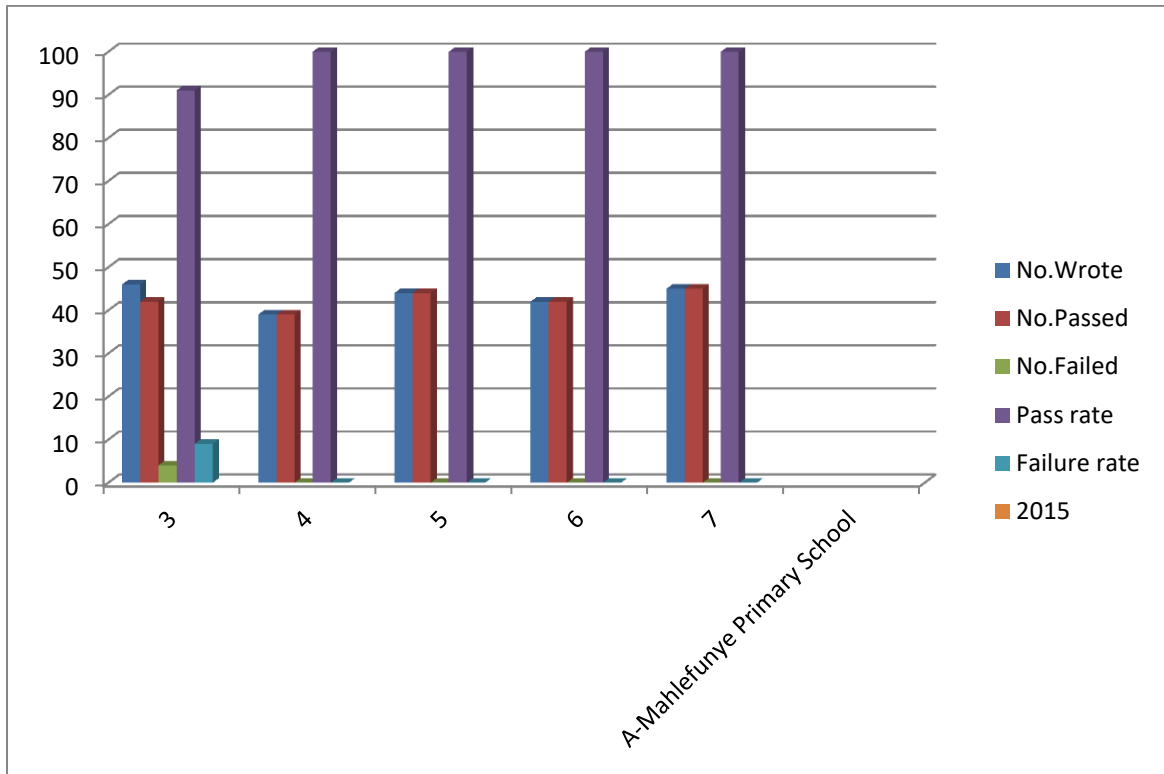


Figure 5.3 Subject Analysis for Grade 7 in November/December 2015 for School A & B

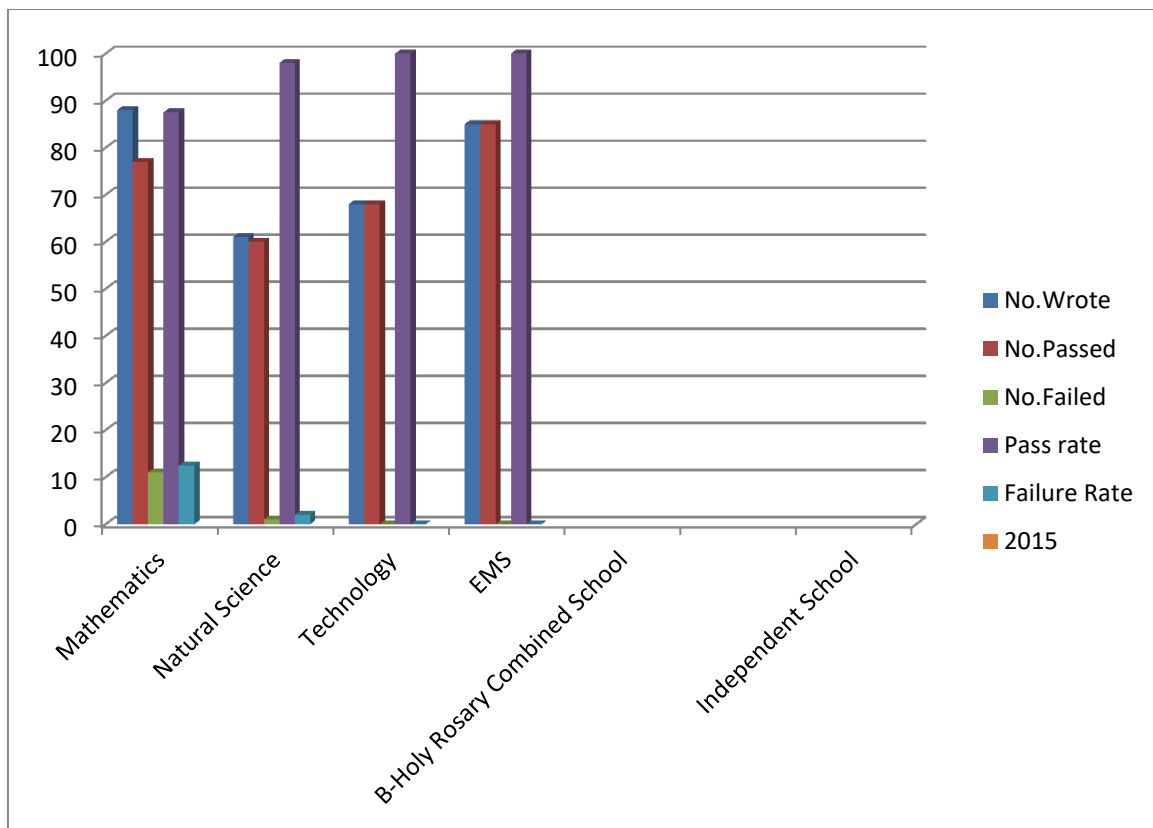
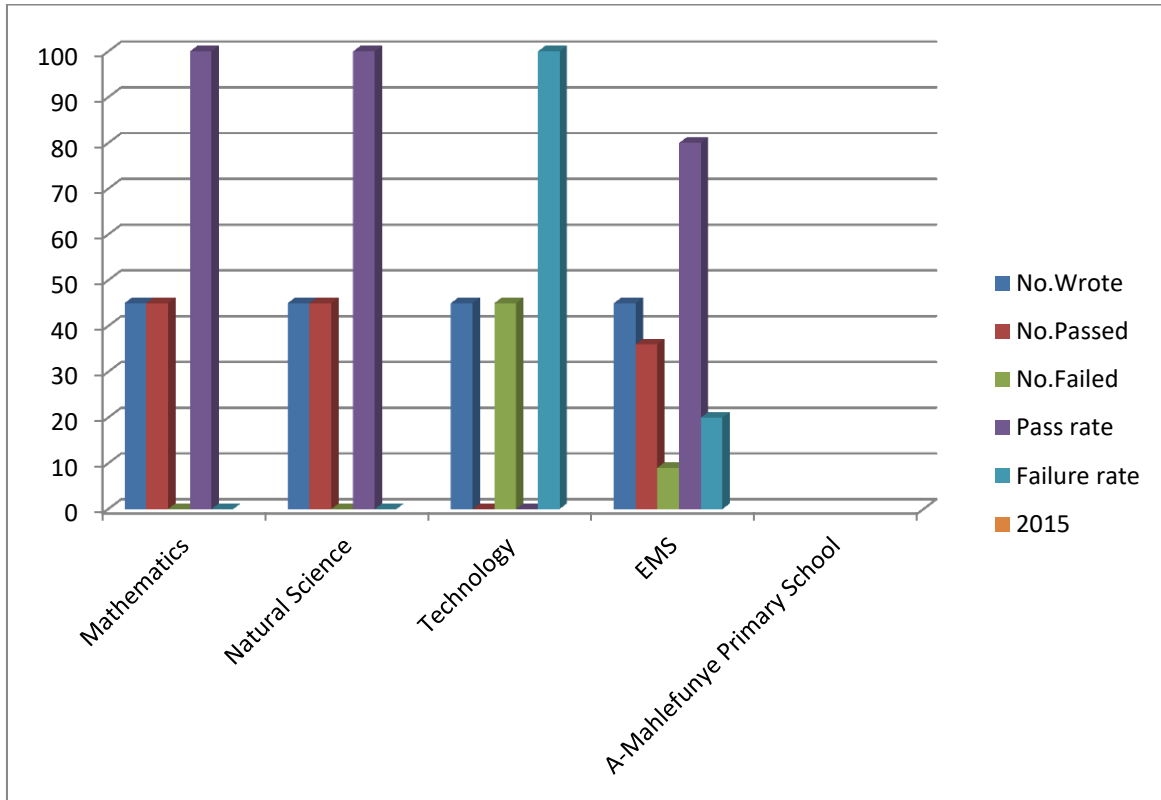


Figure 5.4 School Analysis in November/December 2017 for School A & B

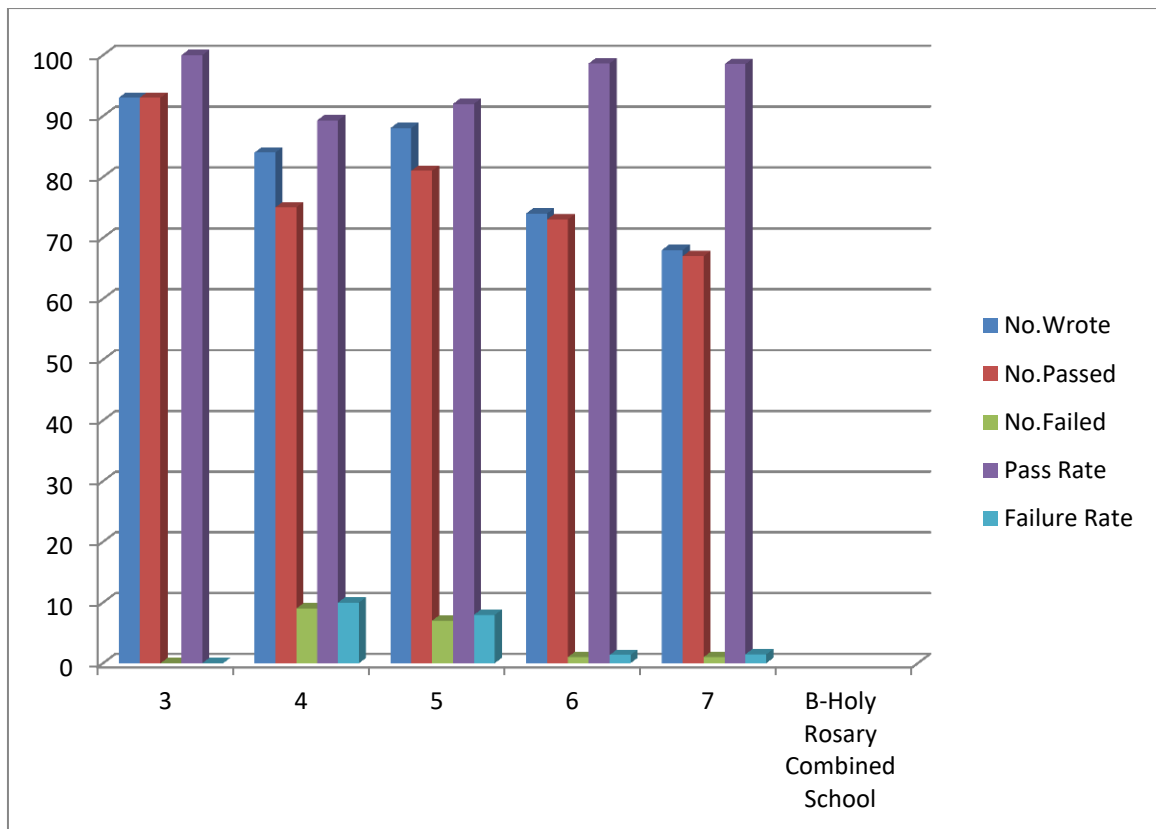
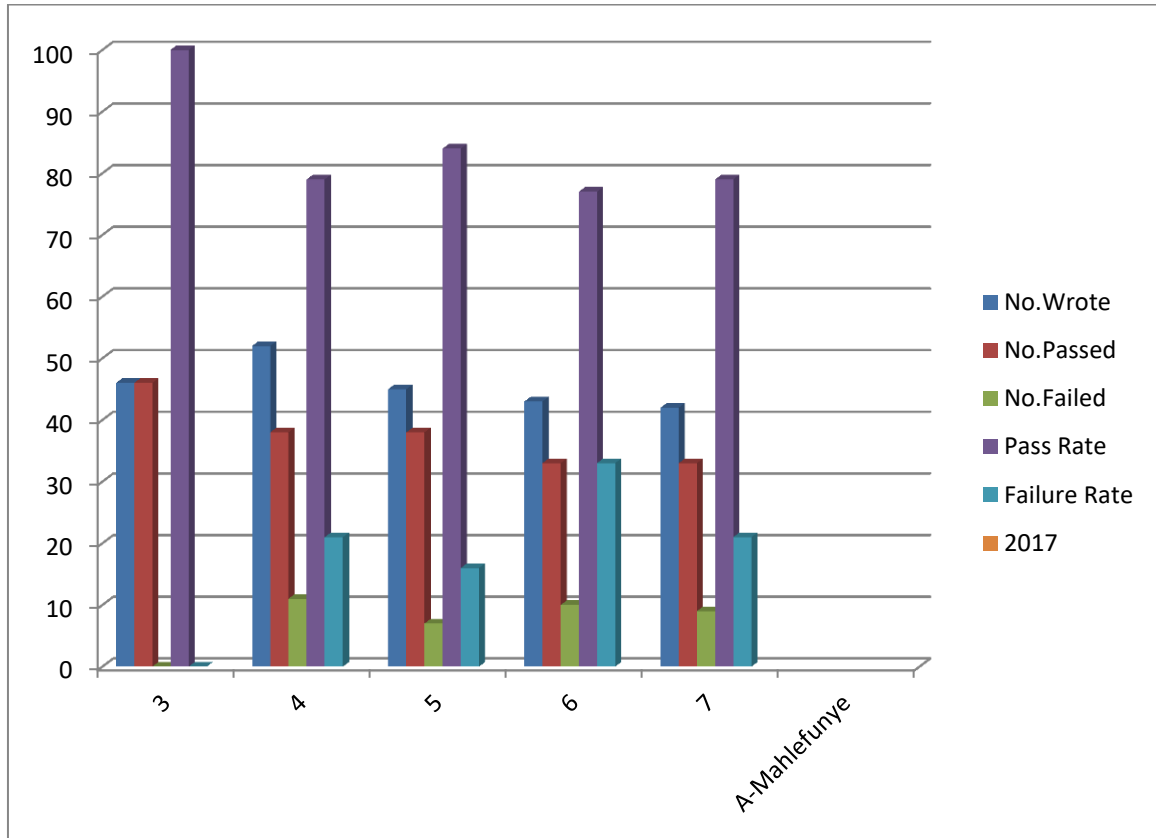


Figure 5.5 Subject Analysis for Grade 7 in November/December 2017 for School A & B

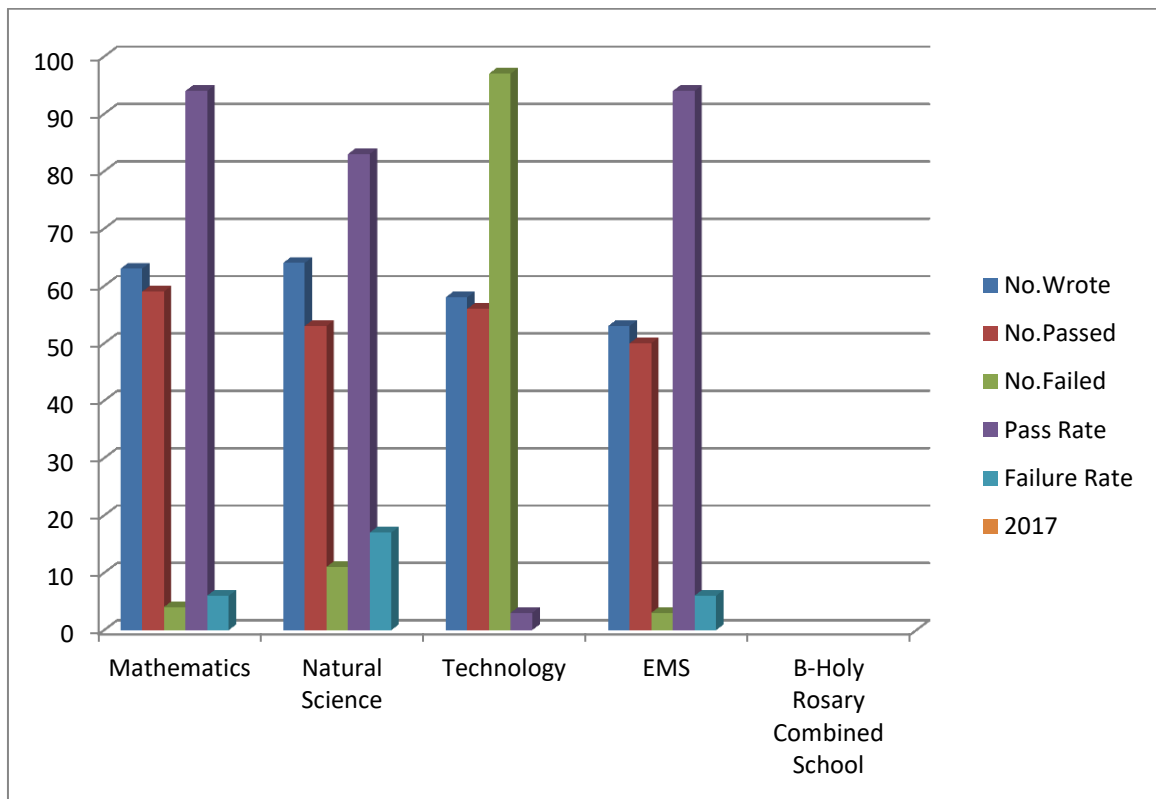
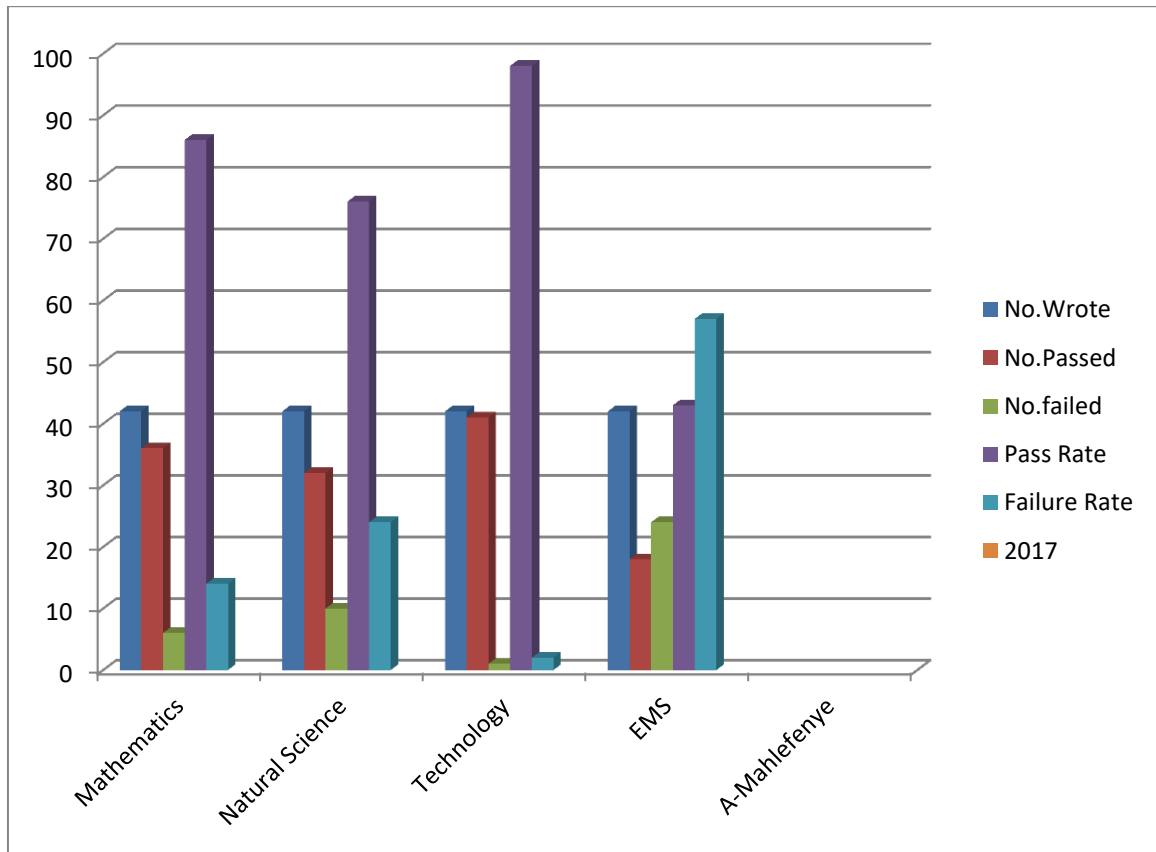


Figure 5.6 School Analysis for School A & B in November/December 2018

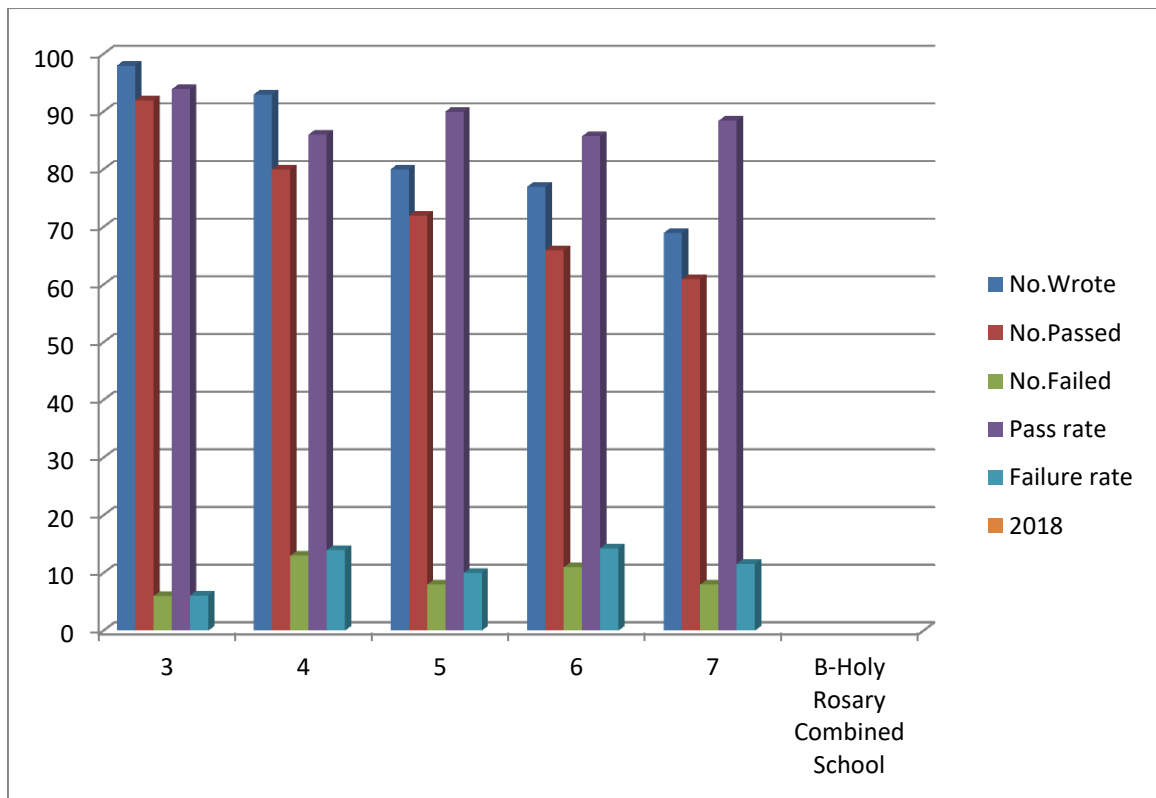
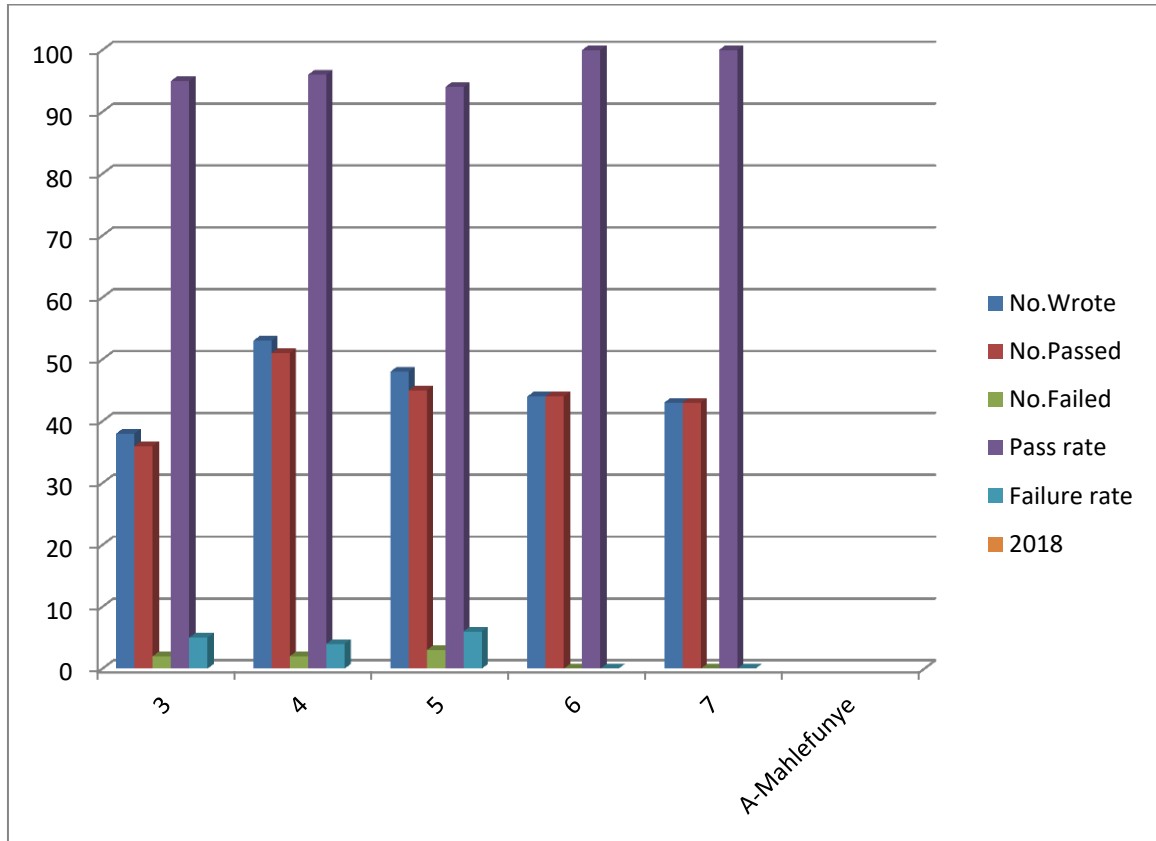
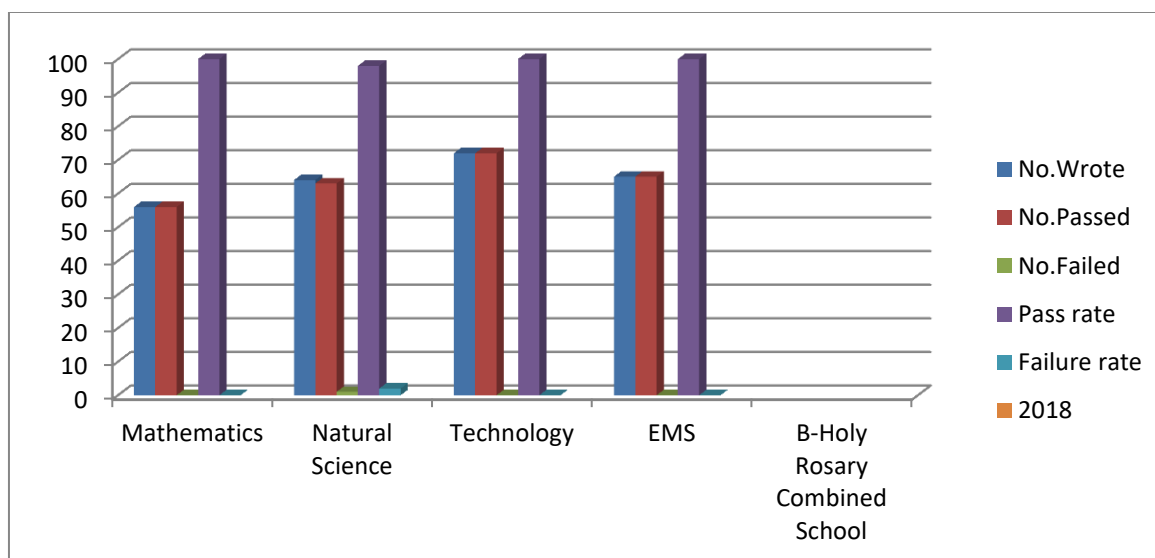
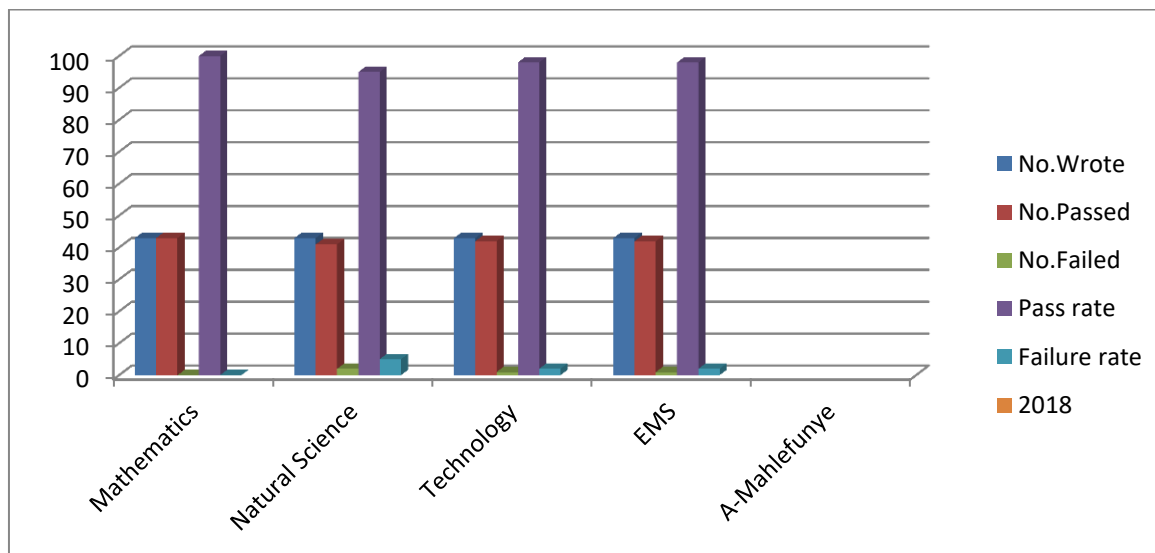


Figure 5.7 Subjects Analysis for Grade 7 in November/December 2018 for School A & B



For period of six years from 2015 except for 2016 which is not included in the comparison between school A and School B by virtue of recording challenge encountered by school A in that year; the results of these two schools have been similar to all the identified learning areas ranging from Mathematics, Natural Sciences, Technology and EMS from grade 3 to grade 7. School A has been producing good results in Mathematics in Grade 7 in 2015, 2017, 2018 as they got 100% consecutively so but facing some challenges on Technology thereby learners in term 4 of 2015 all failed this learning area in terms of the results provided and school B has been producing above 80 percent in Mathematics at the same grade from the same period and that could be interpreted as quality education from both public and private schools. Some challenges were encountered when analysing the subject analysis particularly from school B which is independent school, its system is little bit complicated to interpret but because term 2 and the final term of each year was provided it made someone to compare the number passed in term 2 compare to the final term in order to get the actual figure of the learners wrote between those two terms to get the percentage of such subject from the intended period as analysed on the graphs provided above. Teachers should track their students' progress in each subject as part of their regular teaching routine (Nash, 2015:60). When both parties meet to look at the school's results, this will help the SMT, Educator, and SGB understand the shortcomings experienced in the classroom about the learners and how best to overcome those challenges. The learners' centred approach in matters that concern them is also very important to be given space as long as those learners are committed to seeing themselves doing well at the end of the year, if dedicated and careerism they do take steps to improve their own results overall not only paying attention to the critical learning areas in terms of the investigation of this study.

The researcher after going through all school results copies provided by school A and school B is of the view that the same system should be adopted from both schools either public or private in order to conform to the same system across the board that has been introduced by the Basic Department of Education known as SA-SAMS, the incorporation of this system across the board will simplify communication between the systems in place in private and public schools in order to get similar outcomes of the intended objective of the SA-SAMS function in South African education systems. The two secondary schools have to be analysed on the similar scale like the two primary schools in critical learning areas like Mathematics, Physics, Technology, Geography / Life Science and Commerce particularly Accounting at Further Education and Training band, also looking at Mathematics, Economic and Management Sciences, Technology and Natural Sciences at General Education and Training band if our schools are performing well on these subjects which have got a huge role to play in the improvement of South African's economy which relies on fourth industrial revolution and to see that happening in South Africa, learners should be encouraged to pursue these critical learning areas known as Mathematics, Science, Commerce and Technology at Further Education and Training band ultimately to the institutions of higher learning in order to impact fourth industrial revolution in our economy.

Herewith below shown is a composite analysis of school D from 2015 to 2020:

Figure 5.8 School analyses for School D from grade 8 to 12 in November/December 2015 to 2020:

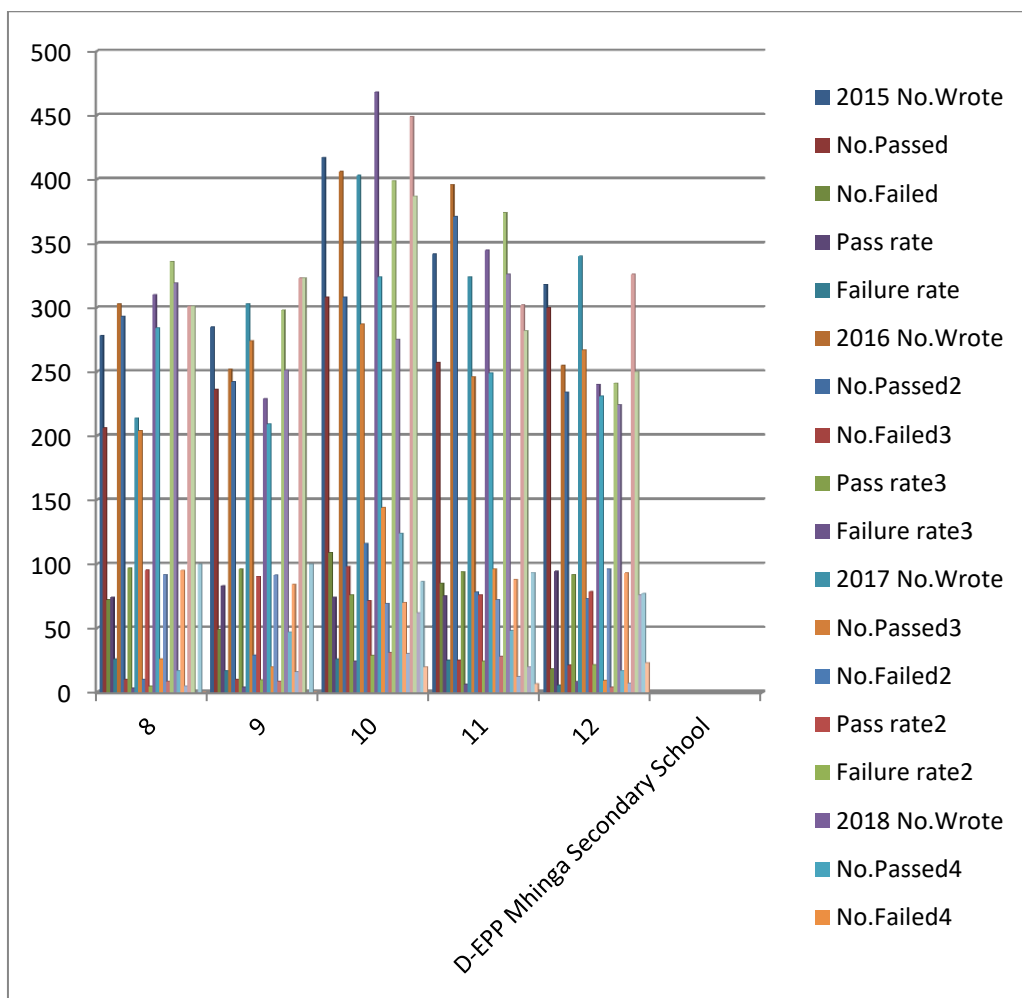
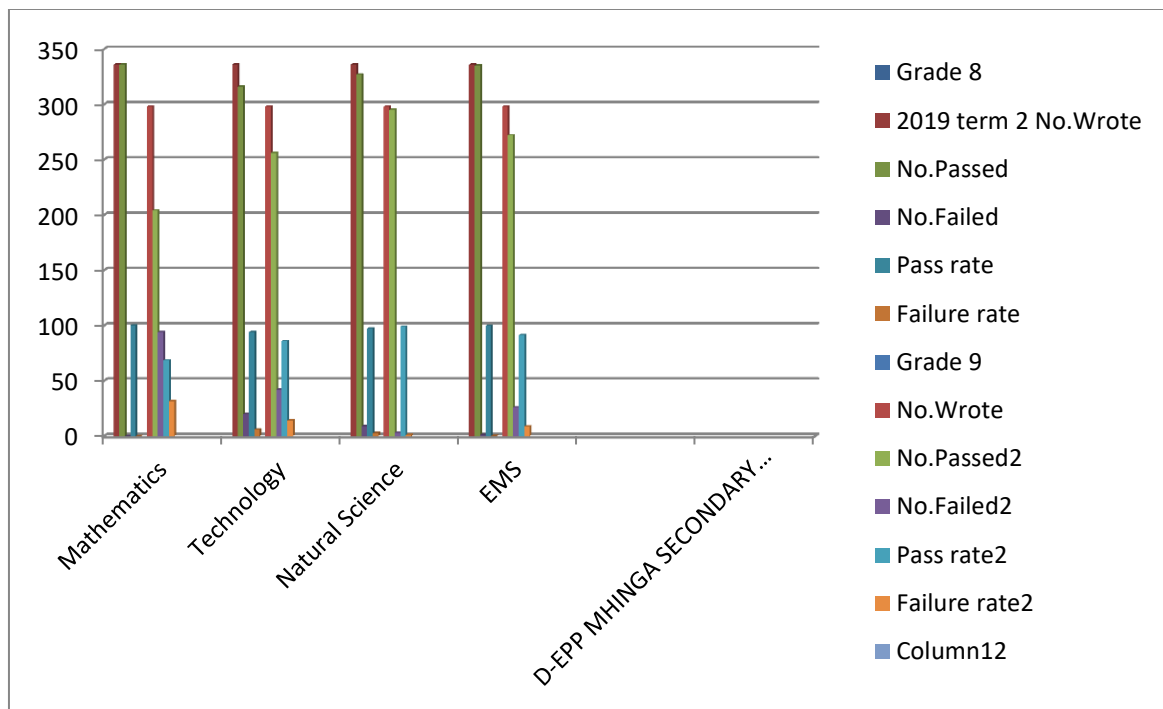
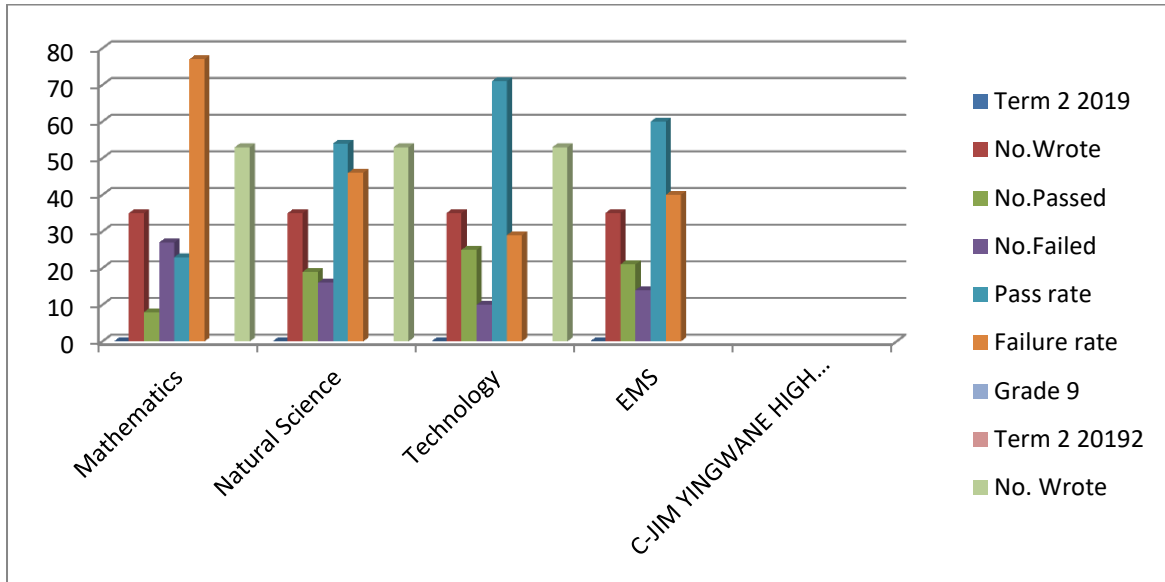


Figure 5.9 Subject analysis of school C and School D for term 2 at GET Band (Grade 8 & 9):

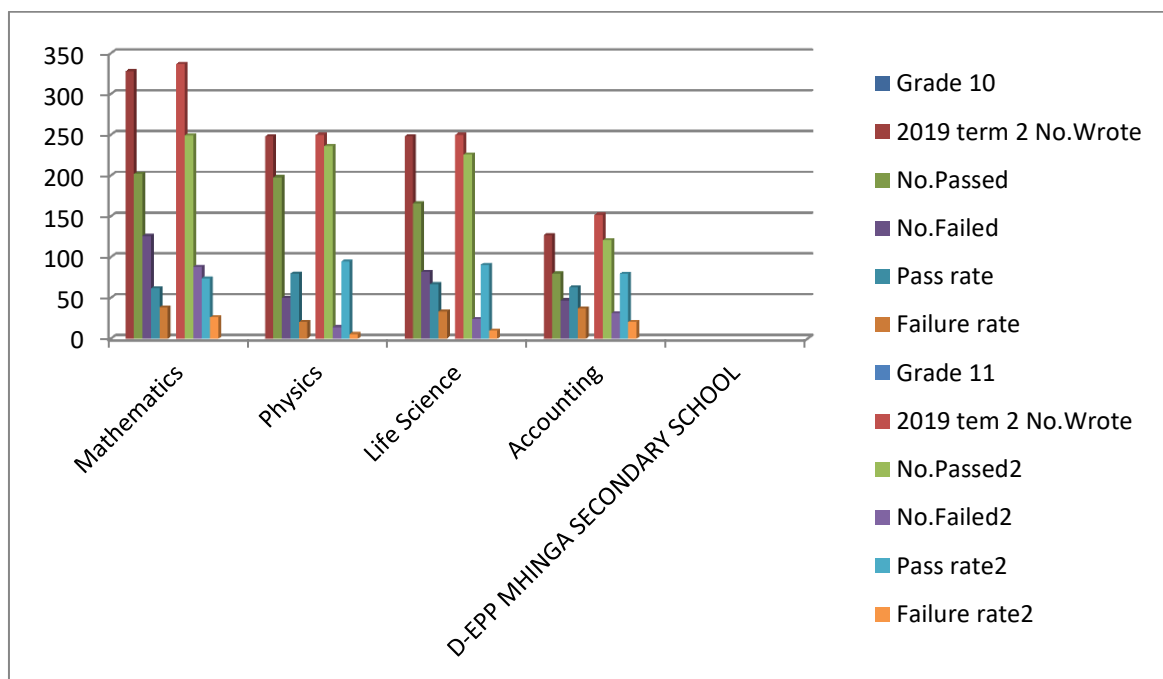
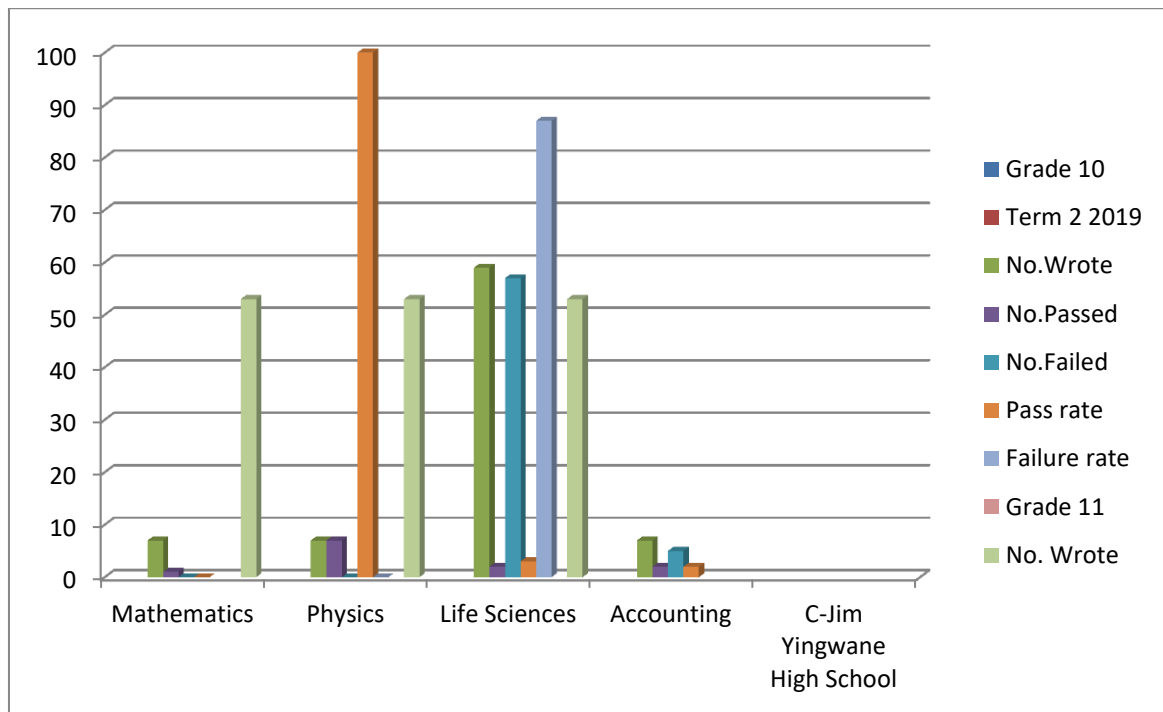




The performance of Mathematics as a subject at grade 8 seems to complement the results of school A and school B at grade 7 as they are all above 90%, but when it goes to grade 9, the bar seems to be going down thereby school D got below 70%, to be precise, 69%. The other three learning areas still doing well as they all performed above 80% at grade 8 and grade 9 respectively. But the performance of Grade 8 at School C reflects different version of how things are done from the feeder school considering that the failure rate is 80% whilst pass rate is 20%, however at grade 9 the results started being improved drastically at 77% in the same year and performing well at Technology as the school achieved 100% in grade 8 & grade 9 respectively whilst at Natural Science they performed above 80% at grade 9 and below 60% at grade 8 in the same year. The researcher is of the view that these results could highlight that challenges of Mathematics arise at GET Band but they are exposed in FET band as most now choose Mathematical Literacy over pure Mathematics which is mostly wanted to be studied by learners at school in order to take South African economy to another level. Mathematics teachers at GET Band should be given vigorous trainings and workshops as the bar is dropping on their part before learners reach grade 10, at grade 9 there is a huge cry throughout the country when it comes to

Mathematics and that warrants urgent attention by the department of education after annual assessments (ANA) has been abandoned. The Common Task for Assessment (CTA) that was introduced in 2001 was regarded as an “external examination” and comprised 25% of the promotion mark (DoE, 2002). The CTA for Mathematics did not effectively assess what learners needed to know for the FET. It was discontinued in 2010 and replaced by annual assessments (ANA) in 2011 focusing on language and Mathematics from grade 1 to grade 6 which was extended to grade 9 in 2012, when results of the 2012 ANA for grade 9 Mathematics were released, there was a national outcry about poor performance of learners (Govender, 2013).

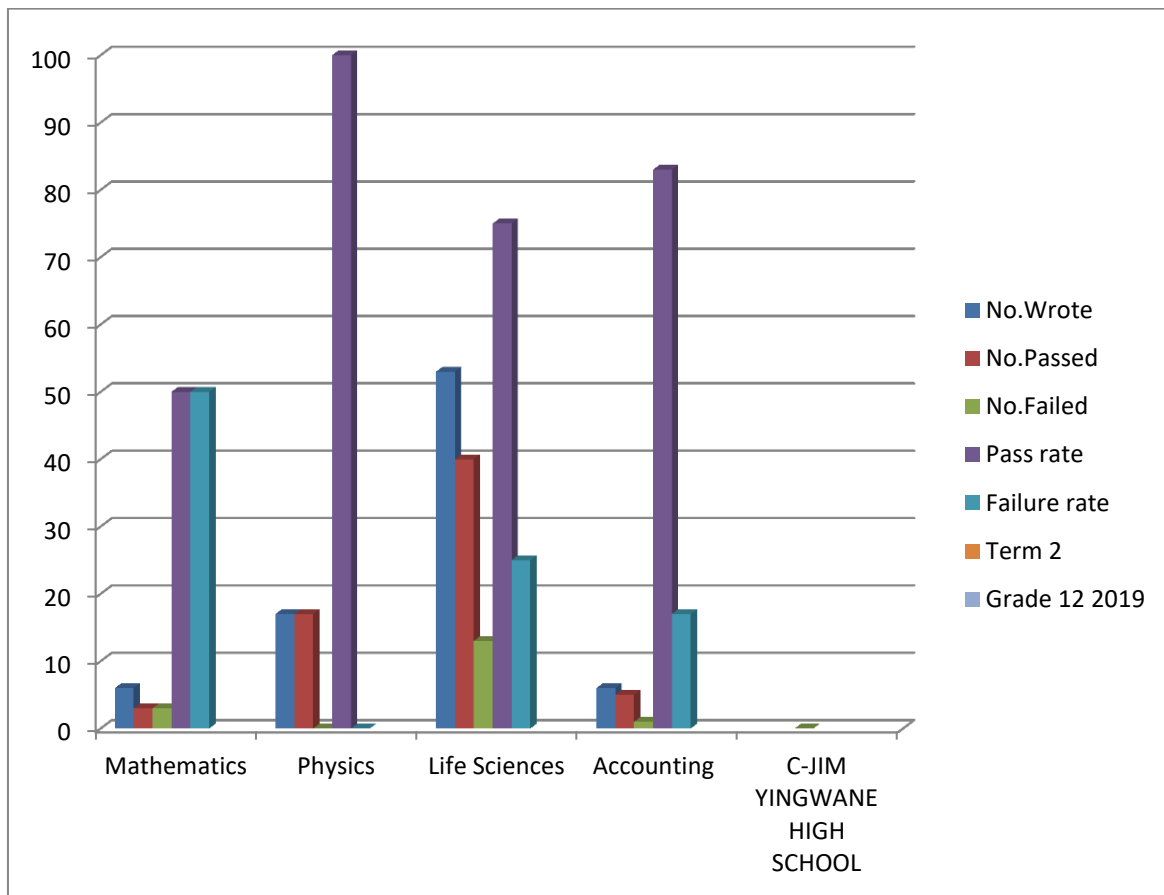
Figure 5.10 Term 2 Subject Analysis of School C and School D for FET band (Grade 10 and Grade 11):

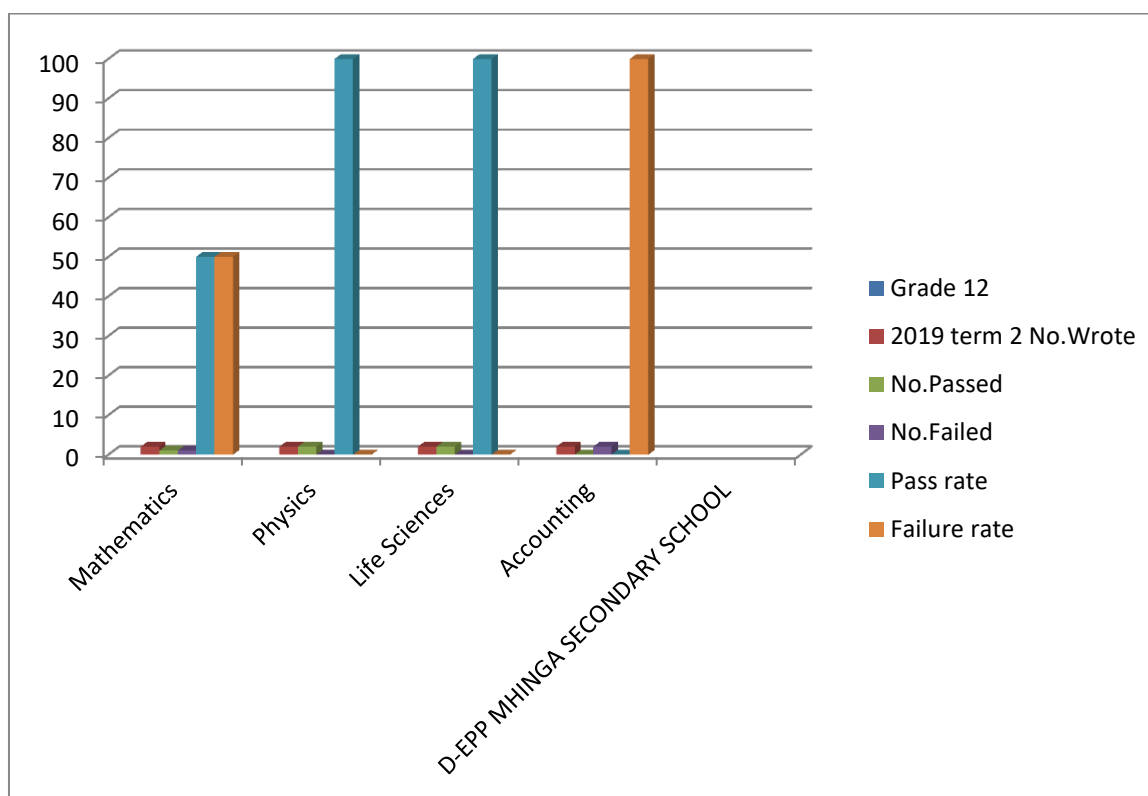


At school D, the performance of learners at Mathematics at grade 10 and grade 11 still shows that the school is doing well as it has performed above 60% at grade 10 and above 70% at grade 11, those results shown from grade 7 to grade 8 above do seem to be dropping a bit from above 90% down to 60%. The other two learning areas seem to be still performing above 80% in the school and this performance is much appreciated hence the school has got a big enrolment in Malamulele Central Circuit. Accounting seems to be performing on the same scale with Mathematics above 60% to 80% at grade 10 and grade 11 respectively. In contrary of the performance shown by learners from school D, the performance of learners at school C has been so dismally when it comes to Mathematics at grade 10 & grade 11 respectively though the enrolment is very tiny compared to school D as the failure rate has been above 80% at grade 10 and 60% at grade 11.

The researcher is of the view that this small enrolment might contribute to negligence by the teachers as they feel that with only 6 learners doing Mathematics even if they do not commit themselves in teaching them punctual and dedicatedly so as the number is very small to the population of the community forgetting that such small number could make a big difference in the community should they be given quality education in Mathematics as one could able to change the mentality of Mathematics and science in the whole community where school C is located. Learners should demand what is due to them in this case; with this small number 100% is always expected in any functional school. The SGB and school community should be seen championing the interests of their children who are the learners of school C in this case in order to turn things around at the school. The final term results of grade 10 and grade 11 will proof if the intended role players in the education of a child played their role at this school.

Figure 5.11 Term 2 Subject Analysis of School C and School D for Grade 12 in 2019:





At grade 12 in term two both schools performed reasonable well in Mathematics as they both achieved 50% irrespective of big enrolment or small enrolment, and when it comes to Physics also all of them have been doing well during the mid-term examination and that is likely to reflect the final results at this subject and contrary to this performance will raise a number of questions in the undertakings by the subject teachers, learners, SMTs, SGBs, the department and the school community for these schools.

The final results of all grades have been released on the 06 December 2019 and the matric results released on the 06 January & 07 January 2020 respectively for private and public schools thereby independent schools achieved 98.2% and public schools achieved 81.3%, the best performance since the inception of democracy in the country. A publication by Sobuwa & Mahlangu (2020:2) cites that the matric of 2019 achieved the highest national pass rate of 81.3 percent, an increase of 3.1% from 78.2 obtained in the previous year. "All our provinces performed above 70% which is something we've been looking for," Motshekga said.

In the mid-year results grade 7 from school A and school B performed above 90% in Mathematics and such should be compared with the final results of each school. The same applies to grade 8 and grade 9 at school C and school D as they performed above 70% in Mathematics, together with grade 10 and grade 11 of the respective schools which performed above 60% in Mathematics, the challenge seems to be Mathematics at grade 10 and grade 11 of which the performance achieved at the end of the year will reflect if there is any true reflection of what transpired during the course of the year in terms of the performance of term 2 in order to detect progress or regression on the performance shown in mid-term.

At grade 12 from school C and school D, performed above 90% in Physical Science but in Mathematics they both managed to obtain just 50% in the mid-term and the end-year results should mirror something in terms of these two subjects in the two schools sampled for this study including Life Sciences which seems not to be a challenge to these two school but Accounting seems to be a subject of another concern at school D as it performed dismal poor in terms of mid-year results and the end-year results will affirm if there is a challenge in this learning area at the school D. Lesufi expressed concern at the number of pupils enrolled for accounting as a subject. "In Gauteng, accounting as a subject may come to an end. In 2008 we had 35,139 learners taking accounting, but in 2019 this number dropped badly to 14,768 ...We have a serious problem here" (Shange, 2020:4).

Figure 5.12a Term 4 School Analysis for School A in 2019:

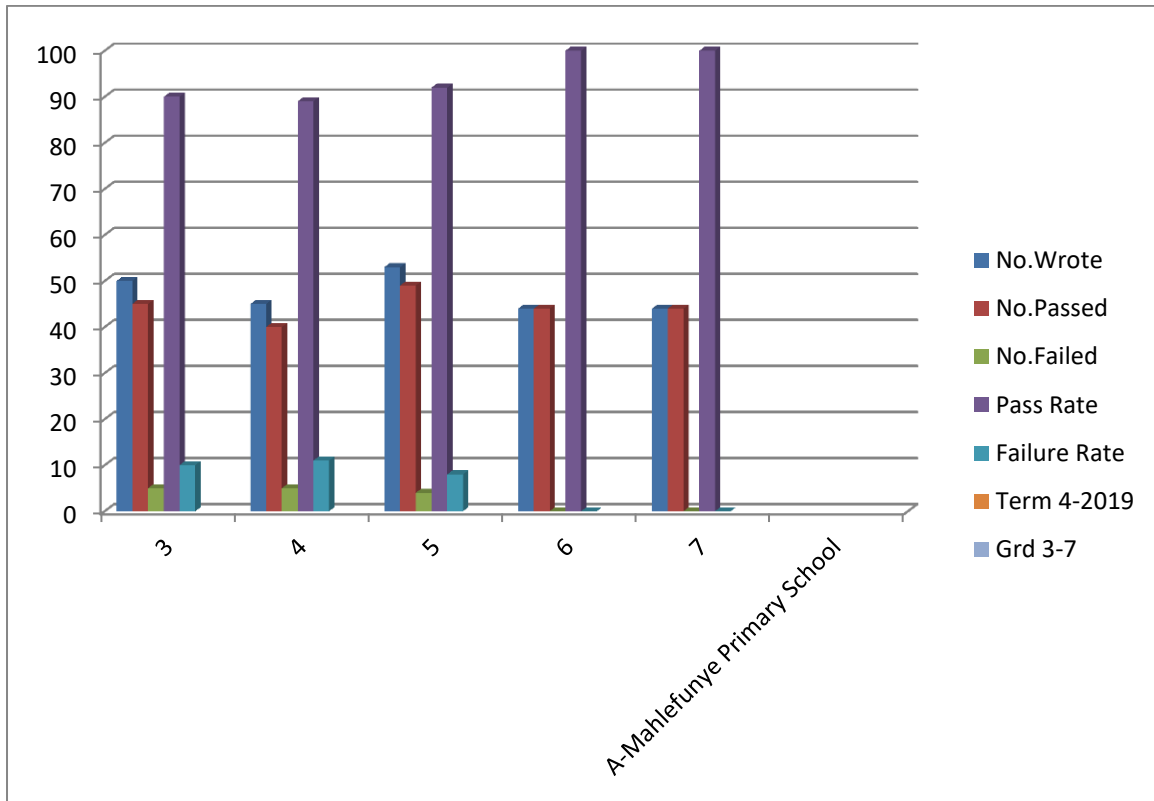


Figure 5.12b Subject Analysis for Term 4 of School A in 2019 at Grade 7:

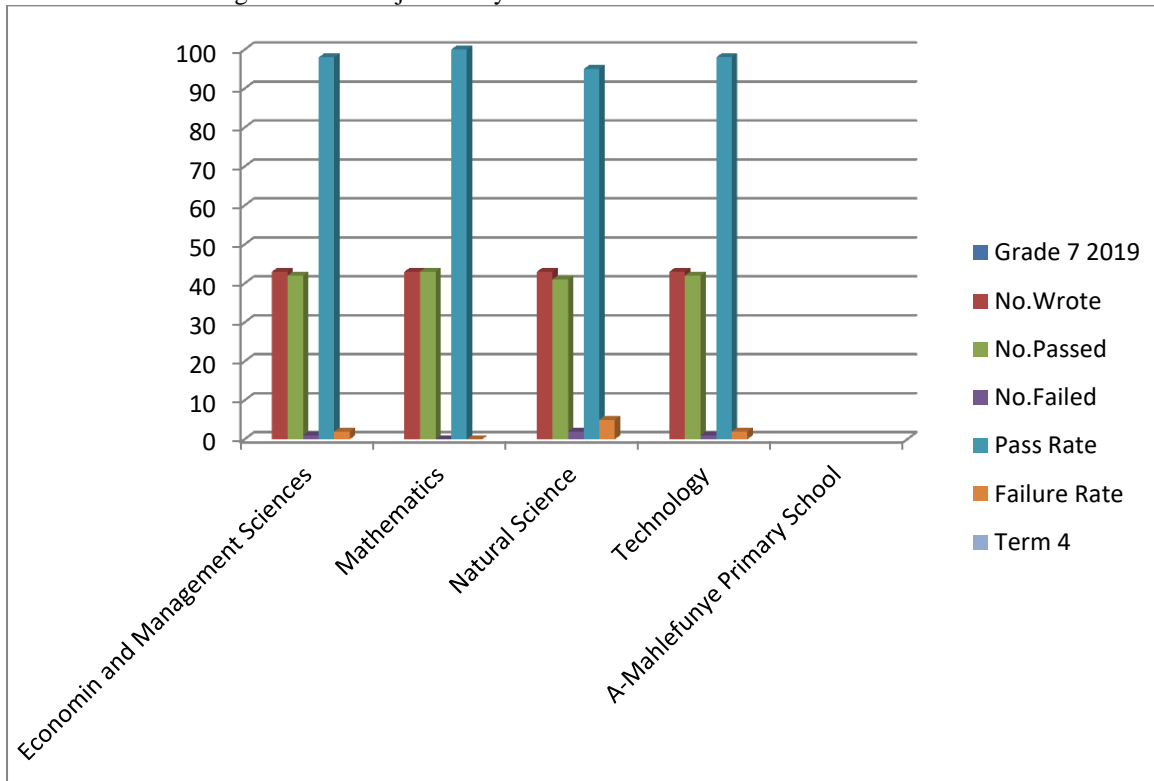


Figure 5.13 Subject Analysis for Term 4 of School B in 2019 at Grade 7:

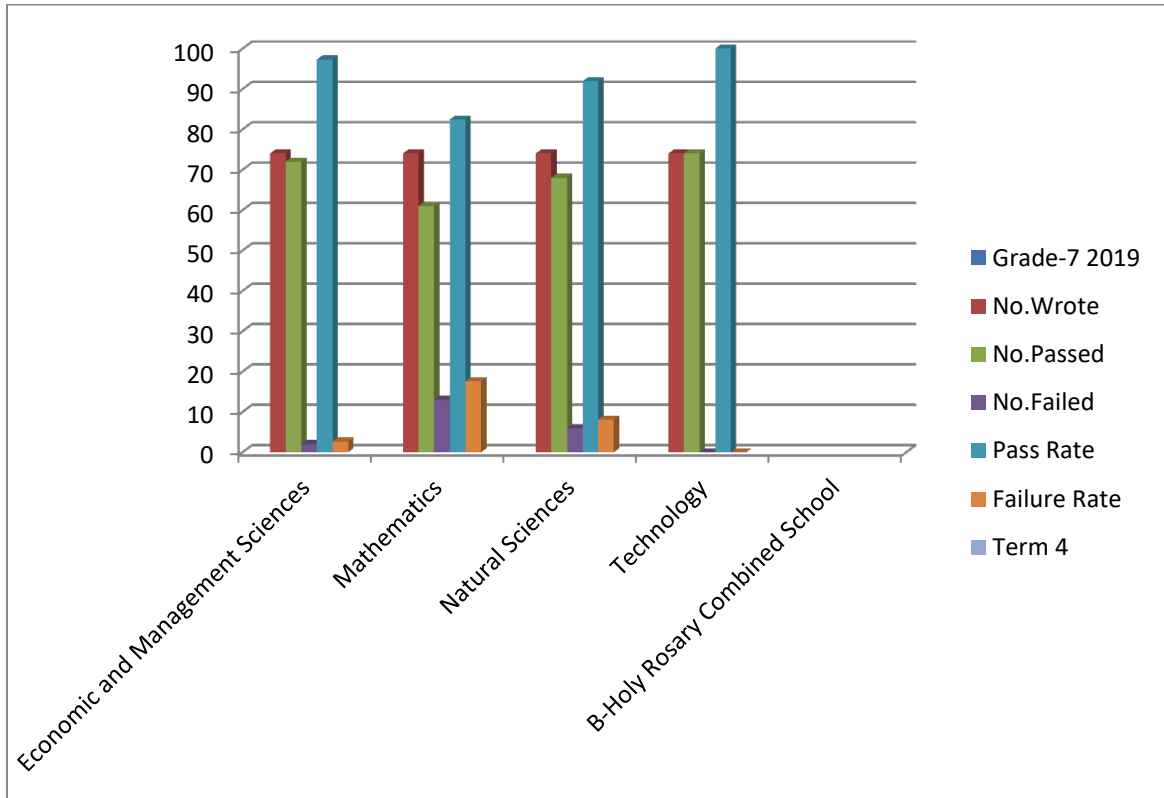


Figure 5.14a Subject Analysis and School Analysis for term 4 of School C in 2019:

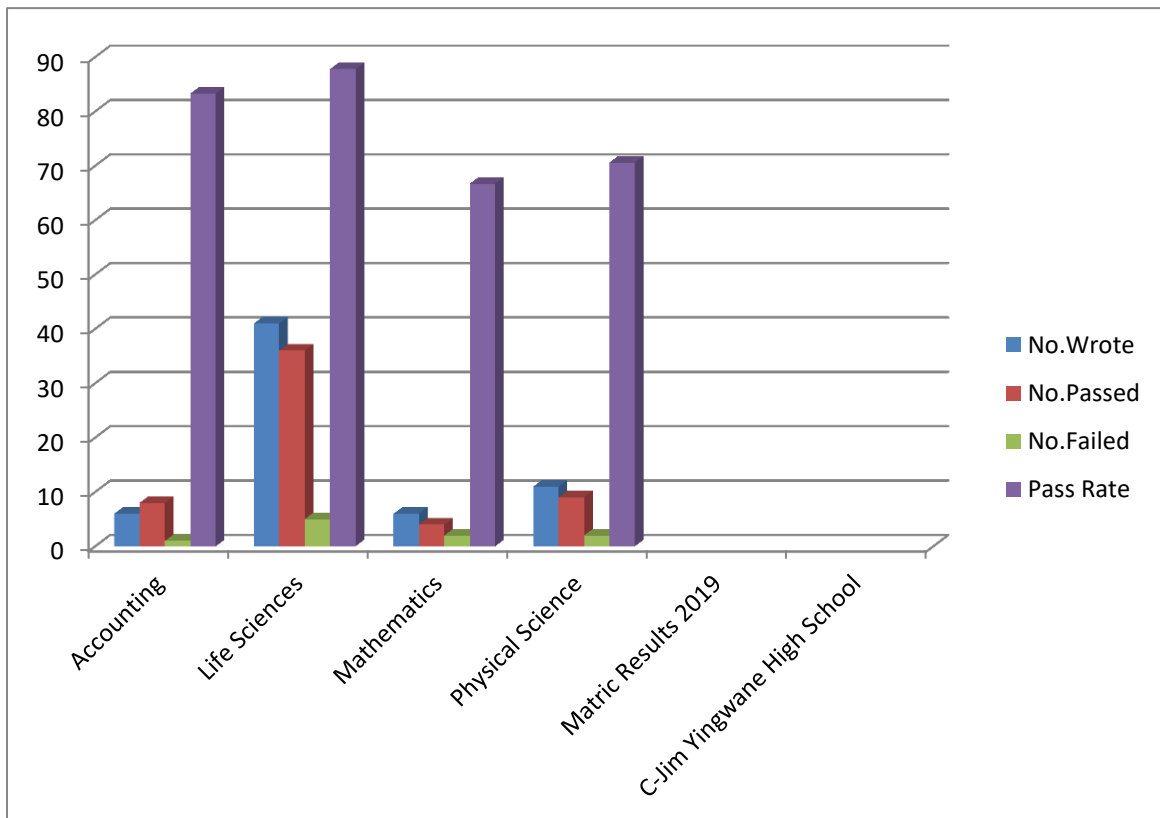


Figure 5.14b School Analysis for School C in Grade 12 from 2015 – 2020:

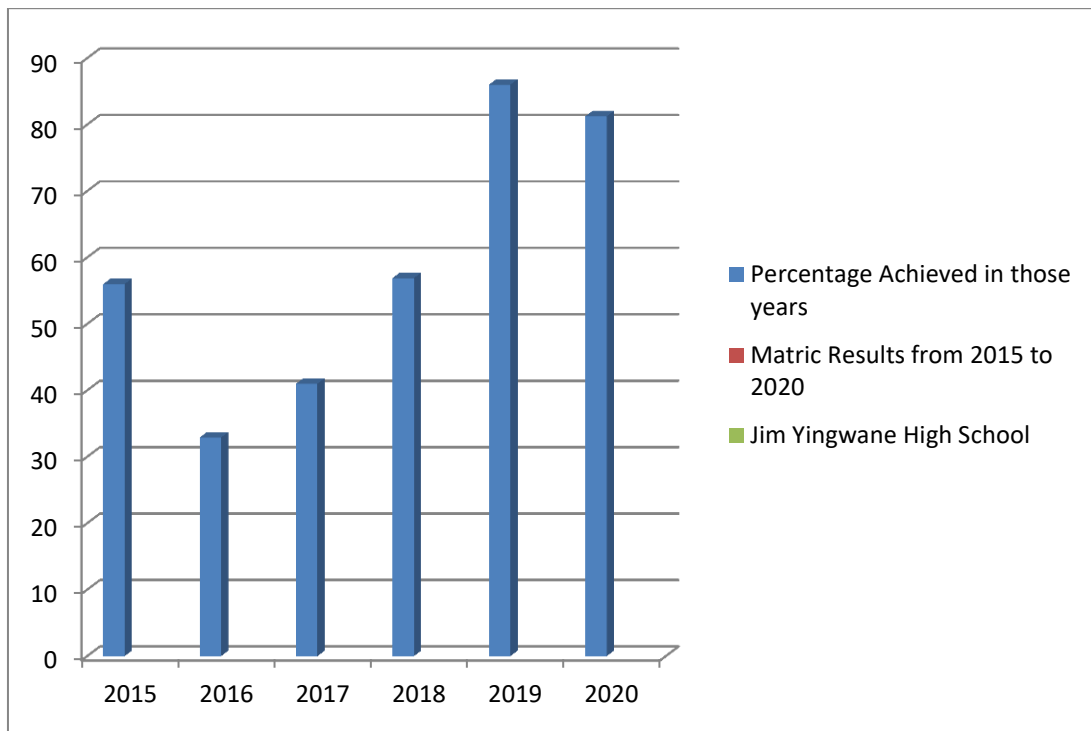
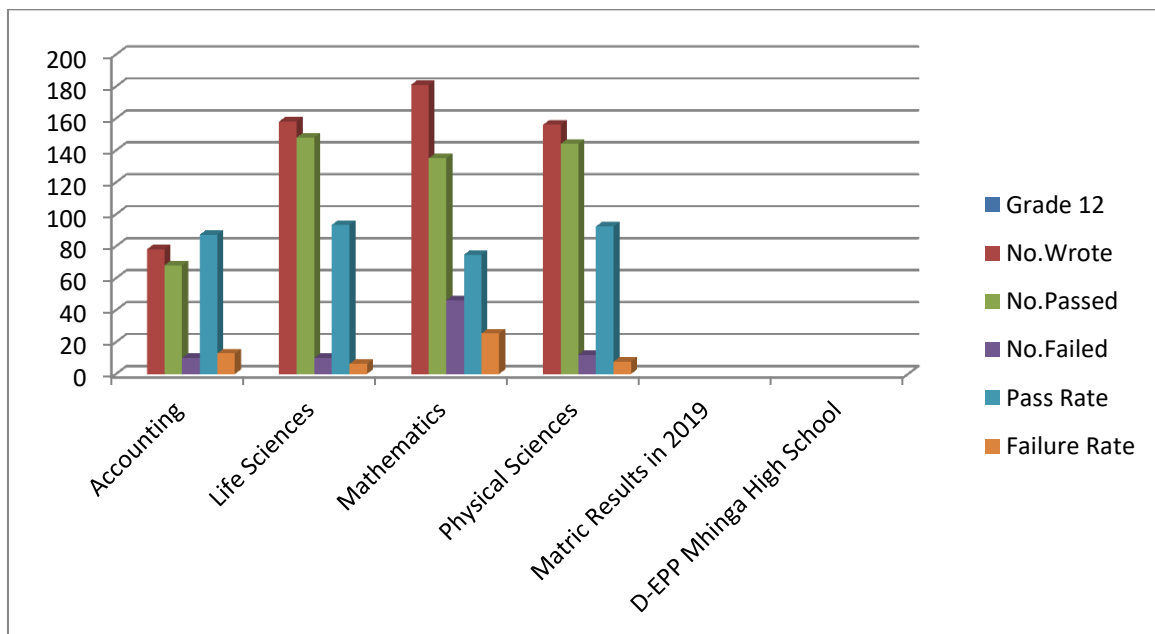


Figure 5.15 Term 4 Subject Analysis for School D in 2019:

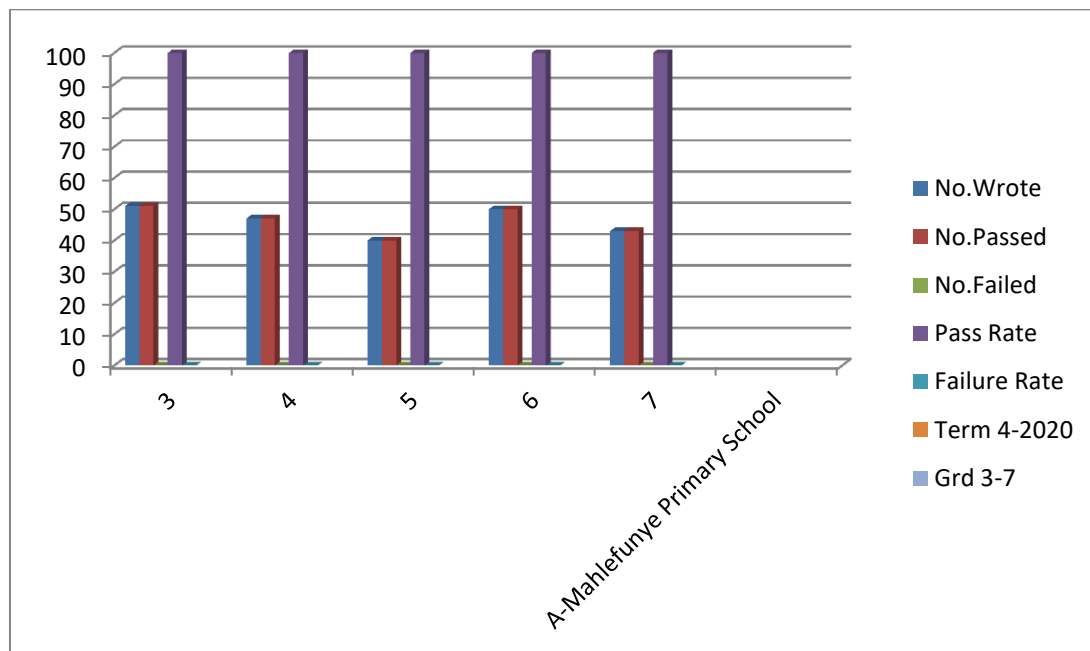


In Mathematics, school A has been achieving 100% and school B has been achieving 100% in Technology, whereas in EMS and Natural Science, both schools have been performing above 90% in these two learning areas, this makes someone conclude that school A and school B are on the same level in terms of quality delivery of the curriculum despite being on the different classification in the district as the other one is a public school and the other one is an independent school. School C and school D performed far better than their performance when it comes to Mathematics in terms of mid-year results thereby these two schools managed to obtain just 50 percent from this learning area but at the end of the year school D has shown its strength of being one of the best schools in Malamulele Central Circuit as it got above 70% in Mathematics out of 181 learners who wrote Mathematics, 135 managed to pass. School C also improved from just 50% to 66.7% out of 6

learners who wrote Mathematics and only 4 passed the final paper of Mathematics. Both schools performed well in Physical Science, the performance of mid-year was 100% in all schools but at the end of the year school C managed to get above 70% and school D managed to get 92%, more or less the same with mid-year results. In Accounting and Life Sciences, both schools obtained above 80%. School C performed more or less the same in mid-year results which is known as term two in both these learning areas but school D performed dismally poor in term two in Accounting whereby few learners wrote this learning area, to be exact in terms of the stats provided, only two learners wrote in term two and in the final term, 78 learners wrote Accounting and 158 learners wrote Life Sciences and as such the performance of the mid-year results could not able to give the true reflection of the performance of school D in terms of what has been provided for term two, only 3% wrote the mid-year examination and such percent could not assist in determining how the school is performing during the course of the year.

School D obtained 93% at the end of the year in 2019 and school C obtained 86% in 2019, so in all areas school D has outperformed school C with its big enrolment. However, in terms of improvement, school C has been doing well compared to the 32% it obtained in 2016, so since 2017, it has been improving where it obtained 41% and in 2018 it obtained 57%, so with this 86% in 2019, it could mean that new leadership which took place in 2018 brought a huge change in how teaching and learning has been undertaken at the school. School C and its role players must sustain this performance to convince the major stakeholders that it was not a fluke what has been obtained in 2019. The researcher was very keen to make comparisons of these two schools from final results of grade 8 to grade 11, but both schools failed to furnish the researcher with those end year results from grade 8 to grade 11, citing misplacement of the file with those school results and/or waiting for them to be returned from the circuit office. The researcher gave himself almost two days to pursue headmasters for those results from grade 8 to grade 11 without success, but for matric results, it was just so easy to provide the results for use in this study as these are the results all matric schools are evaluated based on and as such emphasis of accountability by headmasters are dedicated to this grade. Hence, grade 7 schools principals do always find it easy to provide analysis of each grade in their schools because emphasis is given to all the grades in that school starting from grade R to grade 7, unlike at secondary school as manifested in this study. The researcher never intended to make use of 2020 results from grade 8 to grade 11 as a mirror of how the schools performed per subject in order to get the picture of the performance of individual subject considering the pandemic that prompted in during 2020 whereby in South Africa, the president put the county to lockdown since March 15, 2019 to date, as it is not known as to when the lockdown will be lifted; so grade 7 and grade 12 final results will be used as the yardstick for the academic year of 2020 because the academic year has not been normal due to the Corona Virus pandemic that disrupted any academic plan in place in the whole country and entire global community.

Figure 5.16 Term 4 School Analysis for School A & School B in 2020





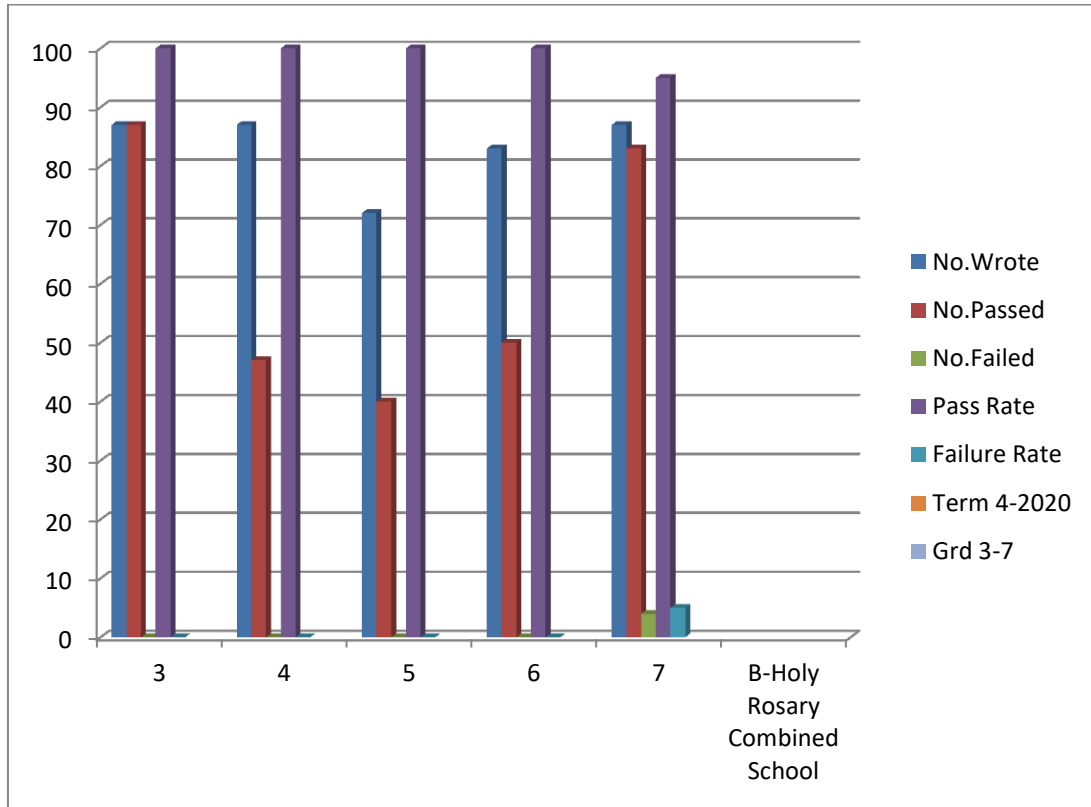


Figure 5.17 Term 4 Subject Analysis for School A in 2020

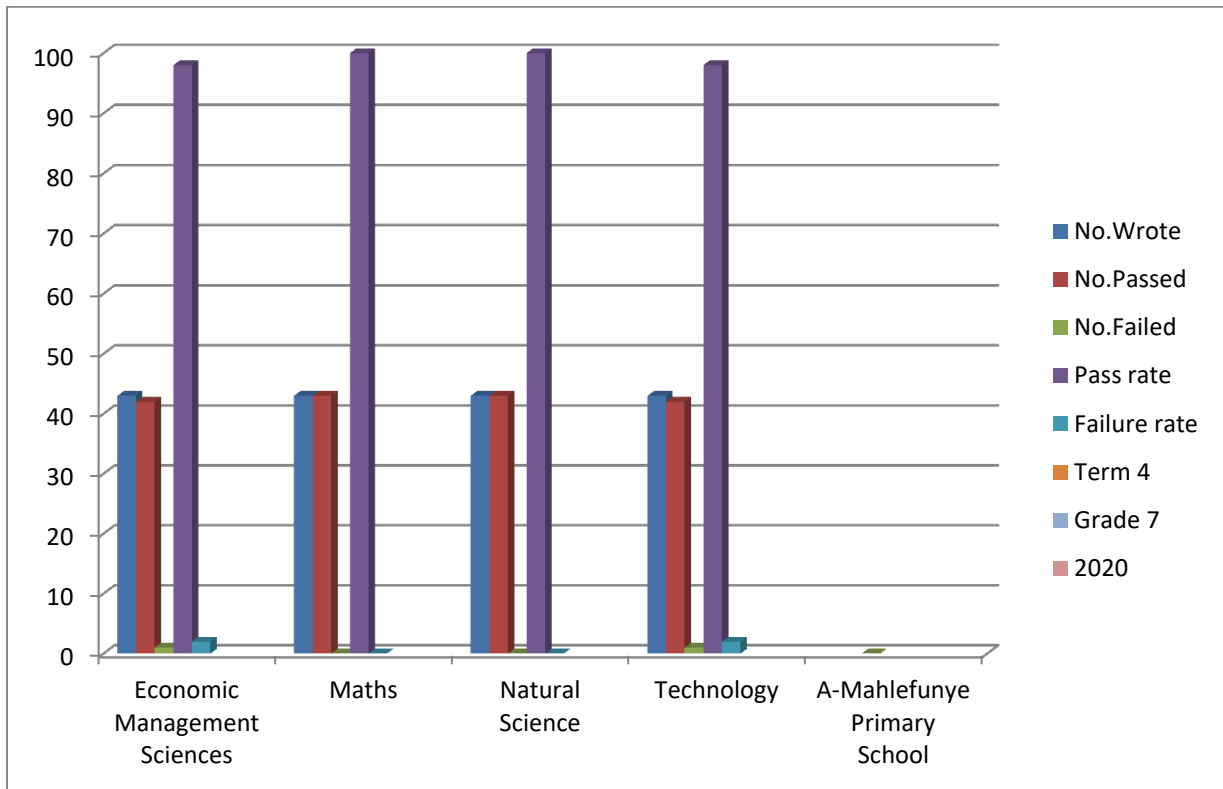
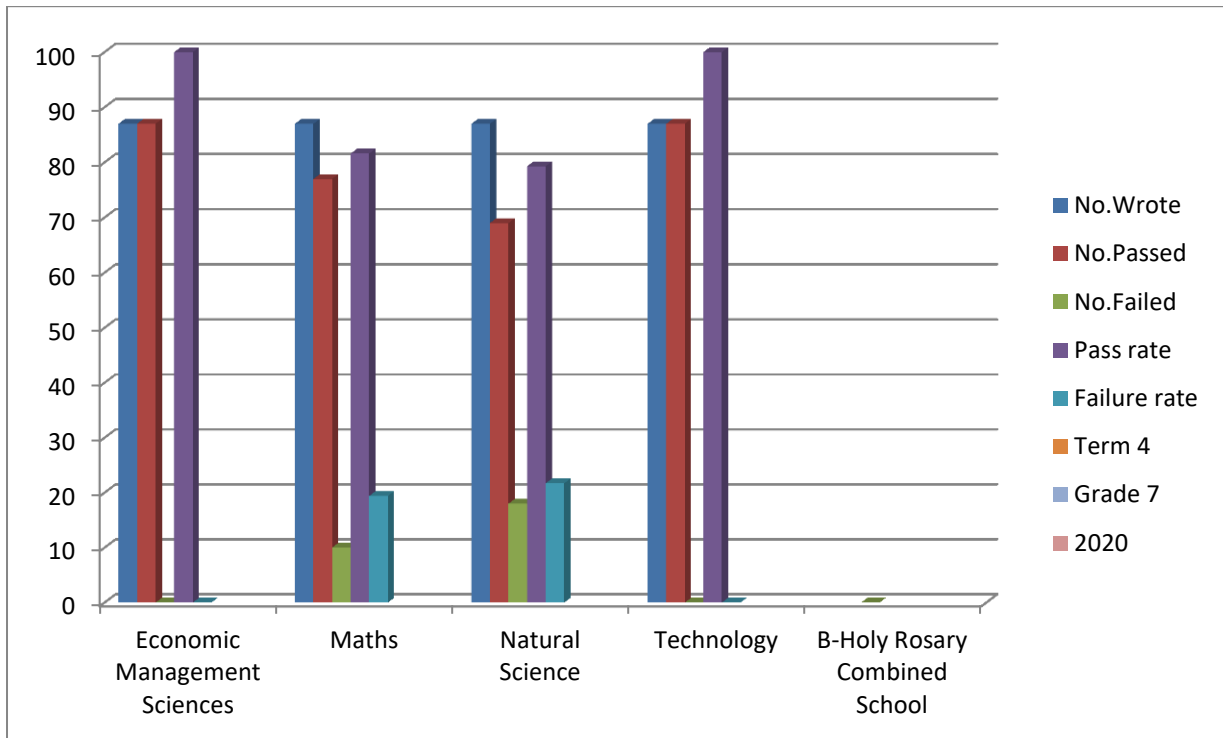


Figure 5.18 Term 4 School Analysis for School B in 2020



The performance by school A and school B are on the same footing in all the four learning areas identified for this study as compared from 2015 up to 2019 but in 2020, which has been a year of challenges due to the Covid-19 pandemic, both in public and private schools. School A did well at Maths and Natural Science as they managed to score 100% and school B managed to obtain 100% on EMS and Technology respectively.

Figure 5.19 Term 4 School Analysis for School C in 2020

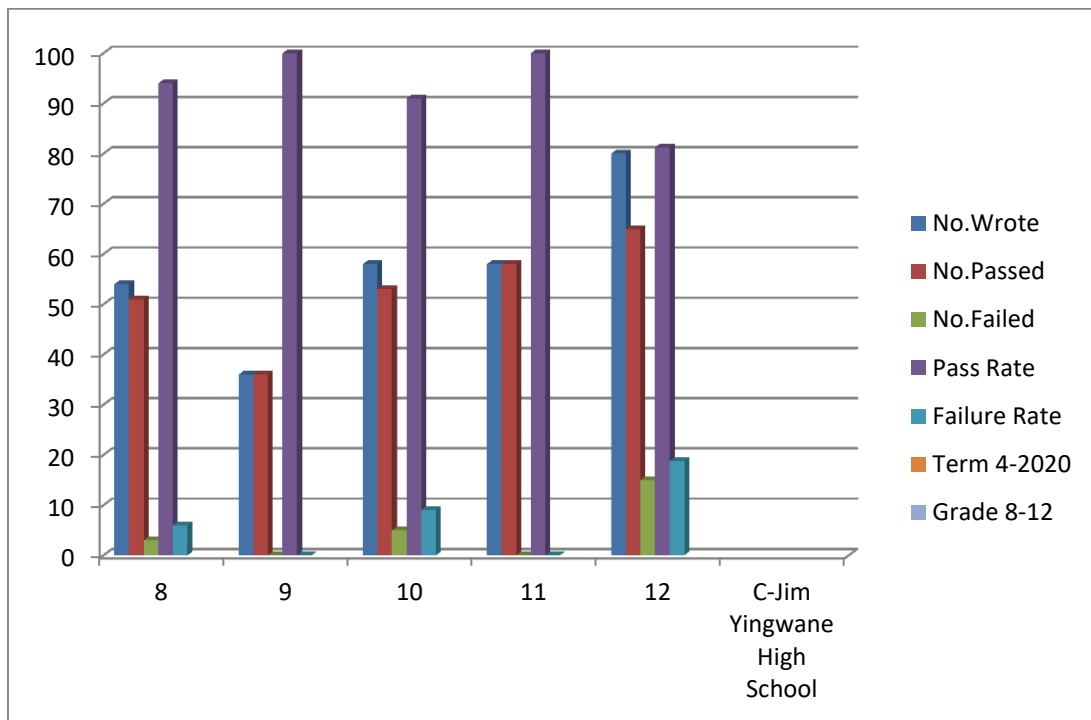


Figure 5.20 Term 4 Subjects Analysis for Grade 8 & 9 at School C in 2020

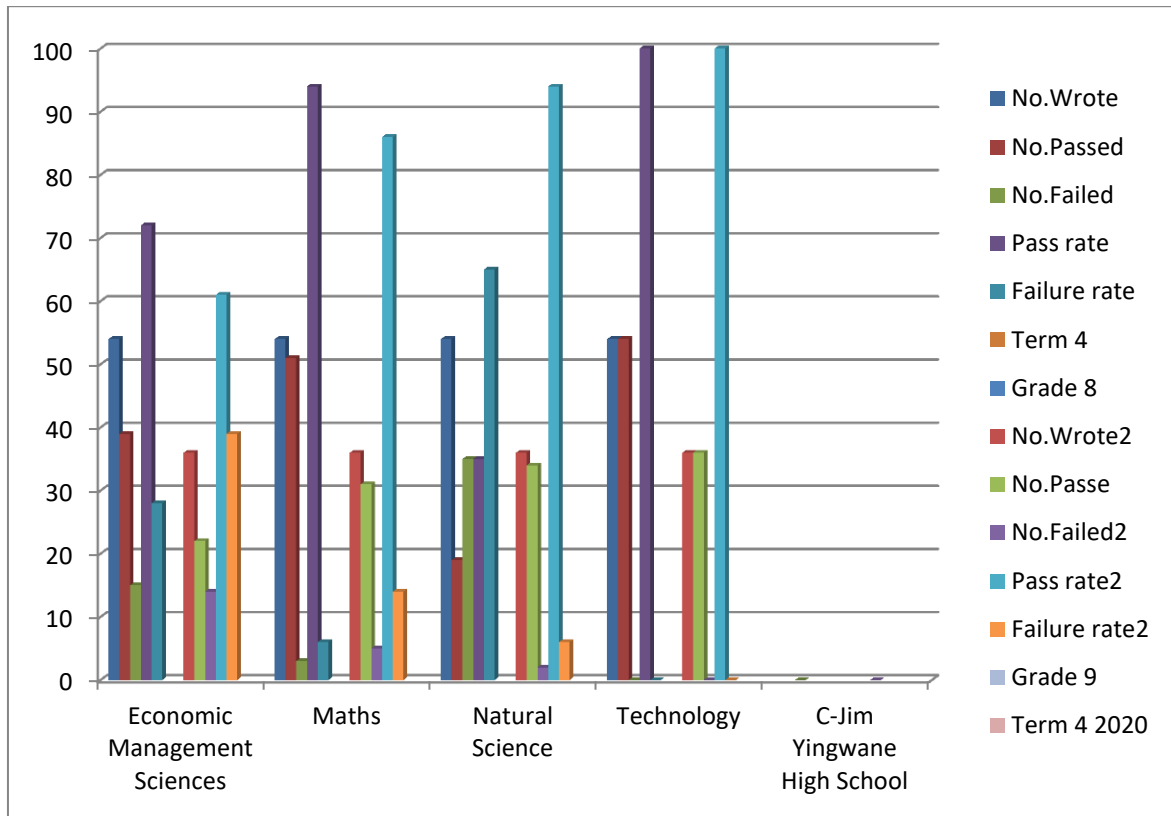


Figure 5.21 Term 4 School Analysis for School D in 2020

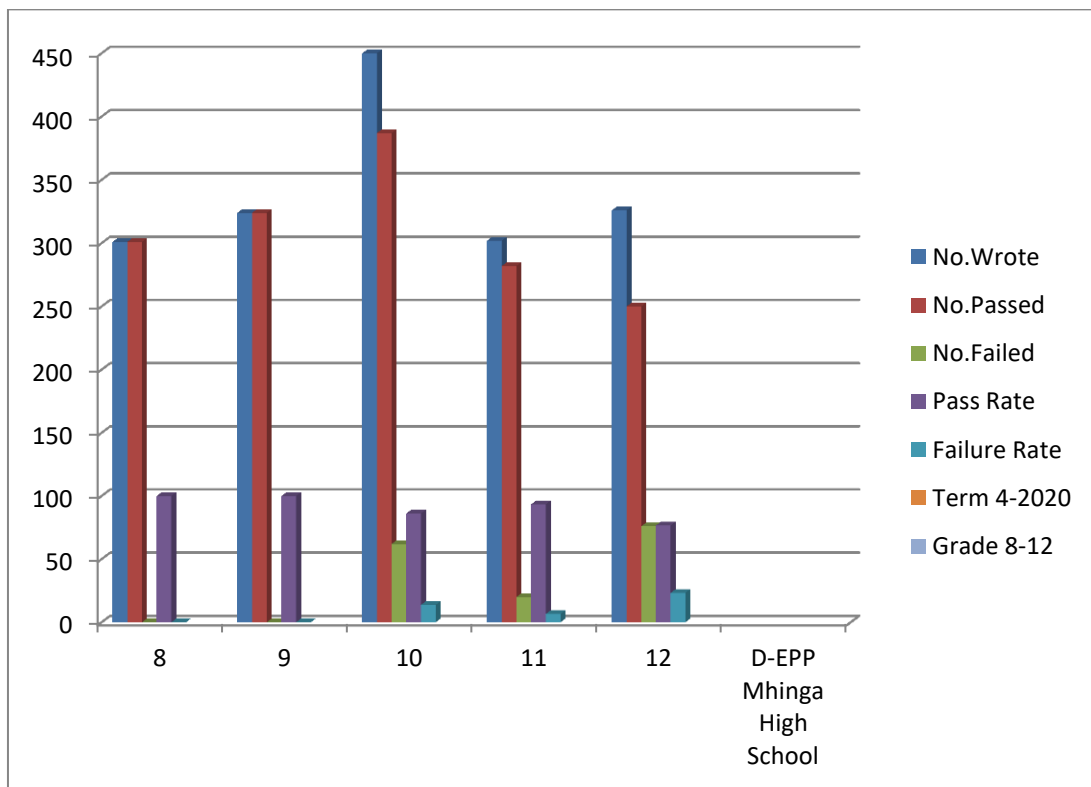
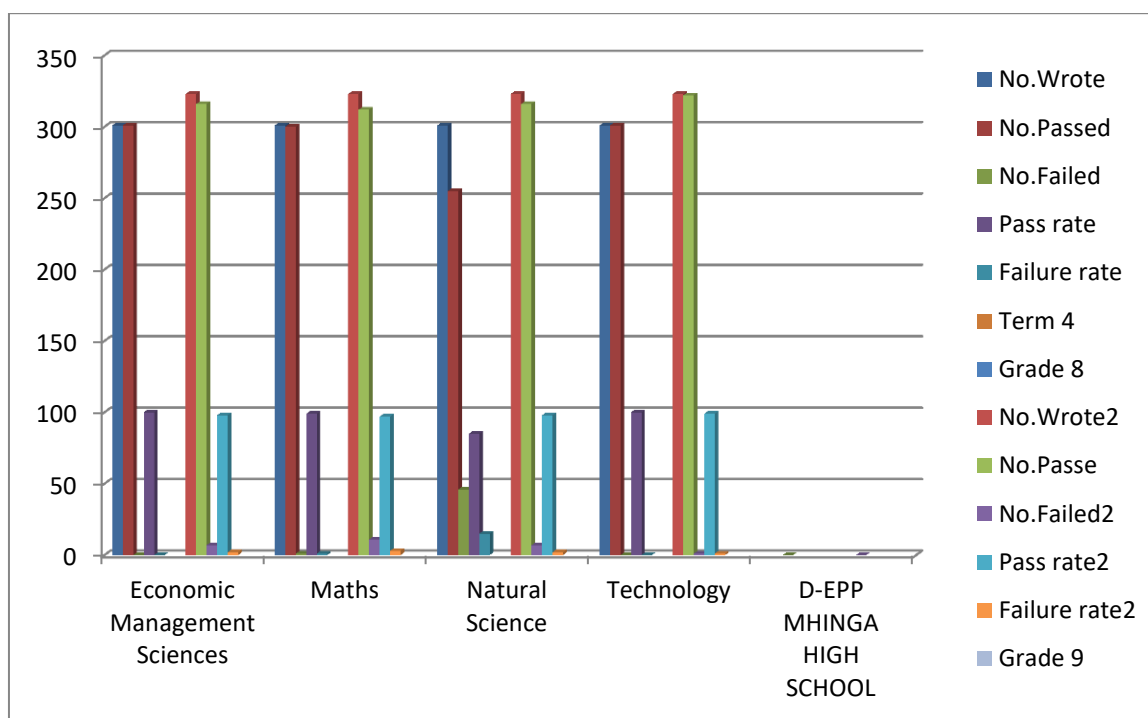


Figure 5.22 Term 4 Subjects Analysis for Grade 8 & 9 at School D in 2020



The performance shown by school C and school D on Mathematics grade 8 and grade 9 in 2020 is very similar, but the performance by school D at Natural Science seems to be below in terms of average to school C which seems to be doing well in all these two learning areas. However, school C on Economic and Management Sciences seems to be struggling from both grades 8 and 9, compared to school D as it looks like all learners are doing well in this learning area as they all passed at the end of term 4. When it comes to Technology from these two schools all of them are doing well because only 1% failed Technology at grade 9 from school D but school C got 100 percent in both grades. Due to Covid-19, the true picture could not be established in this regard as all the learners passed their respective grades to the next grade except three learners from grade 8 at school C who failed to meet the required standard at the end of the year. The researcher believes that matric results will show the true picture of these two schools rather than the lower grades as teaching and learning have been compromised during the year due to this pandemic.

While the true extent of the 2020 matric examination leaks might never be known, officials investigating these irregularities are emphatic that the exams have not been compromised. Hugh Amoore-chair of the national investigation was done into the leaks of the maths paper 2 and physical sciences paper 2. Amoore said that the investigation into leaked maths paper 2 found that a total of 235 matric pupils were in a WhatsApp chat groups where questions from the exam itself were shared. In the case of physical science paper 2, the exam or parts of the exam were sent to groups with just 62 pupils (Sadives, 2021:2). The matric year was marred by disruptions at schools as a result of Covid-19-positive cases, less contact lessons with teachers, some of them could not afford to be in online lessons and the exam paper leakages that threatened the integrity of the matric results (Sobuwa, 2012:7).

It is fortunate in this digital world that our children are mastering computer literacy so fast that can easily access internet. Even the children at kindergarden have become computer literate with the widespread availability of smartphones (Kativu, 2021:20). The design of pedagogically appropriate technology-rich learning environments that align computer activities with classroom activities can be considered powerful learning environments (De Yong & Pieters, 2006) for young children (McKenney & Voogt, 2012:6). Technology is the future, and the future is technology. Anyone who is going to choose a career that has nothing to do with technology runs the risk of being jobless. We are living in an era of online business; online careers such as being a social media influencer and online marketers are taking over. There is still a need for doctors, accountants and teachers, but the future is taking the technological route and pupils better equip themselves at an early stage to be relevant in the future. The world has changed; teachers' ways of delivering their lessons must also change (Mphahlele, 2021:12).

There were a group of schools, mainly in disadvantaged urban and rural black areas, without technology that had their schools closed for up to three months during the past year. These learners would have been poorly prepared, and this will be clear in the results that will be released (Sobuwa, 2012:7). The year 2020 will go down as one of the toughest years in the history of the education calendar in SA because of the challenges posed by Covid-19 pandemic which led to the country be put on lockdown from March. This resulted in attendance disruptions and pupils also had to adapt to virtual learning and little to no contact with their teachers. The overall matric pass rate for 2020 may have dropped by 5.1% compared to 2019, but the resilience shown by pupils while studying under Covid-19 has received high praise. More than a million learners, who sat for the 2020 exams, achieved a pass rate of 76.2% compared to the 83.1% achieved in 2019 and 78.2% in 2018 (Sifile, Koka & Sobuwa, 2021:3).

The South African Public Examination standards are comparable to the best in the world. The National Senior Certificate has stood the test of time and enjoys respect and is acknowledged by higher education institutions, employers and the public as a whole. The year 2020 will go down in history as one in which we faced unprecedented challenges that affected every facet of human life. Our strategy to rescue the 2020 academic year was predicated on curriculum trimming for all grades, except Grade 12. Despite the challenges posed by the pandemic and against all odds, the Class of 2020 persevered to ensure that more than 75% of candidates attain the National Senior Certificate that serves as a gateway to career, entrepreneurial opportunities or further studies. We celebrate the perseverance, resilience, and agility of the Class of 2020. The Xitsonga saying, 'Dyondzo i xitlhangu xa vutomi' is forever true. Roughly translated, 'Education is the shield of life'. I therefore invite all education stakeholders and the broader South African public to view the results with the sense of ownership and involvement and to support the projects, programmes and efforts of the Department in our mission in 2021 to remediate and accelerate learning and assessment as learners return to schools (National Senior Certificate 2020 Examination Report, 2021:4-5).

Figure 5.23 Term 4 Subjects Analysis for Grade 12 at School C in 2020

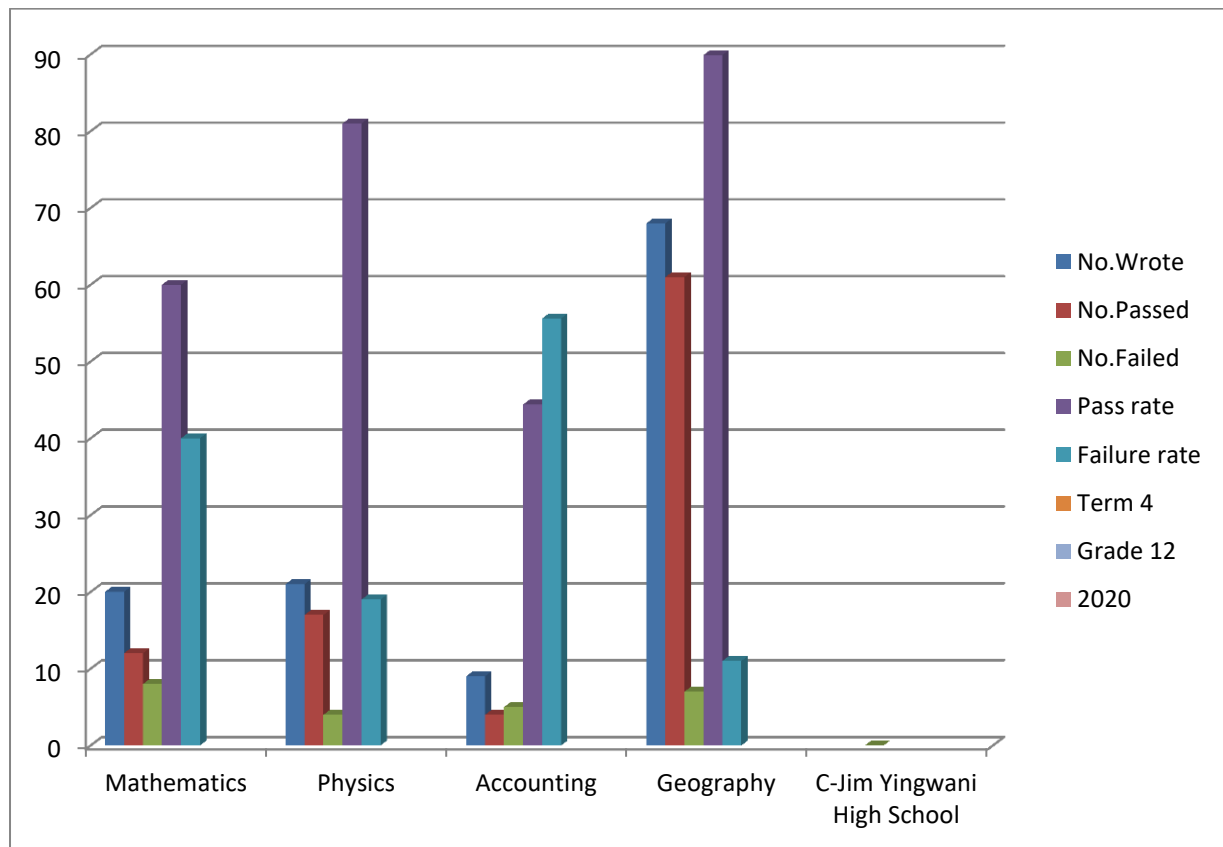
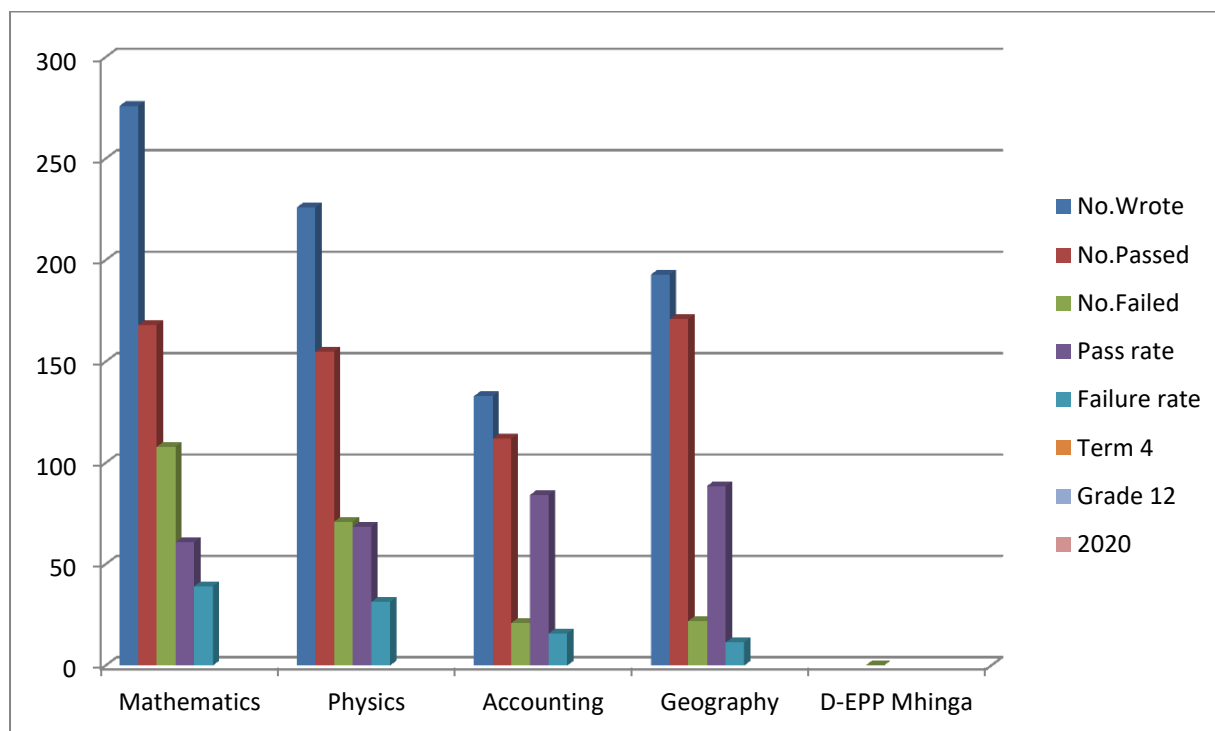


Figure 5.24 Term 4 Subjects Analysis for Grade 12 at School D in 2020



The results of both schools went down that could be attributed to Covid-19, which turned 2020 to be one of the most unbearable years in the history of education fraternity in the whole world; however, in school C Accounting has performed poorly as it is under 50% and school D is at 84% but all those other compared subjects from both schools are not far from each other. Mathematics is at above 60% for both schools; Physics at 81% from school C and school D at 69% of which this a huge drop from 2019 at school D because the performance was at 92%. Performance is vice versa from both schools as school C performed better in Physics in 2020 compared to school D in 2020, in Accounting, school D performed far better compared to school C in 2020. Both schools performed similarly in Geography taking into account that school C obtained 89% and school D obtained 86%.

**Support of poor performance :** Van der Westhuizen (2015:296) cited Marx (1981:193) posits that motivation include all efforts that a business leader makes to incite his colleagues to voluntarily perform to the best of their ability. Motivation is the spark that ignites action and thereby defines the course and progress of human endeavour. Study by Van der Westhuizen (2015:327) argues that the increasing demands made on the school and teachers have led to an alarming escalation of stress and professional burnout as career risks for those in the teaching profession. As a result, these individuals face pressure from their colleagues and are often in the uncomfortable position of being a “buffer” between senior management and classroom teachers. They therefore require development and support in order to build their confidence, skills and leadership competencies (Naidu, Joubert, Mestry, Mosoge & Ngcobo, 2008:104).

Guiding can be thought of as a management task that directs people's popular activities in order to ensure that they complete the tasks in order to meet the defined objectives. The significance of guiding lies in the fact that it is a management action that guarantees not only the completion of a particular task but also the quality of the job (Westhuizen, 2015:181). One of the most effective methods of influencing and modifying employee behavior in a positive direction is explained by the positive reinforcement theory of motivation (Mosley, Meggison & Pietri,1993:242) cited by Steyn and Mills (2008:132). Self-esteem and self-actualization needs are important in boosting the performance of staff, people need challenging jobs and need to receive recognition for work well done (Matlawa, 1989:13) cited by Steyn & Mills (2008:135). Burnout attacks career motivation and diminishes the effectiveness and job contentment of many loyal and gifted teachers (Van der Westhuizen, 2015:327). This and almost every other definition of burnout in recognized professions indicates that burnout is a condition of emotional exhaustion which is coupled to an unbearable workload. Top management must continually be aware that it is not only the psychological well-being of the child that must be monitored within the school system, but also the job satisfaction and psychological well-being of each staff member (Van der

Westhuizen, 2015:328). Intervention in other areas, such as personnel development and any changes in the role structure which could influence job satisfaction, demands the active support and leadership of top management (Van der Westhuizen, 2015:338).

Department Heads assist educators who need professional counselling services:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	1	9	9	7	0	21	8	17	11	2	1	10	5	2
4	4	33	33	26	0	36	14	29	19	10	5	50	25	10
100%					100%					100%				

59% from governors do believe that the department heads assist educators who need professional counselling services to enable them to perform their professional duties. 33% governors do not exactly agree or disagree they are not sure about that in terms of the percentage obtained from this study. 36% of professionals do not agree with this notion that the department heads assist them in times of need to get counselling services. Only 48% of educators believe that counselling services are offered through the help of the department heads, but 50% of circuit officials are not sure if these services are provided by the department heads, whereas only 35% believe that these services are offered to those who need them.

Despite the fact that Section 20 of SASA. 84 of 1996 notes that the SGB should assist the principal, educators, and other staff in the performance of their professional duties, research has shown that SGBs do not provide much support to educators (Van Wyk, 2004:51). According to Gusty & Peterson (1996:12), the ability to assess the need for support is critical in school governance, and this can be demonstrated 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 if the activities carried out in the school. How do/did you support the teachers and learners who are/were struggling with teaching and learning their learning areas so that the entire results of the school could improve as the administration in charge of professional management as assigned by the HOD and expected to implement the target and policies made by the governors?

Department Heads assist educators who need training in order to improve their level of teaching skills:

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	8	1	20	5	20	12	3	1	6	9	1
4	4	19	44	30	2	34	9	34	21	15	5	30	45	5
100%					100%					100%				

School governing body members who believe that educators who need training in order to improve their level of teaching skills make 74% and educators who believe that they get training make 55%, whereas 34% do not believe that such assistance exists. 19% of the governors are not sure if department heads assist educators who need training in order to improve their level of teaching skills when only 8% of the school governing body members do not agree that the department heads give this assistance to their educators who need this service.

50% of the circuit officials do believe that the Department Heads do offer these services to those who need training in order to improve their level of teaching skills, 30% of them do not support such notion. Textbooks are provided to pupils at the right time in Vhembe District public 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
2	9	5	7	4	5	12	15	18	8	2	3	7	6	2
7	33	19	26	15	9	20	26	31	14	10	15	35	30	10
100%					100%					100%				

27% of governors and educators disagree that textbooks are provided to pupils at the right time in Vhembe District whereas 23% of them are not sure if textbooks are provided at the right time. 40% of circuit officials support this view that textbooks are provided at the right time, but a big chunk goes to 35% who are not sure, and only 25% disagree with this view.

The researcher believes that without textbooks delivered on time at schools nothing much to be expected from the pupils as they make use of them as primary resources; this view obtained in this study from participants is not the pleasing one particularly in Vhembe District of Limpopo province which once has scandal of textbooks some years back. In order to gain a better understanding of teachers' and students' everyday experiences in schools, Nieto (2004:4) emphasizes the importance of taking into account the larger socio-political background of education, writing: *"It is clear that no single explanation (of academic achievement) is adequate to justify why some students excel and others do not."* We need to think of school achievement as a combination of personal, cultural, familial, interactive, political, relational, and societal problems, which requires an awareness of the socio-political context in which education occurs.

Healthy competition is cordial and beneficial to the learners and teachers alike, hence, is it very vital for each school to set the target which should be attained at the end of the quarter, term or year. The realisation of the set targets mirroring the effectiveness of the teaching and learning done in the school and failure to achieve the set targets show the ineffectiveness of strategies used in a particular school and the gauge of other schools' performance in the cluster could be regarded perfect assessment object to the right destination in the area. The first approach is known as school effectiveness research and is like taking a picture of a school and comparing that with pictures of other schools (Reynolds et al, 1996:1). A cluster refers to the grouping together of neighbouring schools with the intention of improving teaching through the sharing of resources, experience and expertise among staff. The researcher posits that sharing of resources amongst schools could improve the standard in schools which do not enjoy enough support in terms of resources to be used for the benefit of the learners. The percentage that has been shown above from governors, educators and administrators show the importance of working together in order to achieve the intended results as shown that textbooks are not provided at the right time, hence, the researcher believes by twinning the best performing schools with those who are struggling in order to ensure that they get help on challenging chapters from these teams which are excelling on their duties and monitoring done as part of mentoring the course of action. The consent from the parents and support from the SGB should prevail in this aspect in order to ensure that remedial lessons are implemented within the confinement of the rules and regulations which govern the school as this involves extra cost sometimes to the school concerned. Twinning is a relatively simple school-based arrangement between two schools that decide to work together, share resources, exchange educators and learners and interact despite differences in character, culture and ethos (Naidu et al, 2008:137).

The researcher believes that monitoring and directing the course of action should be done by school managers, circuit managers, district directors, curriculum advisors and governors in this aspect in order to assess if what has been agreed are being implemented accordingly to achieve the intended course of action. It is useless to identify issues of concern if there is no monitoring tool to assess if those issues are being addressed for the benefit of the learners as well as the teachers themselves within a set time-frame to realize a certain outcome. Any failure should be attributed to the accounting officer who has to ensure that the challenging issues raised are attended to within the given period in order to change strategies to attend those prevailing challenges as well as to escalate them to the next relevant authority if there is no improvement on the undertaking. Study by Van Deventer (2016:39) argues that a principal is answerable for an institution's staff establishment and the controlling of the environment in which staff work in such a way that all staff members are enabled to perform to the best of their abilities. It is therefore incumbent on the principal, as a central figure in the school, to promote enabling relationships with staff members (Naidu et al, 2008:120). Assessment results provide principals and educational authorities with a quality control check on the preparation of learners (Van Deventer, 2016:350).

The researcher believes that the external environment do play a role in instigating a zeal from those who are struggling in terms of the methodology used to effect teaching and learning, so any intervention from outside in a form of educational outing which could be regarded as social learning that could be transferred into a formal setting to spark the positive climate of teaching and learning on difficult concepts someone has gone through or assistance from the parents community in a form of instilling discipline and culture of learning to their children could yield some positive results in giving them the necessary support to demonstrate that their undertakings are valued. The assumption that there is a direct correlation between these two categories of school effectiveness (internal and external) is often problematic and misleading, since a school with a high degree of internal technical effectiveness may not necessarily have a high level of external societal effectiveness (Botha, 2010:608). Our view and that of other (Waghid, 2002; Haussila, 2005), is premised on the notion of ways of learning that are embedment in social contexts, which regard knowledge as a social construct and therefore curriculum as a social contextual process (Themane & Mamabolo,2011:2).



The researcher believes that whilst the percentage of punctuality amongst educators when performing their teaching obligations, learners who are struggling should be given extra lessons as a means of remedial action to their studies and teachers should attend workshops which are organised by the department as well as to further their studies in order to be abreast with the latest information wanted in the field so that the intended results could be realised when it comes to Mathematics and Science Education which could have a positive impact on the growth of our economy. The respondents when it comes to trainings make almost 55% from the educators; this could be encouraging to the remaining 45% to further their studies other than relying on the department to offer such trainings. It has been my experience that the most effective and best workshops have been those which have been in-house, and in which individual teachers and subject teams have tested and shared ideas on good practice (Clarke,2007:136).The researcher is of this opinion that SGB should always be available to give the necessary support and to give report to the parents on the challenges which do prevail especially to those subjects which have been identified as the core in developing our economy; Mathematics and Science Education, teachers who are doing well in these subjects from the school or other schools should be invited to come at their schools to mend these learning areas and the SGBs take care of the expenses incurred through the contribution made by the parents.

## **V. RECOMMENDATIONS**

- The SGB should monitor and evaluate the targets that have been set at the school level for each grade in a quarterly basis and provide necessary support at an early discovery. Monitoring and evaluation of education is the responsibility of the national department with competent authorities like school governing bodies and others in terms of National Education Policy Act 27 of 1996, section 8(4). Teachers and the support staff members should be subjected to performance agreement so that they could be undertaken to a meaningful appraisal measures with intention to commend the good work done and improve the failures in order to get the intended quality results throughout the year, the governors and the principals should ensure that the performance appraisal in the school is procedurally sound, consistently applied and fair, the outstanding performers should be entitled to promotion and rewards. The SGBs as the overall employer of the accounting officer and every employee at the schools should make sure that the monitoring and evaluation processes are applied across the board in order to get the intended results as agreed by all affected parties for the benefit of the learners without any compromise.
- The governing bodies and the department of education should consider making use of SASA 84 of 1996, section 36(1) and section 38(2) as well as section 35 as set out in schedule 49 & 51 for national norms and standards for school funding to receive contributions from parents community and other stakeholders in order to finance extra classes for Mathematics, Science Education and other challenging subjects in the school, to compensate the expenses incurred by the experts outsourced to teach these learning areas, to recognize the good performance by the teachers and support staff through some forms of awards, i.e. trophies, recognition certificates, cash bonus, special outings and others.
- 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.
- The department of education and governing bodies should at all times create a space for social cohesion in roping the local authority like councilors, political leaders, union leaders, civic organisations, traditional leaders, pastors, social workers and community at large should come to the board to assist the school to improve the state of affairs to profit the learners, parents and community as a whole by creating jobs for youths from their local schools where they can be hired as general assistants and educational assistants in order to reduce the overload of work placed upon the teachers by the employer to ensure that they focus much on offering class education to the learners in the classroom. Traditional leaders, political leaders and councilors as well as pastors should be encouraged to include one item of educational interests in their daily social gatherings in order to cautionise youth about the importance of education, their influence could have a positive impact on raising education awareness for the development of the society. 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).

### REFERENCES

1. ALIAGA, M. & GUNDERSON, B. 2000. *Interactive Statistics*. 1<sup>st</sup> edition. Prentice Hall.
2. BAYAT, A., LOUW, W. & RENA, R. 2014. *The role of SGB in underperforming schools of Western Cape: A field based study*. New Delhi: Kamla-Raj.
3. BUSH, T. & COLEMAN, M. 2004. *Leadership and Strategic Management in Education*. London: Paul Chapman Publishing LTD.
4. BUSH, I. & HEYSTEK, J. 2003. *School governors in the new South Africa. Compare: A journal of comparative education: 33(2): 127-138*
5. CAMERON, S .2011.*The MBA Handbook: Academic and professional Skills for Mastering Management*, 7<sup>th</sup> edition, Prentice Hall
6. CHERNOW, F.B. & CHERNOW, C. 1992. *Elementary principals' complete handbook. Practical techniques & material for inservice administrators*. Englewood Cliffs, New Jersey: Practice Hall.
7. DUMA,M. A.,KAPUELA,I. S. & KHANYILE, P. D. 2011. Educators' Experience on the Role of Parents in the School Governing Bodies of Rural Schools. *American International Journal of Contemporary Research*, 1(3): 19-24.
8. ILE,I.U, ERESIA-EKE, C. & ALLEN-LLE, C.2012. *Monitoring and Evaluation of Policies, Programmes and Projects*, 1<sup>st</sup> edition: Van Schaik Publishers
9. KATIVU, B. 2021.*Teach children to use technology (Article published in the Sowetan Newspaper of 19 February 2021)*. Johannesburg: The Sowetan Newspaper
10. MALULEKE, R. M., CASSIM, N. & KARODIA, A. M. 2016. *Challenges of school governing bodies towards school performance: Regent Business School, Durban: Republic of South Africa*.
11. MNCUBE, V. & MAFORA, P. 2013. *School Governing Bodies in Strengthening Democracy and Social Justice: Parents as Partners? Anthropologist*, 15(1): 14-19.
12. NAIDU, A., JOUBERT, R., MESTRY, R., MOSOGE, J. & NGCOBO, T. 2008. *Educational Management & Leadership: A South African Perspective*. Second impression (2010). Oxford University Press Southern Africa.
13. NASH, J .2015. *Governors Handbook For Governors in Maintained Schools, Academies and Free Schools, Crown: Government Publications,UK. [www.gov.uk/government/publications](http://www.gov.uk/government/publications)* .
14. RAMOTHWALA, P. 2020. *Pupil takes school head to ConCourt-Grade 12 pupil was 'prevented' from writing exam paper (Article published in the Sowetan Newspaper of 15 December 2020)*. Johannesburg: The Sowetan Newspaper.
15. TURNER, G.O., CLIFT, P.S. & CLIFT, P. 1988. *Studies in teacher appraisal: ISBN-10:1-85000-267-3*
16. VAN DEVENTER, I.2016. *An educator's guide to School Management-Leadership skills*, Van Schaik Publishers, South Africa.
17. WOLFENDALE, S. & BASTIANTI, J.2000. *The contribution of parents to school effectiveness*. David Fulton Publishers, LTD.
18. WORKU, Z. 2019. Factors that affect the quality of teaching and learning in public schools. *Journal of Economic and Business Studies*, 2(1): 109-120.