CHALLENGES OF SCHOOL GOVERNING BODIES TOWARDS SCHOOL PERFORMANCE; KHATISA HIGH SCHOOL, MULAMULA HIGH PRIMARY SCHOOL, JIM YINGWANI HIGH SCHOOL AND THOMAS MOFOLO HIGH SCHOOL (SOUTH AFRICA)

Raymond Mkateko Maluleke  
Graduate of the Regent Business School, Durban, Republic of South Africa

Nadeem Cassim  
Postgraduate Research Manager and Academic, Regent Business School, Durban, Republic of South Africa

Anis Mahomed Karodia  
akarodia@regent.ac.za  
Professor, Senior Academic and Researcher, Regent Business School, Durban, Republic of South Africa

Abstract
This study outlines the challenges South African Education systems is exposed to and how to mend the governance which is likely to produce sustainable results through-out the country compared to neighbors like Zimbabwe which has effective educational systems in place when it comes to basic education. The dawn of democracy put education of the children in the hands of the parents so that they may able to reap the fruits of their own intentions and hard work upon the education of their children as the government in power in the country believes that people shall govern and indeed at this facet of education the parents are governing. The old system of school committees was characterized by discrimination and was highly authoritative and hierarchical as well as being undemocratically. As a result of this many schools experienced poor management, inadequate funding, ineffective teaching and poor learning.

Key Words: Challenges, School Governing Bodies, Performance, Education, Systems Democracy, Discrimination, Authoritative, Hierarchical, Management, Learning

Introduction
The abolishment of school committees and their replacement by the democratically elected SGB was hailed as a significance milestone in improving school governance and the general management of schools. This was also perceived as an important step towards the improvement of the quality of the culture of learning and teaching as well as the commence of transparency and accountability to the people who had elected them as it was not the case during the era of school committees who were not democratically elected. This initiation has been met with challenges of its own as most schools have experienced crisis of governance one way or another because of the insufficient skills the structures encountered due to a number of educational and history background of those members elected to govern of which this had have an impact in making well informed sound educational decision in terms of the
mandate bestowed upon them to benefit the schools. According to DOE (1996:22) the SGBs were instituted with the aim of entrenching democracy and instituting representative governance, which, it is strongly believed will enhance the effectiveness of schools and therefore improve the quality of education. The inception of democratically elected SGB brought different upshots to different schools, some of the schools were stable under the leadership of School Committees and some were not managed properly and the inception made some of those schools which were managed properly to deteriorate in terms of school performance whereas some just improved. The rift of power between the structures and the principals as to who should run the school caused schools commotion in some schools where this process was not managed properly and it had an impact somehow, as is still being integrated judiciously to do its own duties within its boundaries.

The tussling of school committees in favour of school governing bodies was to enter in another dimension which has to be used to achieve the intended goal of the government, and this study is to expose the barriers which hinder such good plans the government has initiated and outlined some of the strategies which could assist in schools to achieve those plans the government had at first so that quality education could be found in South African public schools as is the case in former model C schools which are privately owned. School community could form some projects to fund hardworking students to tertiary level in a form of encouraging and tantalizing commitment from the parents, educators and learners to work together towards the common goal which is to achieve best quality results in their schools. The family circumstances could not be ignored if children have to be guided to work hard towards realization of better results so that they may better their family situations, so the family values towards education are primary important to shape the children in focusing in getting education. Should parents be dedicated in monitoring the progress of their children this battle can be won as this practice could instill the will to learn by the children for their own benefit than for their parents who try by all means to create conducive learning space.

The Department of Education and School Governing Bodies have to work as partners in ensuring that the schools do produce the quality results in all the schools, this can be achieved if they form a mutual co-operation and collaboration in executing their roles knowing that there is no entity amongst themselves which can able to achieve the full potential of the education system in isolation without the active participation of the other stakeholders. Anderson-Butcher and Ashton (2004:40) define collaboration as `working together and sharing responsibility for results`. The parents communities have to take their roles seriously and responsible without fulfilling the constitution`s obligatory duty, they have to contribute positively by making sure that they take the education of their children in a serious note by engaging with them in a various ways like checking their books at home, establishing Quality Learning and Teaching Committee which will some time visit schools to check their books randomly to find out if indeed they are writing the class tasks and people to be assigned on these activities could be people who have already graduated from matric. This implies that, as a starting point, a school management team needs to establish an atmosphere that is inviting to parents and community members for participating in school activities (Joubert, Mastery, Moose, Naidoo & Ngcobo, and 2008:130).

**Aim of study**
The aim of this study is to explore the challenges which are faced by the SGBs and how to make use of those challenges to the advantage of its existence by means of using such
challenges as learning curve in doing the right things which will benefit the community, learners, educators, department, civics, professionals and traditional councils in Vhembe District and Johannesburg Central District.

Objectives of study

- To identify the challenges encountered by the governors when executing their primary duties.
- Strategies to be applied by governors to overcome challenges.
- Governors` enthusiasm and capacity in executing their duties.
- Governors` accountability and responsibility in decision-making.
- The impact brought by governors in schools.

LITERATURE REVIEW

Introduction
The department and other affected parties dealt with a number of issues about the challenges of the school governing bodies in performance of schools and how to inculcate and sustain such run-through in the education system for a long term undertaking since the creation of open participation in education. The dawn of democracy in South Africa has seen the passing of legislation specifying the participation of various stakeholders in school governance (Mosoge & Van Der Westhuizen, 1997:67). Schools are now governed by elected school governing bodies (SGB) who develop policies, adopt constitution, monitor implementation of agreed decisions, support the professional performance and administrative duties in making sure that schools do perform their duties effectively and efficiently to attain quality results. This inception gave schools mandate to govern and run their own affairs for the benefit of their learners. According to Van Wyk (2004:49), this proliferation presents schools with an enormous task of governance because in South Africa, neither parents nor educators have had much experience of participatory decision making since in the past, principals were generally considered to be the only people with the required knowledge and authority to make decisions. This practice is still continuing in township and rural schools thereby the principals find it difficult to relinquish power of governance to the responsible structure mandated to do that by the Constitution. “At the beginning of new government, we had to make sure that each and every stakeholder in education has got space and a platform to get involved in the decision-making processes in education.” However, the education of our children, said Thakgedi Nkosana, is not an isolated societal matter, (Talane, 2014). “It has to address the rules of a country because it is a societal responsibility.” At the time that the policy around which the structure and purpose of SGBs was formulated, the government had to look at which societal stakeholders can spearhead discussions and policy making around education, (Talane, 2014). There is still a need to develop, adjust and amend some of the prerequisite in favour of the inclusion of a minimum literacy level for suitability and eligibility to execute core duties of governance.

Nash (2015:5) believes that governing bodies are the key strategic decision makers and vision setters in every school. The existence of SGBs in schools play an important role than existence of school committees to all who are affected and attached to such school, in case of difficulties and challenges which do happen unexpectedly, the role players know that in this
circumstance there are many stakeholders to play a massive role in mapping out strategies to be used to turn around that situation into normal before any serious scar do happen.

Parents must participate in all aspects of the management of their children’s schools in order for school governing bodies to carry out their purpose, (Talane, 2014). Education is the responsibility of any structure that is found in that area where the school is located. Communities may breed a nation which is able to educate itself and prioritize the education of its offspring without favour, fear or prejudice.

Formation of school governing bodies
The adoption of the SASA 84 of 1996 resulted in the introduction of democratically elected SGBs in South African schools. These bodies were given far more responsibility than the school committees, which had governed schools before the dawn of democracy in 1994. As statutory bodies, these governing bodies ensure the participation of parents, educators and other staff members, principals, learners and co-opted members of public schools in South Africa (Beckmann and Bloom, 2000:1). School Governing Bodies were instituted with the aim of entrenching democracy and instituting representative governance, which, it is strongly believed will enhance the effectiveness of schools and therefore improve the quality of education (DoE, 1996:22). In some townships, rural and mostly urban schools this envision has yielded positive results as embedded in the Constitution but more still need to be done in the whole country so that schools could have responsible and accountable governance with capacity and capability to govern without defects. A stipulation of SASA 84 of 1996 states that governing bodies may include communities around schools, as well as parents and learners who view the development of the school as their primary objective, (Talane, 2014). The size of the SGB structure differs in terms of the enrollment the school has but the larger the school is the larger the SGB is supposed to be, however the minimum is 10 in which the parents have to be in majority in terms of voting rights, for instance, if it has got 10 members, six are supposed to be parents from parent-component and four are supposed to come from school-component educators, non-teaching staff and learners). The constitution is based upon the norms and values inbred in the South African constitution, the SASA 84 of 1996, and any applicable law in the province in which the governing bodies functions. This implies that SGB members should know and understand the legal implications of having to represent stakeholders that have democratically elected them into office and should be au fait with the contents of legislation such as National Education Policy Act 27 of 1996 and South African Schools Act 84 of 1996, School Act( SA,1996).

It is crucial that a governing body takes the recommendation for an external as a wake-up call and moves promptly and decisively to commission a high quality review and act upon its plan of SMART actions to improve its effectiveness (Nash, 2015:19). If South Africa has to be rated amongst the best in the world in terms of providing quality basic education which does contribute meaningfully in the contemporary socio-economic crisis it must first address a number of challenges. Efficiency in the education system could instill accountability and responsibility if the policies in place are used as the cornerstone of quality education. The policies are in order to be implemented so that schools could have sound educational governance of which this will take the education in the right direction if all agreed and documented for implementation are done accordingly to the benefit of the learners and all stakeholders affected in that locality with the inclusion of the national interests as South Africans who live in the open space where competition is the order of the day.
Additions and recommendations of the minimum requirements to be elected SGB member

Many governors in rural and townships (disadvantaged areas) have limited skills because of their low literacy levels and “negative attitudes towards school activities” (Heisted & Louw, 1999:21). Many schools are affected by this type of low level of literacy which hamper the good intention crafted by the government to let the parents have more say in the education of their children through the representatives who govern schools on behalf of the entire parent community and school community, governance needs understanding, interpretation and applying of the prescripts of the Department of Education in schools through the legal mandate invested upon governance. Any newly elected governor has in the opinion of the person making nominations, ‘the skills required’ to contribute to the effective governance and success of the school. This could include specific skills such as an ability to understand data or finances as well as general capabilities such as the capacity building and wiliness to learn (Nash, 2015:39). This is a clear indication that there is a need to amend/add some of the requirements on top of those ones in place at the moment. It would be advisable that on top of everything that is required from candidates to qualify for nominations, a strong recommendations and preferences should be emphasized on candidates with basic background of leadership or finances or/a basic standard should be set for the members to be nominated as these people are going to take decisions which will have to direct the school to the right direction in terms of its mission and vision.

The SGB structure is supposed to be given the due considerations it does deserve like other structures which govern other formal institutions in the country. Accountability and independence have to be demonstrated in steering that entity to the intended direction as most of the SGBs do not co-opt members with the right skills to assist them from their communities. Wragg and Partington (1990:67) stress that co-opted members should bring a dimension to the governing body, which members can not readily give. Co-option was supposed to be used to the advantage of the schools, wherein the retired educators, policemen, lawyers, doctors, retired principals, judges, finance clerks and others with expertise were supposed to be used mostly in the sub-committees of the schools to provide sound background to such committees through their expertise they have acquired from their working environment as well as through formal learning. Section 20 of the SASA provides the SGB with the powers to administer and control the school’s property, buildings and resources occupied by the school. The SGB in most cases delegate various financial tasks to the principal and thus holds the principal accountable. The problem with delegation of duties from the SGB to the principal is that the principal is generally better informed with regard to delegated tasks than the school governing bodies. The danger in this is that the principal may use this information to pursue their own agendas at the expense of the school. This implies that the principal is in the position of wielding power when the members of the SGB are either less informed or do not have knowledge when dealing with school financial matters (Mestry, 2004:129).

The Department of Education needs to educate parents to at least the level of grade 4 or 6 (Van Wyk, 2004:54). “Educators also felt that parents who had received some form of training should be issued with certificate. Some even suggested that parents serving on the SGB should be remunerated since this could serve to motivate them to fulfill their tasks in the SGB structure” (Van Wyk, 2004:54). On a personal level, the sentiment shared above for
compensation and minimum level of literacy for eligibility to serve on top of having a child could produce quality results from accountable governance that has got pride and enthusiasm. Where the principal is in the position of wielding power when the governors of the school are either illiterate or have little knowledge when dealing with financial matters, he/she may use the delegation of financial tasks to pursue his or her own objectives at the expense of the school (Mbatsane, 2006:128).

This has been manifested in a number of schools where the SGBs are in high percentage of illiteracy, principals use them to achieve their interests at the expense of the formal structure which is SGB. For other positions which the members will have to occupy, recommendations could be put in place as additions to the required standard of eligibility that parents who reached grade 7 are encouraged to be in the lead so that they may occupy other positions in the SGB and positions of Chairperson, Secretary and Treasurer could be occupied by the parents who have reached grade 10 to 12 with the background of leadership and managing finances. According to the Education Foundation Trust & MDE (2001) stresses that the treasurer and the bookkeeper must have knowledge of accountability and bookkeeping. Woods (2007:354) states that most national governing bodies have a certification program that evaluates knowledge and competency. After training of the SGBs, it would be of high regard if the members are issued with the competency certificate to demonstrate that they have achieved the required standard which should have been provided. This will ensure efficiency in executing their primary duties, of which if they are given open book test during their training which will evaluate the readiness and understanding of what is expected of them that they may be proud of what they have achieved whilst working as SGB members of a school. It would be of high standard to acclaim as a parent. This test could be given the considerations to the benefit of effective and efficient execution of the functions allocated to them in terms of the constitution and it would take the education standard to another level.

The level of a capacity building program should be initiated to empower these parents from a low ABET level of education up to the level of a bookkeeper (Mbatsane, 2006:39). The certificate of competency achieved could be used in another circle of elections especially when they managed to get these certificates while serving at primary schools when their children proceed to secondary level, it would be of advantage to those who got those certificates being members in good standing to stand for election at the Senior Phase and Further Education and Training for continuation of smooth effective running of the schools. School Finance committees could be run by persons with the necessary skills to ensure proper and appropriate spending in schools. Nash (2015:5) states that empowered governing bodies need transparent data on the performance and finances of the schools they govern. Competency of School Governing Bodies should be given space to govern if they possess the necessary skills. If the SGB does not have the necessary skills to govern it will be a fruitless exercise to expect the schools to produce better results whilst there are no structures which can able to take the principals accountable as immediately stakeholders who witness the operation of the schools on a daily basis. They see the tasks and activities done by their children daily of which if they see that there is no effective progress taking place they should able to intervene with immediate effect to make sure that effective teaching and learning do happen in the schools.

According to Nash (2015:111), the payment can only be paid for expenditure necessary incurred to enable the person to perform only duty as a governor. The department should
consider compensating the SGB members whilst they have meetings which are stipulated in the constitution which does expect them to have one meeting per quarter of which in a year they have to hold almost four regulated meetings where they meet with parents and give them the progress of what have been transpiring in the school for such duration as well as to take the inputs of all. Hours spent during that time were supposed to be compensated in trying to take this daunt task serious by putting the value on it as some other members of school community do not like to be found in the helm of being members of governing bodies though being well informed about the acts which govern the schools, the department has to take the lead in this regard by sourcing the funds to compensate its members in appreciation of the work they do for the benefit of the education of their learners and the country at large.

Nash (2015:111) stresses that paying school governing bodies for their role as governors is subject to very specific legal restrictions. Compensation could stimulate active participation by those who have got good skills in running the schools compare to the majority of the townships and rural schools `SGBs which are mostly remotely controlled by the influence and direction of the principals. Compensation could be regarded as appreciation for outstanding work being done as the members have been offering their services for free for almost 20 years and they never complained though they are one of the few of governance structures which do not enjoy such benefits which are enjoyed by counter-partners doing the same job for the government entities who are being recompensed for their services, so what is taking place at the moment in the schools could be regarded as an mistreatment by the department and other stakeholders who do not appreciate the outstanding job being done by the SGB members in terms of financial benefits and this lead to the manipulation of corruption as they see the funds being deposited and end up conniving with principals to forge ghost work by ghost quotations which end up being paid a lot of funds which they later divide amongst themselves as a means of compensating their efforts.

There are limited, specific, circumstances in which individuals serving as governors can receive payments from their school. However this should only take place where it is in the best interest of the school (Nash,2015:111) .The funds for compensation of SGB members have to be considered as well as the funds to train them to execute their Constitutionally duties so that they may be accountable for their decisions which have been made during their meetings for governance. They may not be lured simple as they will know that the school is appreciating their efforts financial once in a year it will be much to them in desisting fraud and corrupt elements to misuse the learners’ funds. The financial decisions need people with background and at least a basic level of literacy especial to the schools under section 21 as they manage their own finances and administer them. Du Preez & Grobler (1998: 40) the SGB should solicit the services of an expert with sound financial knowledge from parent community.

Functions of the SGBs
Section 20 of SASA 84 of 1996 has outlined the functions of all governing bodies in public schools where the school governing bodies are subject to this by carrying out the following functions:

- Promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- Adopt a Constitution;
- Develop the mission statement of the school;
• Adopt a code of conduct for learners at the school;
• Support the principal, educators and other staff of the school in the performance of their professional functions;
• Determine times of the school day consistent with any applicable conditions of employment of staff at the school;
• Administer and control the school’s property, and buildings and grounds occupied by the school, including school hostels, if applicable;
• Encourage parents, learners, educators and other staff at the school to render voluntary services to the school;
• Recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 1998 (Act No.76 of 1998), and the Labour Relations Act, 1995 (Act No.66 of 1995);
• Recommend to the Head of Department the appointment of non-educator staff at the school, subject to the Public Service Act, 1994 (Proclamation No.103 of 1994), and Labour Relations Act, 1995 (Act No. 66 of 1995).
• At the request of the Head of Department, allow the reasonable use under fair conditions determined by the Head of Department of the facilities of the school for educational programs not conducted by the school;
• Discharge all other functions imposed upon them by or under this Act and discharge other functions consistent with this Act as determined by the Minister or by the MEC.

The governing body may allow the reasonable use of the facilities of the school for community, social and school fund-raising purposes, subject to such reasonable and equitable conditions as the governing body may determine which may include the charging of a fee or tariff which accrues to the school. Subject to this Act, the Labour Relations Act, 1995 (Act No. 66 of 1995), and any other applicable law, a public school may establish posts for educators and employ educators additional to the establishment determined by the Member of the Executive Council in terms of section 3(1) of the Educators Employment Act, 1994 and may establish posts for non-educators and employ non-educators staff additional to the establishment determined in terms of the Public Service Act, 1994 (Proclamation No. 103 of 1994). An educator and non-educator employed in a post established in terms of the above-mentioned must comply with the requirements set for employment in public schools in terms of this Act, the Labour Relations Act, 1995 (Act No.66 of 1995), and any other applicable law. When presenting the annual budget contemplated in section 38, governing body of a public school must provide sufficient details of any posts envisaged in terms of subsection (4) and (5), including the estimated costs relating to the employment of staff in such posts and the manner in which it is proposed that such costs will be met. A public school may only employ an educator in a post established in terms of the Act mentioned if such educator is registered as an educator with the South African Council of Education. The above mentioned functions demonstrate that any public school to be effective and efficient there is a need for well informed SGB with rudimentary and/sound literacy to be in the helm of governance so that the school could able to reach the envisaged government priorities which is to create conducive environment for teaching and learning that will produce quality education for the development of the country.

School community and Department Support to SGBs
Wolfendale (1992:14) states that for a partnership to succeed there is a need for a shared sense of purpose, mutual respect, sharing of information, responsibility and accountability.
The parent’s community has to take up their roles without fear and prejudice of their personal background when it comes to education of their children so that the intended results in schools could be attained. The department seem to be the active player and the parent community to be just recipient of which all of them have to play equal role therefore children belong to the parents and teachers belong to the department so this means equal efforts have to be put in place by all these stakeholders to achieve the mutual relationship which is profitable and beneficial to its intention. A partnership is an association of people and partners who agree voluntarily to work together on an equal basis to achieve specified goals (De Wet & Yeats: 1994) in (Beckmann, 2000:556). In terms of Section 19(2) of SASA, the Department of Education has to make sure that all the systems are in order to allow the flow of teaching and learning effectively throughout the country and also make it their primary tasks to equip all the stakeholders in their primary assigned tasks for efficiency of resources as well as accountability in the decisions and actions taken for the implementation of such individual school as juristic person in terms of Section 15 of SASA.

Section 19 (1) (a) of SASA stipulates the need for training of SGB members vigorously if the department has to save a lot of funds which are being used for the benefit of the individuals in power than the poor learners the department is aiming in improving its wellbeing by making sure that the funds which have been deposited for their schooling is used properly for the mission and vision of the school together with the department. Serious auditing has to be conducted yearly in each and every school by the experts from the department to confirm the forensic job performed by private forensic firms, of which they are likely to detect a number of discrepancies which will need the urgent attention. The internal control mechanism could also assist vastly in this aspect if the finance committee has assigned internal auditors from the parent community with skills in financial matters who can audit school finances once a month throughout the year to make sure that school finances are handled properly. Another recommendations was for the department to properly vet the standard of forensic firms they hire to conduct investigations, because they need to produce the best quality of work throughout the country (Watson, 2015:3). Also what could work is to make all these forensic firms to be a member of auditors monitored by the DBE for the duration of the circle of the SGB in place so that once they are found to be rigging some of the forensic data they get punished in a form of repaying the funds which have been lost in such institution where they were tasked to audit, this will reduce corruption which is being applied by these forensic firms in defrauding the learners funds to their advantages with school principals together with finance officers as well as treasurers, because once the school submits its audited statements from some of these forensic firms which are not trustworthy the department has to pay as required by the law.

Incorporation of King III report principles into SGB constitution
Taking into account that the SGBs are elected by the community at large, it would be very advisable if they follow the King III principles to report to its citizenries so that running of the school could be on the same level with running of public entity of which even the school does qualify to be on that state as it is owned by the stakeholders which have got primary interests of the development of such school together with the state. So an incorporation of the King III report principles to the code of conduct of governing body 18A of SASA 84 of 1996 and/ to the constitution of the school governing bodies could serve a meaningful purpose to the effectiveness of the SGBs as elected by the community whom at this stage could be regarded as the major shareholders of the school where their children are studying, of which
one learner is a lot of funds to be paid by the state, so the learner could be used as the money invested in that business which has to bring back the profit to the shareholder and the profit could be regarded as the end product of the entire work done during the four quarters of the year.

Section 16(2) of SASA states that, “a governing body stands in a position of trust towards the school.” By this it is meant that there must exist between the partners, openness, cooperation, honesty, integrity, fairness, transparency, participation and accountability to work together to achieve the effective management of financial resources. The principles of corporate governance which are as follows are very crucial for considerations if government is to make the schools effective and efficiency in its daily operations of its businesses: Accountability by the SGBs in any decision to be taken, discipline by the governance, fairness in executing its functions in making sure that no discrepancy is committed to sideline a certain stakeholder which has got interests in the development of the school, interdependence to all involved stakeholders in realizing the objective of the entire business which is effective teaching and learning through meaningful support from all stakeholders, responsibility by the SGBs is very vital to make sure that any unwanted conduct is attended to with immediate effect and remedial action is taken to align the school into its intended mission as well as to put the school at the right place within acceptable and expected time frame, social responsibility of the governance is to make sure that the community is taken care of by making sure that the environment where the school is located has to benefit through the existence of that school and finally, transparency in a form of providing its stakeholders with accurate reports which do happen quarterly in the school for smooth running and effective governance which could fasten a mutual conventional relationship between the school and its stakeholders.

Incorporation of King III report principles to the constitution and code of conduct of the SGB members could eradicate such malpractices done in schools as there is no accountability demonstrated to the stakeholders which have invested fiduciary mandate upon the members of the SGB to serve on behalf of the entire school community and stakeholders of the school to develop and manage it to the next level. The aspect of accountability by virtue of being paid for one’s services is entrenched in Kogan’s definition “ (Watt et al, 2002) of accountability as being answerable to one’s clients (moral accountability), one’s colleagues (professional accountability), liable to oneself and responsible to employers” ( Mestry, 2006:31).

**Whistleblowers and protection**

Corruption is sinking South Africa and the situation has exacerbated by leaders who act with impunity, writes Corruption Watch executive director David Lewis in the watchdog’s latest annual report (Watson, 2015:3). Public funds are being misused and mismanaged because of such leaders we have in high positions of public entity who do not have moral values to address the socio-economic challenges the country has other than being concerned about satisfying personal determinations by virtue of holding influential positions with authority. In its annual report, Corruption Watch says that while corruption is widespread throughout government, it is particularly endemic in schools (Watson, 2015:3). The Department and schools should accommodate different role players in curbing this endemic behavior pervasively becoming a normal culture within public schools, but the ethics of anonymity must be adhered to especial by the department until the consent is found from the
whistleblowers in respect to the matter being investigated and offering of incentives in some exceptional cases reported could help in making the role players to take this matter of mismanagement through fraud and corruption serious. “Given this, we were prompted to launch a Schools Campaign. Through it, we aim to influence policy and practice regarding the management of school funds, as well as to support access to information about the use of these funds. The overall objective is to encourage the public to resist and report corruption in schools,” said Lewis (Watson, 2015:3).

Lewis writes the organization will be focusing on encouraging young people to oppose corruption (Watson, 2015:3). Youth could bring transformation if they are given the necessary support and sometimes they can be radical in challenging things that are disadvantaging their wellbeing social and economically, so getting them in board could reduce this rotten culture of using school funds to enrich personal pockets by some in the SGB structure and the school management team. Civic societies, political parties, community structures and youth development forums in different communities have to be vigilant in rooting out corruption which is being practiced at different schools in a different forms. Silence could mean that you appreciate the ill-activities done in front of you at the expense of the society at large. Whistleblowers are supposed to be protected than to be exposed to those who are defrauding the state, this is a challenge indeed and it needs the department to come up with some strategies of protecting those who feel that their names should be kept secret after they have exposed corrupt practices in their localities, as some fear of victimization and exploitation towards their children by those who are in control in such schools. “They will make sure my name is blemished and maybe one person will be fired,” the source said, (Cassim, 2012).

RESEARCH METHODOLOGY

Target population
According to Govindasamy (2009:64), a population is a group of elements either individuals, objects or events, that conforms to specific criteria and from which it was intended to generalize the results of the research. The population for this study comprised four schools of which three of them were high schools and one primary school from two provinces whereby three of them were from Limpopo Province with the estimation of 1900 total learners and 60 educators and one school from Gauteng Province with 1300 learners and 49 staff.

Limitations of the study
The researcher initially experienced difficulties in securing suitable times for the interviews with the principals as they were often busy. The researcher is of the opinion that some participants were reluctant to provide ample data for the effective execution of the study and felt uneasy to answer some of the questions especial where such questions needed to get more about the handling of school finances and how to monitor them. The recorded interview also was another serious limitation experienced as most did not enjoy being tape-recorded or video-recorded during the undertaking of the study even after gigantic persuasion by the researcher.

Some participants mentioned above like business people who participated in school affairs some years ago were given questionnaires but never returned them indicating that they were still completing them as well as retired educators and some chairpersons school B and D, they
never returned those questionnaires to the researcher. The principal of school a never
demonstrated cooperation atmosphere and his members of which it was very upsetting in
working with such members, almost 90% of them never brought back the questionnaires to
the researcher. To get even school pass rate statistics it was a mammoth task from this school
as it was received on the last date of the submission of the whole research study. Some
principals withheld some documents required in the study even though the responsible
departments in those provinces where the study was conducted have approved and urged
flexibility and co-operation in furnishing the researcher with the requested documents to
enable him to execute his study. AGM minutes were just given to the researcher to peruse
than making copies to be used in the research study, financial reports were withheld by all the
schools applying delaying techniques until the time for chapter 4 lapsed, school
establishments and learners enrollment also were not provided citing reasons for records
being misplaced by school D, schools from Limpopo cited reasons for long shut down which
destabilized them as they did not have tangible records for learners admitted as they were still
registering grade 12 candidates due to extension given by the department after a long
shutdown in Malamulele area where all those three schools, A-C are located.

RESEARCH FINDINGS AND INTERPRETATION

Interaction with the respondents
The pragmatic research process began with a formal written request to the Director-General
of the Department of Basic Education by which his office has made it its task to liaise with
the identified provinces planned to be used in the study which are Gauteng and Limpopo
Province thereby three schools were from Limpopo Province in Vhembe District and one
school was from Gauteng Province in Johannesburg Central District. Gauteng and Limpopo
Provinces were also approached in writing after they have been contacted by the National
Office taking into account the nature of the study being undertaken which is of national
interests. The districts concerned were informed in writing by the provincial offices under
their jurisdiction whereby principals were informed by their respective line managers about
the study to be undertaken in their schools with the governors who are in charge or were in
charge with school governance. The questionnaires to all participants had a portion of consent
for their participation which was voluntarily in which assurance of anonymity and
confidentiality with regard to data collected about school should be done within the ethical
means of conducting the research study. The Literature analysis control is given its space in
the process of explaining the findings from the participants as their views were just quoted in
a verbatim mode as written by the participants who voluntarily took part in the study without
any force, pressure and coercive.

The literature knowledge thus reflects the existing knowledge on the role of the SGB in the
performance of schools has been crafted by the researcher through the participation of the
major rich-information participants in the system or who were in the system responsible with
governance. This and supplementary of other relevant literature reviews have got potential in
developing the right standard to be applied within the education system for the quality
improvement of teaching and learning in schools.

The following headings have been identified as issues of primary concern through data
analysis and gathering:

- The role of School Governing Bodies
- Performance
• Trainings
• Improvement strategies in education system

Table 4.1 below gives a summary of the contents for the findings on the role of the SGB in performance of schools that were identified through data gathering and data analysis:

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| Trainings | 1. Effectiveness of the training |

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**Roles of the SGB**

**Governance and Management**

Van Wyk (2004:49) stresses that this proliferation presents schools with an enormous task of governance because in South Africa, neither parents nor educators have had much experience of participatory decision making since in the past, principals were generally considered to be the only people with the required knowledge and authority to make decisions. The respondents who lead the schools here were asked to give their insights between the separation of powers and roles of governance and management without causing any rift between the two facets: The three headmasters had different views in how to handle and integrate the two;

Principal C had this notion about governance and management; “It was made clear in the onset that the role of the SGB is more on the governance and support of the school by providing the needed infrastructure. The SMT deals specifically with curriculum delivery and the SGB does not interfere in that professional competence”.

Principal D has got another dimension in how governance and management could be separated; “School governing body is a body that governs the affairs of school e.g. maintenance of school’s structure, fund raising, drawing up policies and constitution, however the SMT is responsible for managing administration and implementation of policies”.

Principal B had his views which are unique compare to the given views by other members in charge of schools thus far which reads as follows; “To balance powers between the school governing body and the school management team must work together to prevent
disagreement between them. They are all there to help learners. If these two parties have disagreements, learners will suffer”.

The views presented here above from the three principals who run different schools with different set-ups of its circumstances have got views which are similar but different in executing such views for the benefit of the school as a whole. The policy also is understood differently by the principals in charge in schools whereby the other principal believes working together is so vital to enable the two to realize the vision of the school, however others think differently of which one thinks that curriculum is supposed to be executed by the professional and the SGB has to provide the infrastructure to be used by the school and must not interfere with professional delivery of the curriculum and the other one has got different views about how to manage the separation of powers as he believes that the SGB manages the schools affairs but the SMT is responsible for managing administration and implementation of the policies of the school. Governing bodies are the key strategic decision makers and vision setters in every school (Nash, 2015:5).

It is true what have been alluded above by all who are in charge of their different schools but there is a need to explore such notion to an extent that all have to know that every school to make it the two have to work hand in hand with clearly defined roles which do not collude but complement each other for the benefit of the learners who are main target in the process of incorporating all these facets. The governance as said by Nash, they set vision and strategic decision makers, so with this principle is clear that no ways that the SGB could not intervene in professional matters if the set vision and targets are not being produced by the school to diagnose and remedy the situation if is not in dire state. The citations demonstrate that some principals still have that believe that SGB should not interfere with professional matters though is the body which does recommend and appoint such educators in that school where they govern in terms of Section 20 of SASA 84 of 1996, SGB recommends to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 1998( Act No.76 of 1998) , and the Labour Relations Act, 1995( Act No.66 of 1995); Subject to this Act, the Labour Relations Act, 1995(Act No. 66 of 1995), and any other applicable law , a public school may establish posts for educators and employ educators additional to the establishment determined by the Member of the Executive Council in terms of section 3(1) of the Educators Employment Act, 1994 and may establish posts for non-educators and employ non-educators staff additional to the establishment determined in terms of the Public Service Act, 1994 ( Proclamation No. 103 of 1994).

In terms of the above acts, it is very pellucid that the SGB has got a huge role to the success of the school and its performance, hence once they appoint an educator and non-educator, it shows that they have got powers even to sanction, dismiss and promote such employee therefore these employees do report to the SGB and their performance has to be monitored and evaluated by the SGB which has hired them or recommended them through the delegation of powers to the principal who manages daily operation of the school. The governors had views which are paramount importance in how governance and management should be separated:

Governor B1, “Balancing and separating powers upon SGB and school management Earn was one thing difficult. This was simple because some teachers felt that we SGB were Not fit to be in the body. They thought we were stupid that we do not even know how to count
Money or to calculate the budget”.

Governor C2, “The powers vested upon the SGB as governance and SMT as management should be balance. Both parties should draw line of boundary because the SGB its duties is to govern the school, this include principal, educators, support staff and learners while SMT specialize in the curriculum of the school and not to govern. SGB cannot govern where there is disorder and no chairs”.

Governor D who was a President of Learner Representative Committee had this views about the roles of governance and management; “Transparency and equity is the power that balances the governance of the management of the school as well as the school management team. Every progress made by the school the learners and the community at large should be notified”.

The majority of governors believe that the SGB must be trained to understand their role to enable them to work within their boundaries than interfering to the delivery of the curriculum which is vested upon the competence of the SMT however few feel that the SMT has to outline their targets and the SGB has to interrogate such plans and approve them to be implemented in the school with the support from the SGB. Another governor thinks that interference by the SGB or by SMT may happen for the best interests of the learners and other than that the SMT could be given the space to run the school as they operate in that field daily and the SGB deals with governance as mandated to do so and governor DD who represents the learners believes that transparency and equity should be demonstrated, and every progress made by the school, learners and school community should be notified, reporting principles should be adhered to by all SGBs, the decisions taken by the SGB should be dispersed to all the intended stakeholders than keeping that information only to school management team and school governing bodies members, that will enhance transparency and equity in sharing the school information.

Another governor thinks that the SGB is undermined whereby they were once let known that there were not supposed to be in governance as they cannot able to count even to calculate money. It is clear that even if each party has to be at its toes about its mandate the two has to work together to achieve the common goal but boundaries should help each party to focus on its role which has been tasked to carry out in that school. It may happen that there are still some of the educators who have a certain notion about the role of the governors at school of which they think there is no need for them to be in charge of governance if they are not having basic knowledge of literacy to use in approving the budget of the school but at the moment the requirements do accommodate even those governors without basic education as long as they have got children in that school. This notion has got negative influence to parents if they are treated otherwise in these bodies. Morgan, Fraser , Dunn & Cains (1992:18) state that this is supported in the literature where concern is raised that many parents do not want to serve on SGBs because they believe that they lack the expertise a governor requires.

The issue of governance and management is an issue which is highly debated in a number of structures in which the role of the governance (SGB) separated from that one of management(SMT) cause confusion however with the data gathered above as quoted by one of the principal that SGB governs affairs of the school, the researcher is of the opinion that
this sentiment sum everything in one that management of the school also has to be under the supervision of the governance as one of the facets of school affairs but only the level of authority bounded.

**Professional duties and Support**

Although Section 20 of SASA. 84 of 1996 states that the SGB should support the principal, educators and other staff in the performance of their professional functions, research has shown that there is little support of educators by SGBs (Van Wyk, 2004:51). Legislation has made it possible for governing bodies to become actively involved in assisting the professional management team of schools to handle cases of discipline and dismissal of educators (Marishane, 1999:92). School governing bodies must make sure that their schools have policies in order to promote good behavior to be displayed by the school and discipline among pupils (Nash, 2015:66).

Data was gathered from the horse’s mouths about this matter of support to carry out professional duties by the educators whom have been recommended and appointed by the SGB one way or another.

Governor C1 had a completely different views from his equals in this school; “An open session for learners and teachers where challenges can be addressed to identify their areas of concerns should be in place or conducted quarterly. Necessary support to the struggling educators is needed, such special training by the subjects coordinator. Educator needs to provide support to learner who struggles to improve performance with the assistance of the SGB to lift the moral of the learners”.

Governor D1, “Workshops, extra-classes, remedial classes are there but a few initiatives that were undertaken to help struggling teachers and learners. SGBs provide funding to support such plans”.

Governor D2 had an unusual expected ideas when it comes to support but practical ideology which could help hugely if implemented in case of supporting educators and learners;

“IQMS and LTSM. LTSM is the first step to improve learning and teaching, and if it is not adequate the problem will persist. Teachers must go to class well equipped with teaching material and the learner needs proper learning environment equipped with all necessary equipment. Physical training helps to open the mind of the young people. IQMS if checked can also help to see the level of educator in terms of what they can assist with or be assisted with”.

Governor D3, “Very often teachers find challenges in coming for extra lessons either because they live far from the school or have other commitments. To encourage them to come outside working hours the SGB comes up with incentives like paying teachers for extra tuition. Learners also struggle because some have to come to school on empty stomachs. The SGB has put a feeding program which provides learners with basic but balanced meals. This has had a positive contribution to the results obtained by the school compared to previous years when such programs were not available”.

Governor C1, Governor D1 and Governor D2 had views which are very different compare to
what the majority of governors have stated as the way to go in supporting the educators and learners to carry out their mandate which is assigned to them. Governor C1 thinks that it would be prudent if an open session is conducted quarterly where learners and educators will voice their challenges they encounter when performing their duties as well as the learners they would voice their concern in front of the SGB by which is believed that the intervention to be brought by the SGB could uplift the morale of the educators and learners knowing that there is a body which is carrying about the wellbeing of teachers and learners by providing the necessary support in the form of securing the training by the subjects coordinators to help struggling educators in the area of their specialization. The researcher does support this notion highly as this will make all stakeholders know that the SGB is serious about effective teaching and learning of which this will prepare learners to be in charge of their studies and careers if they talk about their challenges in front of their educators and parents as is expected that they have to be at tertiary level after a period of five years or to be joining corporate world, so this platform will enable them to develop self-esteem for their own benefit as they will learn how to engage at the different level than in a class.

Governor D1 thinks that workshops, extra-tuitions and remedial classes are there but a few initiatives were undertaken to help the struggling educators and learners to that regard, this demonstrates that the responsible bodies do not pay much attention to strugglers than to get rid of them in replacing them by those they think will cope especial when it comes to educators and coming to the learners such learner is made to repeat until the age-cohort play its role after repeating once a grade the following year you are supposed to be condoned to be in par with your age-cohort. The researcher believes that the SGB and SMT have to address this matter of strugglers if indeed the views brought by the governor D1 can be sustained in a number of occasions.

Governor D2 highlighted the issue of IQMS which simple deals with the performance and incentives of the educators, LTSM deals with purchasing of study and learning materials in brief. The governor believes that learners who participate in physical training are active to do well in their classes so this indicate that sports in school should not be used as to fulfill some requirement stipulated in curriculum but it has to be used to empower active learning and teaching to benefit learners.

The majority of the governors believe that workshops to be offered to struggling educators and help from experienced educators on the same field and specialist educators have been used to address the challenge of struggling educators by which it has an impact to the performance of the learner as the end user of the information do have potential to improve the situation. Majority of governors believe that extra classes, Saturday classes, holiday classes as well as morning studies and afternoon studies where extra tuition is being offered do address the challenge of the struggling learners to be on the same par with their equals. Other parents believe that effective communication between the parents and the SMT could prevent the crisis in their schools as the could able to agree on time about purchasing of the extra books, photocopying machines to be used, photocopying previous question-papers, and other equipment which are very important to be available at the school for effective teaching and learning. One governor from teacher-wing believes that learners do struggle as they come being hungry so the SGB should put nutrition program in place to cater for the learners who study with empty stomachs and teachers should be compensated for offering extra tuition outside their working hours. And the learners believe that motivation and encouragement as
well as discipline sum everything in supporting learners to improve their performance.

Other governors believe that monitoring of the implementation for the agreed decisions does make things run smoothly in schools as it can put effective systems to handle such issues effectively and some believe that teacher pupil relationship and drunkenness as well as bad behavior should be condemned at schools through the fitting sanctions to eliminate unprofessional behavior through the right channels can instill discipline and order in schools. According to Gusty & Peterson (1996:12) the acumen skills of assessing the need to provide support is very crucial in the governance of the school and this could be identified if the structure has set up supporting sub-structures within the schools headed by people with expertise that report to the main structure regularly to re-evaluate and review vision of the school if the activities done in the school are still aligned to what was agreed as the foundations upon which the core decisions are based.

Managing Finances

Governing bodies are responsible for making sure their school’s money is well spent (Nash, 2015:16). Governing bodies are established for this reason, but they have to be trained and alerted about the roles they are expected to play, both legislatively and otherwise, with regard to the finances of the institution, Louw (2013). The governors are mostly judged by how they handle the finances of the schools where they have been elected to serve as representatives of other parents who invested their fiduciary trust upon them.

Here to follow are the views expressed by the people in charge of the school finances as accounting officers by virtue of being headmasters of the system in place in managing school finances and how they think school finances should be managed:

Principal B, “The School Governing Body does not allow having fully control of the finances because the finance officer is from the school. The school does have control of the finance because they are the ones knowing the needs of the learners and for them”.

Principal C, “The present system does have room for checks and balances. The treasurer of the SGB is a head of a sub-committee called the finance committee. It is neither the treasurer nor the principal who decides how the money is to be spent. It is the finance committee and the procurement committee. SASA also provides for the auditing of finances, finance report is also made to the entire parent community”.

Principal D, “Systems and guidelines are provided by the Gauteng Department of Education, but the governing body, i.e. chairperson, treasurer and principal chose to ignore the proper control of finances as no financial report is given on time and sometimes is given flimsy”.

The views expressed above clearly demonstrate that the finances of schools are not well managed or are not managed properly as expected in terms of the policy in place in some schools. The views given by Principal B and D shows that the schools are in charge of everything that happens in such schools whereby SGB members do not play their expected role in managing finances of their children as well as to decide as the schools seem to be doing what they think is best for the school without allowing active participation from governors. This notion shows that the governors are not being given the space to execute their mandate therefore the school is supposed to put it needs on writing and let the SGB approves
such proposal to be implemented upon their children.

Principal C could be believed to be doing what SASA dictates by involving every stakeholder which has to make contribution in a decision making for the school needs, and this notion is very transparent and acceptable in practice for the effective management of public funds which have to benefit the school than individual at the expense of the public funds for the school. The responsible structures are responsible about everything that is taking place in this school; no one could accuse the principal either the treasurer or the chairperson about mismanagement of public funds as the decision should have been made by the legal committee mandated to do such in public schools.

The other components of governors have got their views regarding this aspect of managing school finances:

Governor B1, “Yes, the system in place allows the SGBs to control the finances of the school, because there is no occasions that can be done without their approval if that include finance. I support to see the system in place to allow the SGB to control the finances of the school rather than giving the SMT powers, because the SGB are the one who use to sign or to put a stamp before money is used”.

Governor D1, “I do not think the system is in place because principals have a tendency to manipulate how the finances are used. I think a mechanism must be implemented that is going to make sure that money is used or directed to the right hands e.g. LTSM must get its stipulated share, maintenance and services should also get its share. Money should not end in other people’s pockets”.

Governor D, “In terms of the finances, the school lacks transparency and members that are made treasurers of the SGB do not have necessary knowledge and skills in accountancy or management of finances. This simply means the finance of the school is not in good hand. There should at least be a in requirement in terms of who will handle the school finances such requirement should be a person with matric and knowledge of accountancy”. According to the Education Foundation Trust & MDE (2001) stresses that the treasurer and the bookkeeper must have knowledge of accounting and bookkeeping.

Few governors think the system in place is not effective to benefit the intended targets whom are learners, as some believe that principals manipulate the SGB members to do what they want and they believe if there is a stipulated share for all the items or things budgeted for than people seating in a meeting to decide as the money is ending in the pocket of individuals than what is meant for. Some believe that the system though is good but is being corrupted to benefit some who are in charge of the school funds and some believe that the longer the members stay in the SGB is the more they collude with businesses for their own benefit and this could be detected late because they claim that the government is not consistent in checking the books of the schools which may happen that mismanagement of funds may not be seen earlier or be discovered at the latter stage after the damage is too big to be restored.

Bisschoff & Mestry (2003) stress that for the sake of transparency and the application of democratic principles; it is advisable to include the various stakeholders in the different committees. This few governors believe that SGB are just used by the teachers and the
principals to their advantage as some SGB members are proud to sign the blank cheque as they have been ordered to do so by the management, some believe this system is good for parents who are educated as they cannot be misled by anybody from the school. They believe that in principle school funds are supposed to be in hands of governance but in reality school funds are controlled by the management. “The SGB is not well trained that is why they do not know what is expected of them with regard to finances, they only sign cheque, they do not work according to the budget” (Van Wyk, 2004:52). Department could be blamed for this aspect if things do not go well in schools as some believe that department does not act should something wrong is reported to them and it seems as they ignore to check books regularly in preventing mismanagement of public funds and also to train treasurer and finance officers regularly to enable them to perform their duties smoothly with the right skills. According to Cassim (2012) the cases reported to Corruption Watch in more than half the cases brought forward, whistle-blowers say they have reported incidents of corruption to the Department of Education, but nothing has happened.

Majority of the governors in this study think that the system in place is very good and should be maintained as it does not allow the principals to do as they please therefore the signatories are parents-wing who have to sign cheque to be used at the school and because of this they believe the school finances are in the hands of school community. Some believe that the system is very good but it does not have capable members to make use of it thus why the management of schools tend to take advantage as the members who serve in the SGBs are not having basic education mostly and they think if there is a minimum requirement in place for parents to be elected it would prevent mismanagement of school funds by management of the schools. Most governors believe that if the standards practices set in PFMA, Basic Financial Systems, reporting-back in line with auditing standards and proper keeping of finance records, school funds would be implemented positively and get the intended results as envisaged by government.

Implementation of decisions and reporting to other stakeholders

Taking into account that the SGBs are elected by the community at large, it would be very advisable if they follow the King III principles to report to its citizenries so that running of the school could be on the same level with running of public entity of which even the school does qualify to be on that state as it is owned by the stakeholders which have got primary interests of the development of such school together with the state. Wolfendale (1992:14) states that for a partnership to succeed there is a need for a shared sense of purpose, mutual respect, sharing of information, responsibility and accountability. The views to follow are for the headmasters who are in charge of the ship with parent-component and teacher-wing involved in the SGB though they are there as an ex-officio members who qualify to be amongst them by virtue of the position, could they be responsible with implementation of the decisions and reporting to other stakeholders?:

Principal B, “The school management team implements some and not all of the decisions taken in the school governing body meetings. They usually implement the decisions which they wanted to be covered within those decisions. They create mutual relationship between them and school community for the learners”.

Principal C, “Monitoring whether SGB decisions are implemented or not that is easy. SGB
members are equal partners who sit in the executive. Monitoring the implementation of decisions taken has to be a collective exercise of the entire committee. The principal as an ex-officio member will be part of that collective”.

Governor D, “Well nothing has been done so far, it is just the mutual understanding between the learners and teacher. In the SGB, decisions are made without considering the views of the learners. Policies are posed as non-negotiable; learners in most cases do not have adequate information concerning the role they are supposed to play as members of the School Governing Body”.

The expressed views above are not convincingly when it comes to the effective implementation of the decisions taken by the SGB in the formal meetings, Principal B stated that SMT does implement the decisions which they wanted to hear them being taken in the meeting however the other headmasters believe that is the collective who have to make sure that everything goes according to the agreement though there is element of dissatisfaction when it comes to providing feedback to the other stakeholders and that makes the exercise not being helpful to the learners as the primary target in the process, maybe is because things are not being implemented thus why there is no effective reporting. Learners believe that decisions are taken without considering their views and only the mutual relationship between them and educators do suffice for their own benefit as in most cases they do not know in depth the role to play in governance. Reporting to all stakeholders is supposed to form core responsibility for healthy mutual partnership by all who are in governance so that the school community could to intervene if agreed decisions are not being effectively implemented.

Governor B1, “The school management team felt superior and put us under huge pressure, I remember when we (SGB) suggested that all chairs and steels be removed from the school premises. The management said that they would write a letter to the department for approval. They did not come back to us. They did not care much about us. We did not even call one community and school meeting. It only happened in January when parents came to clean the school yard in order for them to collect books for the pupils”.

This sentiment above supports what has been alluded by the principal B that they implement some and they are the ones who are supposed to manage school finances as they know the needs of the school than SGB in place, it shows that the issue of SGB is just to fulfill in this school and this demonstrates that there is a lot which needs to be done by the department in making sure that the parents are in charge of the schools where they have been elected to govern than taking orders from the SMT.

Governor B2, “I make sure that I visited the school once a week to make sure that the school management team is busy implementing the decisions taken in the SGB meetings by so doing the mutual relationship between the school and the school community is created as well. We must see the changes at the school after what we have agreed about”.

The above statements are contrary to each other but supplement each other about the same school, the outgoing SGB had difficulties in ensuring that the school does implement its decisions and the new SGB seems to have worked a way which will assist in making sure what was agreed is to be implemented as there will be a number of visits to the school by SGB member in trying to check the implementation of what was agreed and the information
will be passed to school community.

Governor A1, “Yes, I involved myself as the chairperson actively in the school governance structure. I had regular discussions with children about general school matters and create a home environment conducive to study and assist in the protection of education resources and conduct meetings with the community and give the performance of the school results”.

Governor C1, “The only option which I believe was better than the other options was to arrange a regular follow-up meetings and timeframes which will help to measure the performance and also the commitment in the implementation of the decisions made. That helped the SGB and the school management team to understand each other and also to create a mutual relationship”.

Governor C2, “Any decisions taken in a school situation it must be recorded down, so to monitor that decision taken one should follow all steps recorded down. The decision taken should also be reported to the community while reading the report to the community at large. This will build a strong relationship amongst educator, learners and the parent at large. This will not create any hidden agenda as the ball will be played fair and openly”.

The views expressed by the governors of school C do not differ vastly with the views of the principal that collectively they have to implement the decisions agreed in the meetings as recorded down and reported to the community at large, the position of the researcher on how school C and A are governed it is satisfactory to the required standard of implementing the decisions and reporting to its constituencies for the benefit of all to work in harmony towards the common goal of improving the education of a learner. King III reporting principles are been adhered to directly and indirectly by these governors who promote transparency, accountability, responsibility and openness to all its stakeholders without fear or favour but for the benefit of the learner?

Governor D1, “By having constant meeting with SMT to see if the SGB recommendations are being implemented. Mutual relationship between SMT and SGB is encouraged. SGB must support the SMT and vice versa”.

Governor D2, “The SGB working together with the management of the school should sit and plan the activities of the school. The mandate must be clearly defined. Subcommittees should be supported to ensure that the mandate is carried through. At the end of the project reporting must be done. This will help the school in future when such need arises”.

The views expressed do state that reporting and implementation of SGB decisions are carried out but there is still much needs to be done to integrate the SGB and SMT for future endeavors in this school without excluding teacher-component which seems not being reliable when interpreting the views expressed by the principal D of this school, however room for improvement is there though effective reporting seems to be a challenge in a number of schools of which it has got a potential to cause rift between the affected stakeholders if this matter is not attended on time.
Performance
Measure and improve performance

According to Nash (2015:42) the relationship between a governing body, particularly the chairperson, and the headmaster is crucial to effective governance. They should work in close partnership, but remain sufficient distance to allow the principal to run the school and the SGB to hold them to account. The governing bodies have a statutory duty to inform the principal of the standards against which their performance will be assessed (Nash, 2015:79). This facet is one of the most crucial part of the role played by the SGB in schools if the results are not satisfactory in terms of the target set, the SGB together with the SMT have to sit down and come with strategies to rescue the school from down fall, any school grow while the results are improving and sustained.

Table 4.2 demonstrates pass rate performance in graphs for each school from 2007 up to 2014.

Strategies used by the SGB and SMT of the above schools are discussed hereunder:

Governor A1, “I encouraged parents, learners, educators and other staff to render work willingly for the school. As SGB member I full supported to the principal so that the results could be good. I maintained good communication between teachers and students among teachers themselves. I pronounced regular information to parents on their children progress”.

Governor B1, “Measurement of performance throughout the year was not interesting because many students were not passing but we came with a strategy of giving the student who got the number one some gift in order for us to get other students to participate in class and perform during the periods. So our strategy gives other students the interesting part of participation and reading books”.

Teachers should monitor their pupils’ performance in each subject as a normal part of their teaching (Nash, 2015:60). This will assist the SMT, Educator and the SGB about the shortcomings encountered in the class about the learners and how best such challenges could be addressed when all parties meet to look at the performance of the entire school. The learner-Centred approach in matters which affect them also is very crucial to be given space as long those learners are committed in seeing themselves doing well at the end of the year, if dedicated and careerism they do undertake some steps in improving their own performance.
Governor B2, “We compiled the results from the first quarter to the last one to see the difference between the four quarters, by doing so, the performance of the school is being measured. If we are not satisfied about the results, then the meeting would be arranged to discuss the matter together with the educators and the SMT, to see what went wrong and to discuss the way forward on how to move on, to make sure that we improve the school results”.

School governing bodies must also approve capability procedures for dealing with staff under performance and provide a procedure to enable staff to appeal against a decision to dismiss them (Nash, 2015:82). This platform is very vital if the school has to find the contributable aspects by the learners and the educators to high rate of failure in the school and how best to address such challenges if they can be resolved for the benefit of the learners.

Principal C, “The school has seen considerable improvement of results for the past three years, with specific reference to grade 12. Results in the lower grades were not that pleasing, specifically grade 9. Learners are tackling victim of Mathematics and English. The strategies to help improve the results included morning studies, lessons during the holidays and outsourcing expert educators from other schools”.

Governor C1, “The school performance was measured on a monthly basis, quarterly by giving learners reports to check their level of performance. If there was some shortfall or downfall on certain learning area at the performance of learners, a particular educator must draw a turn-around strategies on how to improve or help those learners and of course with the support of the principal and the SMT. The SGB members also support any decision taken to be implemented like, telling parents at any community gathering about the morning, Saturday and afternoon lessons. Parents must also visit the school every Friday or twice a month to check the level of the performance of the learners and sign parental involvement book”.

According to Nash (2015:16) the local authority should intervene early if things do not go well in their local school as the department’s expectation remains but guidance also makes clear that local authority have no statutory powers of intervention with academies. It is supported by many that education is a societal issue thus why governor C1 stated that SGB has to pass the message in community gathering about the morning, Saturday and afternoon lessons being undertaken in the school to improve the performance of the learners. Of course this seemed to have worked to their advantage as they managed to bring all interested parties in their school to work together for the common goal as they were guided by the standard of assessment which was in place like monthly and quarterly assessment to show the progress if it was happening by which at the end of the year it produced the intended results which do satisfy the principal and the governors, hoping that even the circuit manager was content about the improvement seen in the school as it was once placed under dysfunctional school because of poor results without excluding the local authority and the school community in the basket of gratified parties. Anderson-Butcher & Asthon (2004:40) define collaboration as ‘working together and sharing responsibility for results’. From the view points of the above schools’ governors, it is confirmed that indeed the performance of the schools is nurtured and monitored by the SGBs.
Governor D1, “Improvement plan was drawn. Monitoring of both educators and learners through attendance registers was also introduced. Parents were involved in monitoring their children school work. Extra classes were introduced in the morning and afternoon. Motivational speakers were invited to speak to learners. Incentives on hard working educators were introduced”.

Governor D2, “The principal and SMT come up with the year’s plan and overall results target for different departments and individual subjects. These are made known to the teachers and subsequently parents. Quarterly meetings are held with parents to update them on progress made each term. In times when results weren’t favorable parents were asked through SGB to help with monitoring afternoon study. Teachers are also encouraged to have both morning and afternoon classes to develop a working ethic in learners”.

Governor D, “Throughout the school performance was not good and there were many complaints about the performance of the learners but at some point some teachers do not do their work properly so it up to learners to decide whether they rely on teachers or the resort to study for themselves. I had arranged late study sessions at school for matriculates but was not compulsory thus the pass rate of the school was 91% to the class of 2014”.

From the above views it is very clearly that the SGB in school D is not being part and parcel of the strategies suggested but the plan is just presented to them to adopt and after that they provide funding for those ideas to be implemented, like buying stationary which falls under LTSM, extra classes in the morning and afternoon, incentives given to hard working educators who are producing results as well as to invite motivational speakers to motivate learners have worked to the advantage of the school in getting the intended results. Monitoring of school home work by parents is being encouraged and adopted in this school which clearly demonstrates that the SMT is in charge of the outstanding performance in this school than the SGB which has to adopt the suggested plan and make sure that funds are available to fund the proposed items from the SMT and assist as best as they can after the SMT has identified the challenges. This view is contrary to the approach which is being applied by the three schools in Limpopo Province whereby the SGBs play major role in the improvement of school performance by coming with strategies to improve the results of the school together with the SMT, of course the outset of this school is undisputable when you look at their results. The results could be improved also by the sound leadership the school has and in this case it has been manifested. “We take leadership of our schools very seriously. Evidence has shown that a good school is the one run by a good leader. The principal is a critical position we cannot leave to chance”, said Angie Motshega, (Khumalo, 2011).

Sustainable of performance
Teachers should monitor their pupils’ performance in each subject as a normal part of their teaching (Nash, 2015:60). This will have an impact in the overall performance of the school should the teachers make it their priority that this function is executed effectively without failure to evaluate and engage other involved stakeholders in the process if results are not as expected in terms of the target set by the responsible authority which is the SGB. The governors have different views as documented below in how to improve the performance of the school and sustain them for the long term period;

Principal B, “As one of the members of the school governing body, I, together with other
members, will try to motivate all educators to work hard and work hand in hand with other stakeholders in order to improve the results of the school. We will also encourage all learners to be at school in time”.

Principal C, “For teachers to sit in the SGB is a positive move towards improving results of the school. Teachers have firsthand information about all activities in the school. Teachers are central role players in that they are in the coal phase of results delivery. In the SGB teachers will push for the purchase of L.T.S.M (Learner-teacher study materials) that will push for the improve school results. Teachers would also use the opportunity to raise disciplinary problems of learners, in case they are there”.

Governor D, “Learners have the right to have their views heard about the matters that concern them. At some point it is difficult for a learner to participate in the SGB because it sometimes requires the physical availability of the person. Despite legislation mandate, the learner component is sometimes not well informed or some learners are still ignorant, but with learners participating in the SGB, the schools order and discipline is acquired and also leadership skills of the learners are improved”.

Anderson-Butcher & Asthon (2004:40) define collaboration as ‘working together and sharing responsibility for results’. The spirit of mutual partnership has been stressed differently by the three schools whereby one governor states that support within the legal mandate has to be practiced in supporting the professionals to execute their duties and working hand in hand with other stakeholders to improve the results could help as this responsibility has to be shared by all of which another principal also indicated that the inclusion of the teachers have a huge impact in the SGB as the educators will state in principle the importance of purchasing important materials to be used for the learners and raise disciplinary problems to governors should they prevail so that they may be attended to on time not to be ignored which may later disrupt the effective teaching and learning envisaged in the school for the betterment of the results and their sustainability.

Principal D, “Incidentally since the inception of the SGB in 1997, I served on the then model C schools two terms, the SGB was functional, stipulates its aims, drawing financial budget for paying educators in order to improve the results and setting up targets and communicates them to parents but unfortunately in township schools where I served representing staff, it was just the opposite, there was no joy, no vision, no motivation to educators and learners”.

Many governors in rural and townships (disadvantaged areas) have limited skills because of their low literacy levels and a “negative attitudes towards school activities” (Heisted & Louw, 1999:21). The views expressed by the principal of school D shows that there seems to be a continual ignorance in rural and township schools based of the low level of literacy or other factors which may be the reasons in these schools not to be governed like those former model C schools known as schools for educated and affluent people. This perception needs the Department of Education in Gauteng to attend to as soon as possible to equate the standard which has been set by the then former model C schools which seems to be so effective in the opinion of the principal of the school D as there SGB was functional according to him where he served representing the parents than at township schools where he served representing other educators as there was no joy, no vision and motivation which may influence positive results in the school, in his school results are assured as they let the SGB approve their plans
for implementation, another way of engaging with legal structure, SGB.

Governor B1, “As an elected member to govern the school, I will make sure that we implement the studying sessions for students, educators must be trained or to attend workshops in order to improve teaching at school. Learners and educators need to be punctual during school days. Parents need to be involved in learners’ works to make sure that they are aware of what is happening in their studies”.

Punctuality, training of educators and vigorous meetings about the problem of performance held in the school rescued the school from poor performance to the stable one as well as togetherness demonstrated by all the parties affected by the poor performance of the learners have helped vastly, this highlights that when two views from different pools come together with the same common goal the learners are likely to benefit at the end of the process and with the active newly elected SGB in the school the results are likely to be sustained as there have got plan in place to involve parents in the learners schoolwork and implementation of morning and afternoon studies should assist in sustaining the performance standard set already.

Governor C1, “Serving in the governing body is not that easy in terms of improving the results because the majority of the members do not understand their roles as governing body and the reason behind that are they cannot able to read and write, so that makes it difficult for them to understand the need of improving and sustaining the results”.

Governor C2, “I find myself bless to be elected as an SGB member to serve at the school to improve the results of the school and be sustained. The following strategies will be implemented to improve the results i). Implementing morning and afternoon studies. ii) Having Saturday lesson by hiring specialist educator on certain learning areas like Math’s & Sciences. iii) Organizing winter school for our school to be the centre where other educator & learners meet. iv) Providing enough money for LTSM on budget.

Governor D1, “As a parent: - to bring in other resources that the school does not have and this includes sponsors to motivate both learners and educators. Remuneration of extra classes endured. Teacher-Component: - Regular reporting to the teachers and source out the type of improvement necessary. Learner Component: - Co-operate with the resolution of the SGB and the staff in any matter relating to proper running of the school. Staff: -Clean environment and going extra miles in making sure that teaching and learning get our support”.

Experience has shown that all governors need a strong commitment to the role and to improving outcomes for children, the inquisitiveness to questions and analyze, and the willingness to learn (Nash, 2015:26). Regular communication amongst stakeholders have been stressed above by the two schools of which inspiration to know what is happening on the part of the child will make all parties to be inquisitive to question what has been agreed to be implemented if is making good progress. Partnership and collaboration between the SMT and SGB have been highlighted to improve the results of the learner whereby the extra classes have been identified as a cure to improve poor performance of which some believe this part has to be given incentives as is an extra duty to be undertaken. Purchasing of resources by the SGB and outsourcing as well as to source for sponsors by the SGB to help
learners and motivate them together with their educators also has been raised as another strategy which does work in improving the results of the school and to sustain them. The above views demonstrate the importance of the governance in the performance of schools.

**Recognition of outstanding performance**

If teachers lack motivation or incentive to put effort into lesson planning, parental engagement, and so on, financial incentives may have a positive impact in motivating teachers to increase their efforts (Fryer, 2011:03). The researcher is of the opinion that outstanding performance is supposed to be recognized at schools like in other organizations to stimulate and retain the best skills in the profession.

The views to follow are for the governors regarding how they view the aspect of uplifting the morale of the educators and retaining them in the teaching profession;

Governor B1, “We can issue them with the competence certificate as well as the trophies in order to encourage them to work even harder and to stay strong to what they are doing to retain them in the profession”.

Governor C1, “All educators who are performing very well year in and year out should be given compliment like awarding them certificate of best achiever, be given trophy at an excellent award for their best performance. Educators should be given credit by SGB members, community members at large at any community gatherings by giving the medals at the functions”.

Governor D2, “By giving them incentives to acknowledge their good and outstanding work. To support them in whatever way when it comes to teaching material and electronic gadgets so as to make their work easy”.

The views presented above shows that both parents and educators believe that is important to acknowledge the role the educators do play in transforming the minds of the young ones by doing something for them to demonstrate that their work is being noticed as one governor stated that recognition plays a huge role to a committed educator. The researcher believes that much needs to be done on this facet by the department to enable the deserving educators reap the fruit of their commitment and dedication to their profession in a form of trophies which may go with incentives, money could encourage and stimulate intrinsic comportment towards the routine of task to be undertaken for the benefit of a child who is a learner. Trophies should serve as an eternal treasures someone can keep for future generations as lineage of good deeds one has demonstrated during working era, this can be applied to SGB members also after the duration of their term, if they have served the school with diligence.

**Training**

**Effectiveness of training**

Van Wyk (2004:55) maintains that the competence of members of the SGB directly relates to the amount of training received. These governing bodies should also be provided with continually training to promote the effective performance of their functions or enable them to assume additional functions (Mestry, 2006:32). The basic training has to be provided in a form of induction to the newly elected members once they are elected so that they may expect the mammoth task ahead of them and prepare themselves in steering the school to the right
direction as intended by the Act before they start performing their functions. The role played by the department in empowering its partners in running the schools to produce the intended results anticipated by the government:

Principal B, “I think the Department of Education is not providing the school governing bodies with the necessary support because organized training for SGB once after they have been elected. Some of the SGB members do not know their duties. The department should organize trainings once per term alerting all SGB members to know how to govern the school”.

Principal C, “So-called SGB training workshop provided by the department has so far been a damp squib. Workshops by the department usually last for a day or two. It is fallacious to believe that a person without a background of SASA can acquire full knowledge within that very short space of time”.

The experience of the schools identified in this study do differ technical however they all agree that the department is doing something to empower its partners in education, the views expressed by the principals are so interesting as they believe that the department is doing its part but the strategy used maybe is not effective to get the intended results. One principal indicated that to absorb SASA knowledge within a day could not work and another one believes that the schools are just compromising the process by note issuing invitations on time to the intended members. The other principal believes that if the training is offered every term it could yield the sound governance than what seems to be the norm at the moment in their province whereby the SGB members get such training once and only one day, it is clear that indeed the department is just doing a damp squib duty at the expense of the people who are expected to govern the schools effectively and efficiently for the benefit of the learners and the country at large therefore a lot of money is been allocated to schools to enable them to get quality results.

Governor C1, “No, because the department is not taking considerations of parents requirement to be a SGB member. The parents to be a member should be at least having grade 12 and above. Some are illiterate that they cannot understand what was being taught at the workshop. Most of the parents cannot tell the teacher if he /she are wrong, they think the teacher is always right. So the department must look at this requirement”.

Governor D1, “It does give the support and empowerment to SGBs despite that one will find out that in most previously disadvantaged schools the parents-wing is illiterate and can be easily be manipulated by the principals into signing or making decisions that are very unpopular in the school. They sometimes overstep their boundaries as governance and interfere with management”.

Governor D2, “The Department of Education in Gauteng in particular is not doing much to empower the SGB with training. This I say in comparison with North West Province where I served in the SGB. Training should not be a once off activity; it should be done on regular basis with clearly defined objectives and monitoring. There should be mid-term reporting just like in other organs of the state. This will create the need for support when such need arises”.

Interesting views expressed by the governors from all components have got much analytical
part which needs the extensive interpretation to get them right in terms of the intended depth meaning of each views demonstrated as they form core part in highlighting the loop holes which do prevail in school governance system. Majority believes that the department is doing enough in empowering the governors to execute their duties effectively however few within that majority believes that ongoing training and finding the right people with basic skills could serve the schools to have sound governance and mismanagement of public funds could be prevented which end up in wrong pockets of individuals of which the principals are accused to be the most culprits in manipulating the illiterate governors to decide in their favours for their own personal benefit than the schools. Others believe that really the department is doing everything in its power but educators take advantage instead of playing the role of support to the SGB they use their advanced educational level they have than parents-wing for their own benefit.

Few believes that total the department is not doing enough to address the issue of empowering the governors where they cited some reasons of minimum requirement to be grade 11 or 12 which should be considered by the department as most of the documents are written in English and most of the governors could not understand when being trained by the department officials responsible with trainings. They believe that once off training is not effective for someone to grasp the roles expected out of them to execute in governance and therefore ongoing training should be meaningful to be implemented to address the issue of effective governance in schools as well as the issue of effective monitoring should be exercised by the department so as to make sure that things are detected at an early stages if there is deficit in governance. ‘The training currently offered by some departments was criticized. One educator elaborated as follows: “the workshops should be done in the language they (parents) understand not in the language that suits the providers’.” This is supported in the literature where concern is raised that many parents do not want to serve on SGBs because they believe that they lack the expertise a governor requires (Morgan, Fraser, Dunn & Cains,1992:18). The researcher is of the opinion that if the documents were written in their mother-tongue it would address the challenge of understanding if the department is not yet ready to consider amending the requirement in place at the moment and adding on the time to be spent on training them extensively than to fulfill for statistical purposes that the trainings were offered, the results must be seen by the school communities and the department that indeed the schools are being governed by capable and cognoscenti governors who are accountable and responsible with everything that is happening at schools where they govern without any manipulation of some sorts. In addition, ignorance and incapacity to perform certain functions tend to cause governing bodies to function only as crisis committees (Karlsson, Mcpherson & Pampallis, and 2001:169).

**Suggestions to improve governance at schools**

**Compensate and elect members with sound education**

The requirement emphasizes the importance of electing persons with the necessary skills to improve the overall effectiveness of the governing body (Nash, 2015:39). Heystek (2002:7) argues that for parents to be able to perform the expected policy and financial functions, they must have the ability to read and understand the policies in order to implement them and the legislation. Basic education could serve an important purpose in governance or just eligibility and availability of the parents with children is crucial in governance, the views from parents may give some insights in this study about the requirement for eligibility to serve in the SGB;
Principal B, “The department should allow all community members who are having capacity to govern even if they do not have children in the school, allow to be elected in the SGB. Presently the parents having children at the school re the ones to be elected to be SGB”.

Governor C1, “The system in place does not allow the school to get capable people to govern the school, because sometimes parent elect illiterate people and it gives them problem when attending workshop where they use official language to teach. The department should give preference to literate or retired people who can read and write and have the desire to help learners and not to serve as he/she is elected and have a child at the school. Any parents who have a passion can be elected to serve as an SGB member because of his/her knowledge. Any elected should promote the best interest of the school and not for herself/himself”.

Governor D1, “The current system is faulty in my view. The government must ensure that there is a set of academic qualification for SGB members. At least one should have matric. In the case where parents do not make the cut in terms of academic qualification, they can then elect someone from the family with suitable qualification to carry out such responsibility. SGB members should be given uniform stipend to encourage them to serve their full term of office”.

Governor D who is coming from a Learner Component had to say this about the system in place to elect capable members to serve in SGB; “In my view the system should have a requirement, the parents elected as members in the SGB should have at least matric or grade 11. This will improve the performance of the SGB in terms of the level of thinking the members have and how literate they are will improve the SGB performance”.

The majority of governors from parent-component, teacher-wing and learner-component from three schools accord that for the system to be complete a minimum requirement of at least matric should be included to enable effective governance at schools therefore most of the documents are written in English and if a member does not have basic education it becomes a useless exercise to rely on the acumen skills from that person in issues which need interpretation and development of SASA for implementation in the school.

Therefore the current requirement does not stipulate academic minimum requirement for someone to serve in the SGB and the majority of governors believe that if department review the current requirement and include some minimum requirement and to consider compensating them like governors who sit on board meetings of most state entities like SABC, SAA, Universities just to mention a few, the education system of the country could be at the next level in attracting most capable parents in governance knowing that their efforts are being recognized in a form of a uniform stipend throughout the country.

Others also believe that parents without children at school should be considered as long as they have got passion in education of the learner and considering of one of the family member with necessary qualifications to serve as guardian wherein some recommended that retired people should be used as they know how corporate world operates, taking into account the views alluded above for implementation it could provide sound governance in schools.
The current requirement should be sustained

In terms of SASA 84 of 1996, Section 23 (2)(a) the eligibility rests on the parents of the learners at school or those who are regarded as guardians are allowed to serve as the members of the school governing body structure in that school.

The above notion is highly supported by the following views from the parents who participated in this study as the SGB members in good standing:

Governor A1, “Yes, that is the good system because as a parent you have the perfect opportunity to promote possibilities and opportunities for all the learners that are at your child’s school in taking part”.

Governor B1, “We allow a parent who has got a child or grandchild at school and further than that this person should not have been arrested in his/her lifetime”.

Few participants of governors believe that the system in place to identify capable governance in schools should be maintained as such therefore people who are being elected are the people who have got children in such schools and therefore they will want to work hard in improving the performance of their own children to have better future after their grade 12 which will open their doors in corporate world and universities. The researcher believes this idea is profound if parents who are elected have got potential to develop and interpret policy.

Rotate members with passion to education and conduct elections campaigns

According to Beckmann & Blom (2001:1) many principals bent on running schools autocratically utilize some of the strategies of deny other stakeholders the opportunity of participating in the affairs of the school. The principals have been tasked to support and assist school governing bodies to execute their roles effectively without failure in terms of the act however on the other hand some of the functions of the governors is to support educators and staff to execute their duties effectively, this could imply the two have to work together to achieve the common goal. This views seem to be in contrary but in essence is not as is trying to demonstrate that the two have to form partnership and collaboration as well as co-operation in striving to provide quality education to learners and school community at large. The governors on this part feel that the system in place is not good to get the capable people to govern schools;

Governor D1, “Not at all, lobbying and repeat of the some SGB members, is not good as other community members become use to the system and get use to the principal which at the end causes the interfere by the SGB. The proper system is to allow members to serve at least one term. And the IEC method of electioneering needs to be eradicated, replaced by simple method which will allow criteria to be used and set by the previous SGB”.

Governor D2, “Like National and Municipal elections, Education of democracy, potential electorate should be taught through campaigns, manifestos and related road show to arouse interest and commitment to serving truly in SGB elections”.

Governor D3, “Very few voters can be competent to judge wisely of the technical abilities of the candidates for any particular office of SGB. As such candidates have to campaign prior
to the election date for voters to know about the competence/abilities and weaknesses of the candidates before they go for nominations. When the voting eventually takes place only capable candidates are voted into office. After nominating the nine candidates required by law the job of the community members is done. The committee then sits down to choose the chairperson, treasurer and other office bearers depending on their competences in their chosen area. So the system is indeed very fair. As an addition the department of education needs to find ways and means to reduce the number of people swindling public funds by putting a system of frequent checks and balancing.

Some governors believe that the system in place is not good and there is a need to review a lot of things in identifying the most capable governors like introducing campaigns which will allow interested members to canvass in the space where they are about to be elected so that voters could make a well informed decision about candidates they have to put in governance for the benefit of the large community, however there is a concept that lobbying is disrupting the system as some become used to the system by staying long in the governance. And this is believed to have a negative impact in the operation of the school as corrupt tendencies could be crafted by members with suppliers and business people for their own benefit. Some believe that parents are reluctant to serve in school governing bodies as they believe that their views and contributions are being ignored at school by the teacher-component.

Fifty percent of governors believe that to perfect the system of identifying the most capable people to govern schools is to put the minimum educational requirement in place for parents to be eligible for nominations in school governing bodies, though thirty percent believes that manifestos by parents who have to be elected should be made known before the voting dates to ensure the parents to vote for the right candidates with right skills for the governance and only twenty percent believes that parents of the children at school should be allowed to play major role in the education of their own children.

The researcher also shares the same sentiment with the views alluded above especial when it comes to utilizing skills for retired principals, school inspectors, policemen and other professions could strengthen the sound governance in schools however coming to the minimum requirement of grade 12 the researcher believes that the occupants of three key positions should have some level of education and background of such designations elected to occupy for instance office bearers like chairperson, treasurer and secretary should at least have matric and above if a quality governance which will contribute positively to the performance of schools is to be realized and also believes that compensation of some sorts could enhance quality governance as there will be strict monitoring by those who voted them to be in power in terms of expecting continuous reporting about the progress of the school within stipulated agreements, so here comes the effective reporting, King III report principles should play a major role in reporting to other stakeholders about the developments in school if is adhered to by the governors, the reporting in place needs to be integrated with King III report principles to close gaps and enhance accountability, independency, responsibility, internal audit, transparency and compliance with rules, codes and standards for the governors.
RECOMMENDATIONS AND CONCLUSIONS

The findings for the study
The findings from the literature review
The dawn of democracy in South Africa has seen the passing of legislation specifying the participation of various stakeholders in school governance (Mosoge & Van Der Westhuizen, 1997:67). Schools now are governed by elected school governing bodies (SGB) who develop policies, adopt constitution, monitor implementation of agreed decisions, support the professional performance and administrative duties in making sure that schools do perform their duties effectively and efficiently to attain quality results. Nash (2015:27) stresses that good governing bodies carry out regular audits of governors’ skills in the light of the skills and competencies they need, and actively seek to address any gaps they identify through either recruitment or training.

The majority of governors in this study supported the idea alluded in the literature review that the capacitated SGBs in a form of ongoing trainings could pay dividends to the affected stakeholders who vested their trust towards them as governance, also compensating the governors who govern the schools to achieve better performance could stimulate active participation and contribution towards the governance as it would be regarded as tasked job which goes with obligation than voluntarily job. “Educators also felt that parents who had received some form of training should be issued with certificate. Some even suggested that parents serving on the SGB should be remunerated since this could serve to motivate them to fulfill their tasks in the SGB structure” (Van Wyk, 2004:54).

Heystek (2002:7) argues that for parents to be able to perform the expected policy and financial functions, they must have the ability to read and understand the policies in order to implement them and the legislation. The Department of Education needs to educate parents to at least the level of grade 4 or 6 (Van Wyk, 2004:54). This notion has been supported by majority of governors who participated in this study as most believe that for governors to absorb and grasp SASA through trainings and workshops need a minimum educational requirement and extensive time to impart those roles and functions of governance in schools. These governing bodies should also be provided with continually training to promote the effective performance of their functions or enable them to assume additional functions (Mestry, 2006:32). It is therefore desirable that an exercise of power by parents is fruitful, apt and free from harm, something that can be secured not by regulation, but through clear accountability (Mailed, 2002:327). Accountability in a form of transparency, honesty, responsible, integrity, and collaboration with other stakeholders, openness, fairness and serving the interests of the learners without prejudice at all times as governance.

Findings from primary research
The challenges faced by governance within the system have been exposed by participants and provided strategies which could be used in addressing them to improve the state of governors in executing their duties for the benefit of the children and community at large. Accountability and responsibility by ensuring that effective reporting to other stakeholders should take place was emphasized in the research project.

Majority of governors believe that the SGB must be trained extensively to understand their role to enable them to work within their boundaries than interfering to the delivery of the
curriculum which is vested upon the competence of the SMT however few feel that the SMT has to outline their targets and the SGB has to interrogate such plans and approve them to be implemented in the school with the support from the SGB. Heister’s (2004:8) states that the abilities of the parental governors to govern schools depend on their skills, knowledge and experience with respect to governance. The research study found that the views expressed by the respondents on the implementation of SGB training was very central to clarify the two roles played by the SGB and SMT. Each should be given time and space to execute its mandate. The SGB has unlimited powers in the entire affairs of the school they govern of which appointment and recommendation of all employees is one of their duties so that gives them legit right to hold any one accountable in the school as they are all subjected to governance, but SGB should not be seen as encroaching on the boundaries of management, only when the need arises.

Section 20 of SASA, 84 of 1996 states that the SGB should support the principal, educators and other staff in the performance of their professional functions. Support is genuine when it sought to improve the situation which is deteriorating and that could only happen through the intervention strategies like creating a space for extra tuitions in different forms. Majority of governors believe that extra classes, Saturday classes, holiday classes, outsourcing as well as morning studies and afternoon studies where extra tuition is being offered do address the challenge of the struggling learners to be on the same par with their equals. Other parents believe that effective communication between the parents and the SMT could prevent the crisis in their schools as the could able to agree on time about purchasing of the extra books, photocopying machines to be used, photocopying previous question-papers, and other equipment which are very important to be available at the school for effective teaching and learning. Teachers should monitor their pupils’ performance in each subject as a normal part of their teaching (Nash, 2015:60). Educators should execute their mandate without compromise. Evaluation and remedial service should be done to ensure the attainment of set targets by the responsible authority that is SGB and the Department. In contrast of the views alluded above, some governors believe that parents do not play any active role in improving results, they have cited that mutual understanding between learners and educators worked in improving school results without any inputs from parent-component who form core part of the entire SGB.

This views is not dismissible taking into account that some school managers have potential to turn things around in schools where they manage based on the experience, leadership traits and expertise they possess in running schools. “We take leadership of our schools very seriously. Evidence has shown that a good school is the one run by a good leader. The principal is a critical position we cannot leave to chance”, said Angie Motshekga, (Khumalo, 2011). The respondents believe that the efforts of the outstanding educators should recognized at the end of the year, they believe that is important to acknowledge the role the educators do play in transforming the minds of the young ones by doing something for them to demonstrate that their work is being noticed as one governor stated that recognition play a huge role to a committed educator. Some governors believe that the current SGB election procedure is flawed and needs reviewing. Introducing campaigns which will allow interested members to canvass in the space where they are located could enable the voters to make well informed decision knowing the profile of the candidate and what the candidate is about to offer in governance for the benefit of all role players and the large community.
Conclusion
The question being asked which was how best could the SGB perform its roles to help the school produce quality results. The main aim of this research is to find out the barriers which prevent the School Governing Bodies in working together effectively to achieve the best results intended by the government, after identifying the obstacles the strategies should be developed in addressing the challenges, amicable solutions could be fostered between School Management Team and the parents representatives for the interests of the children’s education. Governors’ first line of accountability is to the parents and the wider school community and local authority community as well as the department as the custodian of basic education in the country. Governors should be mindful that in exercising governing body functions, and as required in public schools by legislation, they must act with integrity, objectivity and honesty and in the best interest of the school; and be open about decisions they make and the actions they take and be prepared to explain their decisions and actions to the affected and interested parties. Therefore, although they are made up of volunteers as things stand at the moment, governing bodies cannot afford to be amateur in exercising their duties and must be accountable for their effectiveness and their failures should be improved for the benefit of the children (Nash, 17). So professionalism and effectiveness in executing duties by the governors should prevail at all times and shortfalls in the part of governance should be prompt attended.

Effective communication by all stakeholders also was emphasized for consultation and updating other stakeholders about the decision being reached in their absence as well as the developments taking place in the school. The Department of Education should put monitoring mechanism in place to oversee if compliance by the SGBs in executing their duties is done as expected and to oversee if agreed decisions are implemented by the schools to enable them to detect discrepancies on time and attend to them before the situation becomes worse. Of course the challenges of rift between the SGB and SMT do occur often if the two do not engage openly about the common goal which binds them to work together, despite all odds encountered by governance in the four schools identified for this study they have worked tirelessly to improve the results under a number of difficult circumstances alluded in chapter four where their children learn, that is seen on the performance statistics demonstrated for these schools in the same chapter. Bell (1992) in Blanford (1997:45) defines team work as a group of people working together on the basis of a shared perception, a common purpose, commitment, and co-operation and resolving disagreement openly by discussion. It has been identified that in most cases when things do not go well in schools the department is to be blamed as they do not put effective monitoring mechanism to detect inefficiency on time and to act early. Whistle blowers do report discrepancies to the department at an early stage but the department is accused of being reluctant to act swiftly. Department of Basic Education as is government is one of the most primary stakeholders in expecting quality results from schools as they are the major shareholder who gives the money to the schools in addressing the basic needs of a learner as their responsibility to educate its citizens and has to play active role in attending to the concerns raised which disrupt active teaching and learning.

Recommendations
The outcome of the role of school governing bodies in performance of schools together with the literature study warrants the following recommendations to be considered by the Department of Basic Education:
- The department should ensure that effective training which is continuous should be implemented to capacitate the governors in executing their roles effectively as well as to issue them with competency certificate after completing some short courses undertaken to professionalize the structure.
- The researcher also believes that if the training are conducted in their mother-tongue (SGB) and conducted by people who know the language better could enforce efficiency and effectiveness to governance of schools.
- The Department of Basic Education should review the minimum requirement for eligibility to serve in the governance as many believe that at least grade 11 or 12 should be used as a minimum requirement to be elected on top of the other requirements in place.
- The researcher recommends that three key positions of office bearers should be regarded as most important positions for the sound governance and therefore grade 12 and above should be a prerequisite to occupy these positions.
- The Department of Basic Education should review the principle of voluntarily serving in favour of setting a uniform stipend for services rendered by the governors to be carried out after each and every quarterly meeting held by the SGB with written minutes and quarterly performance report to parents and other stakeholders of the school to energize transparency and accountability of school performance.
- The Department of Education has to ensure that reporting to other stakeholders is an accountability that goes with obligation by integrating King III report of Corporate Governance which does not leave any stakeholder out without being informed about the progress and challenges which do happen in the organization need be the remedial actions have to be sought by all the stakeholders involved before the situation is out of hand and this will enable transparency in the school affairs especial when it comes to managing of school funds which form central part in the success of any school in terms of producing quality results as all the activities are funded from that coffer.
- School Governing Bodies should be encouraged to fund for outsourcing experts services; extra lessons, Saturday classes and holiday classes to enable them claim ownership of schools as governors.
- The department should allocate budget of awards to all schools for outstanding performers in the school at the end of every academic year to promote dedication and commitment to education by educators and learners as well as to try by all means to retain dedicated professionals in the profession. Donors should be approached by the Department of Education and schools to fund this undertaking.
- The Department of Education should act towards reported ill-behavior by the governors within a normal stipulated timeframe as a signal that mismanagement of public funds and corruption by governors could not be tolerated at the expense of a learners` money. Thorough investigations are prioritized after receiving such reports and whistleblowers` identity is protected if they feel their identity should be victimized by the accused culprits.
- The Department of Education to combat mismanagement of funds and corruption in schools finances should hire department auditors and accountants in each and every circuit who will audit schools finances quarterly to prevent mismanagement of public funds as well as to provide support at an early stage to the governance which fail to meet the expected standard of how to handle school finances. Schools should be prevented in hiring the same auditors at the end of every year to audit their books as
some collude with them to benefit out that process or the department should consider revoking this function to the schools in favour of utilizing skills of its own employees whom should have been hired to execute those duties of auditing and inspections.

- The researcher believes that similar study should be conducted could reach related outcomes in a similar atmosphere where this one was conducted and encourage a broader study to be undertaken in a large scale of the district, province or the whole country to establish undisputable findings as it will cover even former model C schools which their views were not covered in this study as to find out how they view the role of the school governing bodies in the performance of the schools.

Conclusion
All participants do agree that involvement of parents in education of their children form basis of the partnership which needs mutual commitment in creating amicable space for all parties to work together towards the common goal of a better education; however boundaries should always prevail to allow each organ to do its tasks freely and fairly. Good performance of schools are factors of many aspects which do happen in those schools, but no single one major factor could be regarded as the main feature to go by in all schools to get quality results, each and every school has got its own unique challenges which needs to be attended individual as juristic person other than holistically district of schools, province or country.

SGBs played a huge role in the performance of schools used in this study with the inclusion of all affected and interested parties in education of the children as the main core for the alliance. Active participation from all role players has got potential to yield positive results in schools and should be nurtured positively. Parents, educators, learners, school community and the department have to regard each other as equals in ensuring that active teaching and learning do take place in schools without any compromise so that the quality of education could be meaningful when learners reach tertiary stage as they would be exposed to high level of diligence to achieve the intended mission and this will positively be instilled throughout. The Department of Basic Education has been committed in making sure that quality and identical education is received by all throughout the country being adjudicated by parents who have to lead in this process of the education of their children, and the positive outcomes are coming from this inception but a lot still need to be done from all affected major stakeholders in establishing sustainable sound governance throughout the country which will preserve and uphold their mandate that is enacted in the constitution upon the education of their children.

The overall deduction of this study is that after the inception of the SGBs in schools a lot of things have been bettered in how the schools were governed compared to the school committees which were in charge of schools before this new dispensation of democratically elected governance, however there are still some of the things which need the serious attention from all the stakeholders affected and interested in the education system of the country in realizing the aim of the government; that is the quality education for all citizens.
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