

https://dspace.org/

Governance and leadership challenges in the schools of Ekurhuleni South District 16

Monareng, Madikana Joseph

2016

http://hdl.handle.net/10539/23692

Monareng, Madikana Joseph (2016) Governance and leadership challenges in the schools of Ekurhuleni South District 16, University of the Witwatersrand, Johannesburg, <http://hdl.handle.net/10539/23692>

Downloaded from a DSpace repository. https://dspace.org/

Governance and leadership challenges in the schools of Ekurhuleni South District 16

BY
Madikana Joseph Monareng
Student No: 693868

A Dissertation submitted to the Wits School of Governance, Faculty of Commerce, Law and Management, University of Witwatersrand in fulfillment of the requirements of the degree of Master of Management in the field of Public and Development Management (MM.P & DM).

Supervisor: Dr Manamela Johnny Matshabaphala

February 2016

ABSTRACT

This study explored governance and leadership challenges at the Edenridge High School. The report uses a case study as well as an interactive qualitative analysis research methodology. It explores how the School Governing Body provides strategy to the school management team, with their educators, in order to implement the strategy in collaboration with the GDE policies, will ultimately lead to good governance and effective leadership and management in the school. The GDE policies and practices are used to address complex challenges in order to effect change. The researcher argues that despite the challenges which the SGB and SMT, as well as the educators in the school experience, change becomes evident. The stakeholders learn to work together, respect each other and forge ahead. These challenges brought about by insufficient provision of in-service trainings and relevant workshops to be conducted in schools contribute to shaping future developed and professional bodies of SGBs and SMTs in general, in their good governance strategies and effective leadership and management systems. If the systems in place are sustained, they then leave the stakeholders with the potential of becoming public servants of the future.

The findings reveal that the Constitution of South Africa Act No. 108 of 1996, South African Schools Act (SASA) No. 84 of 1996, Employment of Educators' Act (EEA) No. 76 of 1998, and the National Education Policy Act (NEPA) No. 27 of 1996 are not used sufficiently and substantively to influence change that must take place in schools. Discretion and common sense tend to have taken the place of education policies and practices in resolving problems and finding each other. While schools discuss embracing the ten fundamental values of the South African Constitution (Act 108 of 1996), living up to them continues to remain a challenge in practice.

This study also investigates the role that SGB and SMT, together with the teaching staff (educators) play in governance, leadership and management of teaching and learning. The process takes place through the alternative approach of distributed - and instructional – leadership, in order to promote quality education. As a qualitative case study of only one township Gauteng secondary school, data was collected by means of questionnaires. Perceptions of the SGB, SMT and educators on distributed and instructional leadership embedded within governance, leadership and management were examined, as well as how the concept was applied in the day-to-day running of the school. It was found that the SGB's, SMT's and educators' responses in the questionnaires, despite their extensive teaching and managing experience, related to the situation where the stakeholders were not fully aware of the implications of governance, leadership and management within the new dispensation. They vaguely referred to their roles as governors, leaders and managers without specifying how and what they were governing, leading and managing in their respective schools.

Recommendations are that distributed leadership strategies in governance by the SGB could be found in the case study school to optimise the instructional leadership and management of teaching and learning by the SMT and educators, and that time should be granted for HODs and their principals within the SMT structure for the implementation of this instructional leadership and management. Challenges such as the ones mentioned above, including the recent fluctuation of matric results, which dropped by approximately 9% in 2015, (Basic Education Minister's Speech, January 2015) moving the pass rate from 75,8% in 2014 down to 70,7% in 2015, will obviously be curbed.

DECLARATION

I, Madikana Joseph Monareng (STUDENT NO. 693868) hereby declare that all the resources that were consulted (for GOVERNANCE AND LEADERSHIP CHALLENGES AT THE EDENRIDGE HIGH SCHOOL) are included in the reference list, where I have used books and journals from the library, as well as the internet articles as sources of information that have carefully been referenced through the required conventions. I further declare that the study in this research report is my own, original, and unaided work, which is submitted for the degree of Masters of Management in the Public and Development Management at the University of Witwatersrand. The dissertation has not been submitted before for any other degree or examination at any other University.

Madikana Joseph Monareng

Date

COPYRIGHT NOTICE

The Copyright of this dissertation (thesis) vests in the University of the Witwatersrand, Johannesburg, Parktown, South Africa, in accordance with the University's Intellectual Property Policy.

No portion of the text may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, including analogue and digital media, without prior written permission from the University. Extracts of, or quotations from this thesis (dissertation) may, however, be made in terms of Sections 12 and 13 of the South African Copyright Act No. 98 of 1978 (as amended), for non-commercial or educational purposes. Full acknowledgement must be made to the author and the university.

An electronic version of this dissertation is available on the university library webpage (www.wits.ac.za/library) under "Research Resources".

For permission requests, please contact the University Legal Office or University Research Office (www.wits.ac.za).

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to the following people whose assistance made this research possible; and would like to extend a heartfelt thank you to these individuals and organisations who have contributed to the success of the study that finally made this dissertation acceptable:

-The Edenridge High School and the Gauteng Department of Education, via the Ekurhuleni South District-16.

- The Principal of the Secondary school, Mr Sepuru M.A., who has been so accommodating and welcoming throughout the process of data collection and arrangements of visits, including the invaluable advice he gave to the researcher, doing all this with patience and encouragement to his teaching staff, who willingly became interested in the study and its expectations.

- The Staff at the Edenridge High School, for their hospitality and interest in this study.

- All of the participants who, through their responses in the questionnaires, shared their experiences with me, the researcher.

- My research supervisor (promoter), Dr Manamela Johnny Matshabaphala, for all of the support, including his sincere assistance, enthusiasm, his soft inspiration, professional guidance; his unselfish supervision, motivation, editing and countless hours that he has spent with me throughout this process, as well as for introducing me to the research proposal, and all of the possibilities that a research methodology like this has brought to the presentation of this research. For his perseverance and patience in the face of difficulties, where he sacrificed his leave and holidays, as well as time when his family needed him most, I express my sincere gratitude!

- The former and current principals of my schools in sequence and colleagues; Mr M.R. Motheta (Ntlagene Secondary School, Limpopo); the late Mr K.A. Maoka and Mr J. Ndlovu and his staff (Bela-Bela High School, Limpopo); Mr A. Lathane (Kheodi High School, Limpopo); Mr M.L. Mudavhi (Forte High School, Gauteng), and Mr D.L. Mosena (Kwa-Dukathole Comprehensive School, Gauteng), for their support, motivation and co-operation they showed in my studies throughout this long period of my Master's Degree.

- My parents and uncles, Mr M.S. Monareng, Mr M.R. Monareng and Mr N.F. Senyolo for their patience and belief in my ability to complete this mammoth project, which motivated me to accomplish more than I thought I was capable of.

- Mr K.A. Maake, the former deputy principal of Kubune Primary School (Modjadjies' Kloof, Limpopo Province) and current principal of Jacob Zuma Primary School, Limpopo) for his invaluable advice, loving support, unfailing encouragement and belief in me, which sustained me and gave me that courage and strength to push myself forward over the past three-and-a half years.

- Mr S.J. Motseo, the retired principal of Kubune Primary School, who always supported me in anything positive I was doing, and indicated that the good that I was doing reminded him of my late mother, who taught at the time when he was still at school.

- Mr Machaka Sebitleng, a colleague and a friend in this study. I wish to thank him for the unfailing patience, continuous support and encouragement he gave me throughout the planning and development stages of this research report.

- Mr Steven Mohlele, who directed and guided me along the path of the relevant programme for all departments in the public and private sectors, during a time when I was frustrated by situations which did not afford me options to follow my career ambitions.

- Mr V.N. Kgatla, my former English and history teacher during my secondary school years from 1981 to 1986, as well as my mentor in the three-fold concept of '3D's', meaning "dedication, determination and discipline".

- Mrs Modjadji Rosy Ramapuputla, a close neighbour during my childhood and best friend of my late mother, who helped with family chores such as buying me clothes on Christmas Eve, after my mom left me as the child without brother or sister.

- Lastly, in the recognisance of the divine intervention, Apostle Maraka Daniel Ramafalo, who, in the midst of my decision to give up, encouraged me to apply to another institution if I wished to succeed. one.

DEDICATION

Firstly, I would like to dedicate this dissertation to my late mother, Motlanalo Tryphina Monareng, who passed away when I was at a tender age of between three and five years in 1971, and who, although she is no longer on this Earth, played an important role during her lifetime when she taught her younger brothers about life in its entirety, humility, strength, integrity, and compassion, which led to one of the brothers becoming the bread-winner. He never forgot what she had asked of him, which was to take me (his nephew) throughout all the stages of education when she had gone., For that, she will forever be in my heart.

Secondly, the dissertation is dedicated to my late grandmother, Ms Musandiwa Tshishonge, who is also no longer with us. Like her first-born and only daughter (my late mother), the role she played was evident when she realised I was not keen on hard labour and therefore motivated me to go for the work of the pen through hard work in school. To show that she understood the importance of education, she insisted that my children must receive a good education. Her reputation as an illiterate and hardworking old lady for her big family at that time, outlived her. She is still remembered for her personal contribution to many people's lives even today.

Thirdly, the thesis is dedicated to the unqualified support of my portable family, Matsatsi Maria Monareng and our three children: Lehlogonolo Immanuel, Lufuno Joseph Junior, and Lethabo Rendani Praise all of them, they are my joy. To them, I say, "Dear children, real life has always proved to be tough, particularly to those who are lazy. It needs hard work, hard work and more hard work if one is to survive in it. So work very hard and do not rest until you have achieved what you want in life, no matter how and what impatient people say!"

GLOSSARY OF KEY TERMS

Governance: Concern on good governance which is an itinerary of an idea, expressing further concern that these issues must be developmental, democratic and socially inclusive (Mkandawire 2007 cited in World Bank, 2007,:679).

Leadership: It is the action of getting things done through people with an emphasis on relations, communication, motivation and an approach based on emotional intelligence (Heystek 2007 in Vaz, 2013).

Management: Involves maintaining, effectively and efficiently, current organisational arrangements.

Distributed leadership: A situation where people work together in such a way that they pool their initiative and expertise, the outcome being a product or energy which is greater than the sum of their individual actions rather than fragmented efforts (Bennet, Woods, Janet, & Wise, 2004: 441; Harris 2010:316 cited in Vaz, 2013: vii).

Instructional leadership: It points to a professional relationship involving school leaders and educators, which is an alliance where leaders assume a supportive role and think of others as constituents; it also refers to a context where the teaching-learning situation is well-managed (Petersen 2001: 159 cited in Vaz, 2013).

Key words:

Governance, leadership, management, distributed leadership, instructional leadership

LIST OF ACRONYMS

DoE	Department of Education
DP	Deputy Principal
EEA	Employment of Educators' Act
EHS	Edenridge High School
ESD	Ekurhuleni South District
GDE	Gauteng Department of Education
HOD	Head of Department
NEPA	National Education Policy Act
SA	South Africa
SACE	South African Council of Educators
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team

TABLE OF CONTENTS

ABSTRACT ..... **I**

DECLARATION ..... **III**

COPYRIGHT NOTICE ..... **IV**

ACKNOWLEDGEMENTS ..... **V**

DEDICATION ..... **VIII**

GLOSSARY OF KEY TERMS ..... **IX**

LIST OF ACRONYMS ..... **X**

TABLE OF CONTENTS ..... **XI**

CHAPTER ONE **1**

INTRODUCTION AND BACKGROUND **1**

1.1 INTRODUCTION 1
1.2 BACKGROUND 2
1.3 PROBLEM STATEMENT 5
1.4 PURPOSE STATEMENT 7
1.5 RESEARCH QUESTIONS 7
1.6. OVERVIEW OF THE REVIEW OF LITERATURE AND THEORY 7
1.7 RESEARCH DESIGN 11
1.8 DATA COLLECTION METHODS, PRESENTATION AND ANALYSIS 12
1.9 SIGNIFICANCE OF THE STUDY 12
1.10 LIMITATIONS OF THE STUDY 13
1.11 ETHICAL CONSIDERATIONS 14
1.12 THE RESEARCH STRUCTURE 14
1.13. CONCLUSION 15

CHAPTER TWO **18**

LITERATURE REVIEW **18**

2.1. INTRODUCTION 18
2.2 THEORETICAL FRAMEWORK 19
2.2.1 Leadership *23*
2.2.2 Management *30*
2.2.3. Governance processes *33*
2.3 GLOBAL GOVERNANCE AND LEADERSHIP 35
2.3.1. Relationship between governance and management *35*
2.3.2 Social context of eople *40*
2.3.3. Training approaches *41*
2.3.4. Personal Integrity and rofessionalism *43*
2.4 REGIONAL SCHOOL GOVERNANCE AND LEADERSHIP 43
2.4.1 Botswana *44*
2.4.2 Kenya *44*
2.4.3 Lesotho *45*
2.4.4 Malawi *45*
2.4.5 Zambia *46*
2.5 SOUTH AFRICAN MODELS OF GOVERNANCE AND LEADERSHIP 46

2.6 CONCEPTUAL FRAMEWORK 47
2.7 SUMMARY OF LITERATURE REVIEW 51

CHAPTER THREE 53

RESEARCH METHODOLOGY 53

3.1 INTRODUCTION 53
3.1.1 Definitions 53
3.2 RESEARCH-PARADIGMS 54
3.2.1. Quantitative research paradigm 54
3.2.2 Qualitative research paradigm 58
3.3 RESEARCH DESIGN 61
3.4 SAMPLING, POPULATION OR SUBJECTS 62
3.5 DATA COLLECTION METHODS, PRESENTATION AND ANALYSIS 63
3.6 RELIABILITY AND VALIDITY 64
3.7 SUMMARY OF RESEARCH METHODOLOGY 65
3.8 SIGNIFICANCE OF THE STUDY 65
3.9 LIMITATIONS OF THE STUDY 66
3.10 ETHICAL CONSIDERATIONS 67
3.11 RESEARCH MANAGEMENT 68
3.11.1 Logistics of management 68
3.11.2 Research implementation time-line (time-frames): 69

CHAPTER FOUR 70

PRESENTATION OF THE FINDINGS 70

4.1. INTRODUCTION 70
4.2 SYNOPSIS OF THE RESEARCH METHODOLOGY 71
4.3 DATA PRESENTATION 72
4.3.1 Observations 73
4.3.2 Content analysis of school documents 81
4.3.3 Semi-structured questionnaires 83
4.4 CONCLUSION 102

CHAPTER FIVE 104

INTERPRETATION AND ANALYSIS OF THE FINDINGS 104

5.1. INTRODUCTION 104
5.2 REVIEW OF CONCEPTUAL FRAMEWORK 105
5.3 AREAS IN WHICH THE INSTITUTION IS WORKING WELL 107
5.4 AREAS FOR IMPROVEMENT 112
5.5 CONCLUSION 122

CHAPTER SIX 124

CONCLUSIONS AND RECOMMENDATIONS 124

6.1 CONCLUSIONS 124
6.1.1 Introduction 124
6.1.2 Review of the purpose of the study 126
6.1.3 Overview of literature review 130
6.1.4. Overview of research rethodology 134
6.1.5 Summary of research findings, interpretation and analysis of the findings 135
6.2 RECOMMENDATIONS 138
6.2.1 Recommendations at local level 138

6.2.2 Recommendations at international (global) level *139*
6.3 RECOMMENDATIONS FOR FURTHER FUTURE RESEARCH 140
6.3.1 Conclusion *145*
REFERENCES: **146**
APPENDICES **154**

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Governance and leadership in schools is a serious concern for the South African Department of Basic Education. It is drawn from the existing governance and leadership strategies which are implemented in a school situation. It is vital that the National Department of Basic Education must nurture and develop School Governing Bodies (SGBs) and School Management teams (SMTs). These SGBs and SMTs are expected to work strategically within their complex environments. The nurturing and development of these stakeholders must be done for the purpose of developing a rights-based education system that promotes equity in education (Daire & Gilson, 2011).

Governance and leadership in schools are a critical part of the policy process. Ineffective and inefficient governance and leadership can be so intense that it ends up grabbing the attention of the policy-makers. The inability to govern and lead schools effectively and efficiently lends itself to systems that do not display accountability and transparency. Failure to govern properly leads to weak governance, inadequate school programs and misappropriation of finances. Poor governance and leadership in schools tends to demotivate educators, resulting in late-coming and absenteeism (Portz, 1996).

Research (McEwan, 2003; Portz, 1996) and anecdotal evidence has shown that these governance and leadership issues are subject to debate and interpretation. Good governance and effective leadership, therefore, becomes an arena for the adjudication of various hindrances to quality

education and, amongst others, educators' compliance to the educational policies.

The problem of governance and leadership in schools is not unique to the South African context. American schools are criticised for inadequacy and incapability in the demands of "a rapidly changing society". International (global), continental, regional, national, provincial and local policy makers have introduced a number of reforms that include privatisation, school choice, and charter schools, for the purpose of improving public education (Portz, 1996: 371).

When the Malawian education system in Africa, for example, was decentralised, it resulted in a poorly motivated teaching force (Davies & Harber, 2003). Governance and leadership of the Malawian Ministry of Education steered the processes.

This research focuses on an exploration of good governance and effective leadership in schools, with particular reference to the Edenridge High School in the Ekurhuleni South District of the Gauteng Department of Education.

1.2 BACKGROUND

School governance and leadership are interwoven aspects of a process aimed at enabling schools to provide effective, efficient, quality education (Mulford, 2003). The National Department of Basic Education through provincial departments gives more powers and functions to districts of schools. This is in line with the constitutional legislative policy framework in schools. For example, the National Education Policy Act No. 27 of 1996 (NEPA); Employment of Educators' Act No. 76 of 1998 (EEA); South African Schools' Act No. 84 of 1996 (SASA); South African Council for Educators Act No. 31 of 2000 (SACE); Further Education and Training Act No. 98 of 1998 (FETA); Education Labour Relations Council (ELRC) and Labour

Relations Act No. 66 of 1995 (LRA). This legislation not only sets out the criteria for determining the category of schools to be established in a particular area, but also provide for an appropriate division of functions and powers between categories of schools. The South African Schools Act No. 84 of 1996 provides for the core principles, mechanisms and processes that enable the SGBs and SMTs to move progressively towards the quality education needed in schools and ensure universal access to essential services that are affordable to all schools. Specific legislations such as the South African Schools Act No. 84 of 1996 and Employment of Educators' Act No. 76 of 1998, with the support of other legislation including the National Education Policy Act No. 27 of 1996, the South African Council for Educators Act No. 31 of 2000, and the Education Labour Relations Council, have empowered School Governing Bodies (SGBs) and School Management Teams (SMTs) with functions by which they are able to take initiatives.

As in other countries, such as in the United Kingdom, Japan, Australia and India, as well as the American continent including Canada and the United States (Abbott et al, 2011; Daire & Gilson, 2011; Townsend et al, 2007; Yokoyama, 2006), there are two main reasons why governance and leadership are of vital importance to current South African education system improvement and development initiatives. First, new efforts to strengthen the education system such as regular workshops meetings to share information, as well as meetings for quality assurance, must be run in such a way that they recognise the complexity of policy implementation. The different information-sharing meetings must also recognise the governance and leadership systems required. Secondly, governance and leadership are needed for the transformation of the existing organisational structures and culture of the public education system. The existing policies must be translated into routine ways of learning within the system. The operational systems must take place through amendments of these legislative policies (Jonas, 2005).

The Green Paper on the education system indicates that the National Commission on Higher Education (NCHE) is supported in its proposal where it undertakes to ensure that the state funding framework strikes a balance between institutional autonomy and public accountability. It emphasises procedural intention for simplicity, transparency, flexibility and fairness of governance and leadership by all stakeholders (National Commission on Higher Education (NCHE) Report).

The South African education system emphasises the importance of good governance and leadership, in the provision of quality basic education, which will impact on schools positively. The Basic Education Department has therefore provided a comprehensive policy framework for implementing governance and leadership strategies at local level. The Department has done this through the Policy Prescripts for implementing the strategies and the National Education Policy Framework. The National Education Policy Framework has reiterated this in “First steps to develop a new system”, the White Paper on Education and Training in a Democratic South Africa (1995).

Despite these provisions, schools still experience obstacles during the implementation of initiatives taken in local governance and leadership structures. These challenges emanate from SGBs and SMTs who do not take cognisance of governance and leadership as developmental processes. Such unorthodox behaviour leads to inadequate capacity and capability of school governing bodies and senior management teams to plan, manage and implement governance and leadership strategies at district level, down to the school level (Brevis & Vrba, 2008: 94). The Provincial Gauteng Department of Education has the responsibility to empower districts, which must impact their schools positively.

Edenridge Secondary School was the focus of this study. The school is located in the southern part of Eastern Vosloorus in Palm Ridge (Ekurhuleni Local Government Municipality) and the institution was a convenient school to use in this study, because it was a positive model and example of the average profile of 86 schools in the Ekurhuleni South District ,based on an illiterate community with very low incomes, meaning most residents were of lower socio-economic status. The school registered a low enrolment of 950 learners in 2015 with a staff of 28 teachers.

Compounding Ekurhuleni's specific development challenges, Edenridge High School was the only new school that still needed to be developed. Therefore, the school's governance and leadership strategies ought to reflect that. Further educational programmes that were in place, such as School Development Plans (SDPs), School Improvement Plans (SIPs), Secondary School Improvement Plans/Programmes (SSIPs) and information-sharing meetings, as well as the successive education policies such as the recent Curriculum Assessment and Policy Statements (CAPS), provided a more accurate reflection of the National Basic Education Department's policies. On the other hand, it also implied that it was not only Edenridge High School which would be affected, but other new schools in South Africa as well.

1.3 PROBLEM STATEMENT

There is extensive literature on governance and leadership in South African schools. Much of this literature is confined to the development of governance and leadership (Abbott et al, 2011; Brevis & Vrba, 2008; Bush, 2007); what the possibilities of strategising on governance and leadership are (Cook et al, 2013; Ehlers & Lazenby, 2010); how National Basic Education Department policies relate to the phenomenon (Currie et al, 2009; Hallinger & Heck, 2010); how the three categories, including the GDE, ESD and Edenridge High School go about implementing the national education policies (Ehlers & Lazenby, 2010; Harber & Mncube, 2010), and

the way in which different sectors are affected by the phenomenon (Lewis & Naidoo, 2006; McEwan, 2003).

Notwithstanding the above assertions, there seemed to be a knowledge gap in the literature on the efficacy of governance and leadership strategies. These strategies had to be developed by the education structures giving responsibility to the stakeholders in governance and leadership in schools. It is important to know how national education policies impacted the implementation of activities and mandates of local education structures, such as the provincial education departments, school districts and the local schools, with particular reference to Edenridge High School. In the absence of this knowledge and understanding, it would be impossible to review and adopt the policies. This would be a loss to providing effective guidance on implementation.

Through the assessment and evaluation of the way in which National Department of Education policies affect the outcomes of the governance and leadership strategy at district level, the study's purpose was to determine how the prescripts on governance and leadership (management) and the National Education Legislative policy framework would be effective and efficient in directing and supporting the strategy implementation. Additionally, the study would also shed light on the capacity and ability of SGBs and SMTs with regard to planning, management and implementation of the strategic governance and leadership initiatives at the school.

A study of this nature would, therefore, feed into a process of review in the National Education Policy Framework which was constantly being amended. The study would also provide insight into the governance and leadership strategy implementation which was imminent, such as the proposed bill on making the teaching profession an essential service. This also attested to the fact that the nature of the organisational culture at

Edenridge High School suggested deficits in governance and leadership at the school.

1.4 PURPOSE STATEMENT

The purpose of this research was to explore the effectiveness of governance and leadership strategy implementation at Edenridge High School of the Ekurhuleni South District in the GDE. The study would apply an approach that solicited information from the stakeholders involved in the planning and implementation processes of the governance and leadership strategies. On the basis of such an approach and the strategy beneficiaries, the research would endeavour to provide insight into how governance and leadership strategies of Edenridge High School had been affected by the national education policies on governance and leadership in schools, and if these strategies conformed to national education policy guidelines.

1.5 RESEARCH QUESTIONS

The study sought to answer the following questions:

- What are the factors leading to the deficits in governance and leadership at Edenridge Secondary School?
- What are the governance and leadership trends followed and employed at Edenridge Secondary School?
- What are the governance and leadership strategies followed and employed at Edenridge Secondary school?

1.6. OVERVIEW OF THE REVIEW OF LITERATURE AND THEORY

The purpose of a literature review rests on the fact that it is organised around a particular theme which intends to inform the construct of the proposed governance model. Van Der Rheede (2005) identifies four types of literature: theoretical, research, practice and policy literature. These

literature types emphasise various kinds of knowledge. For example, theoretical literature enables academia “to develop a system of related concepts and apply them to understand an aspect of the social world and sometimes to advocate improvement in practice” (Van Der Rheede, 2005: 10). As a result, theoretical literature applicable to generic and educational leadership and management principles is reviewed in this study.

It starts with an overview of two significant reports in which key systemic features such as previous organisation and current education systems are critically analysed. These systemic features include core concepts such as good governance, effective leadership and management. Attention is also drawn to the introduction of these key concepts in a particular order, so as to define the framework of the proposed governance model, as well as to classify each component of the model successively. According to Van Der Rheede (2005:10) this type of literature review by school of thought, theory or definition “is not to test a theory or to review theories but rather to find a classification or typology, or just a clear definition of the key construct in the study”.

Grieves (2010) notes that it is important to understand that there are change models to which governance and leadership in schools must be adapted. The change models referred to include aspects of personal and organisational strategies in terms of defining paths and achieving goals, cultural change, assessing readiness for organisational change, as well as finally implementing and measuring these change patterns. The implementation and measuring part is the stage during which school governance and leadership will be building and developing strategic advantage, through identifying the strategic capability, developing core competencies, planning the change and finally attending to the processes of review and modification. Adcroft, Willis and Hurst (2008) cited in Ehlers and Lazenby (2011:20) note the following: “He who rejects change is the architect of decay; for, the only human institution which rejects progress is

the cemetery.” The citation points to the fact that it is necessary for organisations such as schools to either change with the times, or face the consequences.

With regard to the topic under investigation, the researcher will therefore explore Van Der Rheede’s (2005) theory of Model Construct, which points to a scenario where more complex and complicated reality is represented in an oversimplified form for the purpose of easier description and explanation of the relationships that exist among variables. The variables in this context refer to the stakeholders under discussion, which are school governing bodies and the school management teams, in relation to the learners they work with. The prescription of how something has to take place about these variables is imperative. Wallace and Poulson (2003) in Van der Rheede (2005:24) adds to the definition above by describing the educational model construct as a “construct of a small bundle of concepts and their relationship to each other. They tend to refer to a specific aspect of a phenomenon, which may be incorporated as part of a broader theory.” The proposed governance and leadership model qualifies as such, because it provides school principals and senior management teams with the understanding of how to manage change in terms of principles, which are derived from the complexity theory. Complexity theory explains that no system is stagnant, but that it constantly changes, adapts, learns and evolves due to the interaction between very simple units and the impact it consequently has on the whole system (Ehlers & Lazenby, 2011; Grieves, 2010).

Schools, as organisations, need to be managed like all other organisations. As organisations, schools have specific work that they have to perform. They also have allocated duties and responsibilities in order to achieve their specific organisational objectives. Such an organisational objective could be regarded as the creation of collaborative culture of schools’ life-long

teaching and learning (Campo, 1993). In an organisation of that nature, the outcome is improved learner performance.

According to Van Deventer and Kruger (2007), the literature on schools with poor cultural teaching and learning reveals that such schools have the following:

- Poor attendance of both educators and learners;
- Educators who do not have a desire to teach at all;
- Tensions between rival educator organisations;
- Tensions between the various components of the school community;
- Occurrences of vandalism;
- Incidents of rape and drug abuse;
- high dropout rate;
- Poor learner performance, followed by poor school results;
- Weak governance, leadership, management and administration;
- Demotivation and low morale; and
- Buildings, facilities and resources in a poor state.

The poor culture of teaching and learning therefore has a negative impact on learner performance which cannot be separated from the well-managed schools. Schools have their own individual cultures. Generally, cultures of well-managed schools have systems in place to measure and assess learning outcomes (Campo, 1993). Schools that are effectively and efficiently governed, led and managed, are those that produce high academic success rates that persist over time, in at least two to three consecutive years. This is emphasised in the literature that refers to the recommendations made on the organisation of teachers' work in schools. It is recommended that changes in schools' environment be aligned with the notion that educators become more effective and contented when treated as reasonable, capable and autonomous individuals (Levin, 1994). Issues that distinguish between good and bad governance, respectively, will be

tackled. These issues include responsibility and accountability, transparency, participatory democracy, power and authority, motivation, discipline, public value, and the rule of law.

1.7 RESEARCH DESIGN

The study made use of a few aspects of the basic interpretive qualitative research design for the purpose of gaining information about attitudes, beliefs, values and opinions from representatives of SGB members and individual school principals and their SMTs on issues of governance and leadership. The case study research design was widely used, primarily because the larger part of the research is confined to only one school out of a number in the Ekurhuleni South District. In this context, purposeful sampling was used on the basis of the prospective sample of a combination of only the parent component and educators; that is, parents and teachers who are in governance and management (leadership), with particular reference to SGB members and SMT members in a school situation. The suitable candidates were sampled from only one institution, being the Edenridge High School in the Ekurhuleni South District, until the desired size of ten interviewees was reached (MacMillan & Schumacher, 2001). In utilising purposive sampling, judgemental or non-judgemental sampling, the researcher selected certain elements from the population who would be informative concerning the topic of interest (*Ibid).* In the application of the phenomenological study, the researcher comprehended people's perceptions, perspectives and situational set-up. This means he tried to put himself 'in the shoes' of the SGBs and principals to better comprehend their perceptions, perspectives and understanding of governance criteria and leadership strategies, as well as managerial skills (Abbot, 2011; Anstey, 2006; Bottery, 2007; Bryman, 2012; Bush, 2007; Childress et al, 2007; Conley, 1997; Currie et al, 2009; Daft, 2008; Ehlers & Lazenby, 2010; Hallinger & Heck, 2010; Harber & Mncube, 2010; Johnston, 2003; Kruger, 2003; Lechuga, 2004; Lewis & Naidoo, 2006; Middlehurst, 2004; Parsons, 2012; Tomlinson, 2006; Townsend et al, 2007).

A total of ten (10) participants including two educators, four SGB members and four SMT members were interviewed. The elements or subjects were, therefore, ten in number. In terms of the criteria to be used for the selection process, the interviewees were grouped into three categories, looking at the levels in terms of positions that include SGB members in governance, SMT members in leadership and management at the school, including the educators. Gender for equity purposes and age were also considered.

1.8 DATA COLLECTION METHODS, PRESENTATION AND ANALYSIS

Data collection in qualitative research paradigm lends itself to multi-method strategies. Multi-method is defined as the use of multiple strategies in the collection and corroboration of data obtained from any single strategy. It also points to the ways of confirming data within that single strategy of data collection (McMillan & Schumacher, 2001). Because of time constraints and the focus of the research, in terms of the case study research design, data was collected through semi-structured interviews.

1.9 SIGNIFICANCE OF THE STUDY

The significance of the study is that it is anticipated that it will add knowledge that might assist all the stakeholders, including SGBs, who will be acting on behalf of parents in general, educators, notable figures such as those who play major roles in the community projects, and the Department of Education, and will equip stakeholders with the necessary knowledge that will help in bringing effective and efficient governance, leadership and management skills to schools.

The study will assist the Department of Education in finding ways through which schools can derive benefit in terms of summative assessment techniques for final results.

From this study, different ways of addressing the issues of ineffective and inefficient governance and leadership may lead to the best benefit of the world's school children if addressed appropriately and adequately. The findings might also assist stakeholders like non-governmental organisations and other researchers who may be interested in the topic.

1.10 LIMITATIONS OF THE STUDY

The first limitation was time, since the researcher is employed full-time from 7:30 to 16:00 on week days. As educators are expected to teach during the day, this implies that they will only be available during formal working hours. To accommodate this, the researcher took time off to visit the school at 15:00 before the end of school, having made arrangements with the participants. The second research limitation was access to the research site To counter this, the researcher sought permission from the district officials of Ekurhuleni South to conduct the research. Thirdly, research findings of the study cannot be generalised due to the fact that in most instances qualitative data gathering is applied with a small number of individuals in a certain organisation or locality, as in the case of this study. Therefore the findings cannot be generalised to other settings. In order to address this limitation, the researcher kept records of all the phases in the research process and also respondents' validation and applied principles of good practice by ensuring that personal experiences and values do not influence the outcome of the research. Fourthly, there were financial constraints. The costs that incurred included travel costs and refreshments (snacks and soft drinks) for the participants. Recording interviews as pointed out by Neuman (2011), would also be imperative. However, collection of data in this case is confined to the use of the questionnaires. To counter this limitation of possible hindrance, the researcher set aside funds for this purpose.

1.11 ETHICAL CONSIDERATIONS

McMillan and Schumacher (2001) caution qualitative researchers to be sensitive and conscious of basic ethical principles. Meanwhile, Hawkins (1996) in his Oxford Reference Dictionary defines the concept of ethics as the science of morals in human conduct or principles. Bearing in mind the above definitions, the following was then taken into consideration throughout the research process.

Permission was sought, first from the Ekurhuleni South District level, for access to the Edenridge High School. Permission was also sought from the Ekurhuleni South District 16 to allow collection of data from SGB members and principal (SMT members) at the school that was identified for the research process. Anonymity was guaranteed and all information received treated with strictest confidentiality.

Special care was taken to ensure that possible physical, psychological and mental consequences for the participants was avoided at all costs. Care was also taken to ensure that the researcher did not infringe on the privacy of each participant / respondent.

The researcher was careful to ensure that the semi-structured interview was conducted in such a way as to not provoke the participants' feelings. Participants were requested to sign consent forms, to confirm their willingness to participate in the research.

1.12 THE RESEARCH STRUCTURE

In Chapter 1 the researcher presented a brief summary of the whole study, which includes the research topic; problem and purpose statements; research methodologies applied in sampling, data collection methods; and the limitations and ethical considerations of the study.

In Chapter 2 the researcher specifically focused on the literature review examining what other researchers have done and what has been researched with regard to the topic.

Chapter 3 addresses the research design and methodology. Chapter 4 focuses on presentation of the findings, while Chapter 5 provides interpretation and analysis of the findings.

In Chapter 6, the researcher finalised the research structure with summaries, conclusions and recommendations.

1.13. CONCLUSION

Based on the preliminary literature review of the study under investigation, educationists have noted the flaws and shortcomings of governance and leadership structures in schools which include, amongst others, persistent absenteeism and tardiness of educators and learners in getting to school. It is therefore imperative that necessary efforts should be made by all educational stakeholders, more particularly the governance and leadership structures of the world's education departments, with special reference to the South African government regarding educators, parents and the community at large. These stakeholders have an obligation to investigate these deficiencies and address them, because they seem to render governance and leadership in schools ineffective and inefficient.

Karlsson (2002) is of the opinion that an understanding of complexity theory informs the development of the practice of school governance and leadership coherently and richly. It is suggested that it is essential to follow new paths in an ever-changing world. This is asserted with reference to the initially complex and rigid structure of the former Model C schools of the apartheid regime in South Africa whose educational environment is gradually shifting to the flexible principles of the South African democratic school governing bodies. School governing bodies and principals, in this

regard, are provided with the insight to look at the school educational system as a whole in order to advance organisational effectiveness at strategic level and organisational efficiency at operational level. Moreover, such an holistic approach in terms of organisational development in schools will help these stakeholder groups to improve the quality of governance, teaching and learning at their respective institutions. They will, therefore, be able to lay the foundation for continuous organisational development to effectively manage change.

Van der Rheede (2005) is supported by other theorists in his description of the concept of organisational development as an applied behavioural science, which employs a systematic process that is underpinned by democratic and humanistic values, to solve organisational problems. This process culminates in a governance model comprised of three components, which are diagnosis, action, and process maintenance, contained in the organisation development process (Grieves, 2010; Karlsson, 2010; Morrison, 2002; Schwella, 1991 in Van der Rheede (2005: 25).

The diagnostic component identifies governance and leadership weaknesses and the strategies that SGBs and SMTs can employ to overcome these weaknesses. These strategies entail the employment of appropriate governance and leadership principles at strategic level and the implementation of effective communication and labour relations strategies to ensure effective governance and leadership.

The action component deals with practical and corrective actions that must be taken in terms of the different management roles, which is required of the SMTs at operational level and the structuring of governance processes to ensure efficiency at all levels of the system.

The process maintenance component deals with the implementation of controls to determine the effectiveness of leadership and efficiency of

governance processes. It also assists in the evaluation of results, to determine whether these governance processes are solving those problems and weaknesses which were identified (Fox, et al. 1991: 244-247 in Van der Rheede, 2005).

It is asserted that, “The essence of organisational development process is the notion of process…. (which) is underpinned by an action research model.” (Fox et al. 1991:241 in Van der Rheede (2005)). This assertion is summarised in Figure. 6.7 below which illustrates the key components of action research that forms the core construct of the proposed governance and leadership model for South African schools. The model features a systematic and holistic school development process for improved governance and delivery of quality education by the SGBs and the SMTs respectively.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The purpose of a literature review rests on the fact that it is organised around a particular theme, which intends to inform the construct of the proposed governance model. Van Der Rheede (2005) identifies four types of literature: theoretical, research, practice and policy literature. These literature types emphasise various kinds of knowledge. For example, theoretical literature enables academia “to develop a system of related concepts and apply them to understand an aspect of the social world and sometimes to advocate improvement in practice” (Van Der Rheede, 2005: 10). As a result, theoretical literature applicable to generic and educational leadership and management principles is reviewed in this study.

The review starts with an overview of two significant reports in which key systemic features such as previous organisation and current education systems are critically analysed. These systemic features include core concepts such as good governance, effective leadership and management. Particular attention is paid to the introduction of these key concepts in a particular order so as to define the framework of the proposed governance model, as well as to classify each component of the model successively. According to Van Der Rheede (2005:10) this type of literature review by school of thought, theory or definition “is not to test a theory or to review theories but rather to find a classification or typology, or just a clear definition of the key construct in the study”.

This section of the research focuses on the previous practical research which constituted empirical theory about the research topic. It elaborates on what other researchers have researched and written with regard to the

governance and leadership in schools, with particular reference to Edenridge Secondary School. Prior to paying attention to the global, continental, regional, national, provincial and local governance and leadership, the literature review will first be classified in terms of the following conceptual components: meadership, management, governance processes, controls and quality assurance, and the model construct.

2.2 THEORETICAL FRAMEWORK

School governance and leadership, also associated with the concept of management, are interwoven aspects in the process that is geared towards the enablement of schools in general to provide effective and efficient quality education. Provision of this nature needs precise policies, as well as the generation, distribution and utilisation of resources in an accountable, equitable and effective manner (Jonas, 2005).

Johnston (2003) echoes the studies above by indicating that effective and efficient governance and leadership in education is of paramount importance in running school programmes. Following this premise, effective governance and academic administrative leadership are indispensable in the teaching-learning situation of schools. This lends weight to the fact that the persistence of various challenges such as ill-disciplined learners in the education system and lack of good governance, leadership and management capacity at institutional and office level to manage these challenges and changes effectively, are of great concern to the government, higher education institutions, the private sector and the general public.

.

McEwan (2003: 469) emphasises the necessity of governance and leadership in schools, by pointing to ‘‘good governance’’ in particular. Good governance is a system characterised by real, rather than nominal democracy. This is the democratic type of government or governance in which there is a need for transparency, participatory movements, public

value, practice of the rule of law and involvement of a society that is free from corruption and patronage.

The nature of general management as a whole encompasses all the three elements, governance, leadership and management, which are parallel in nature and intertwined in terms of operating in the same functions. It implies that one concept without the other is incomplete. Governance in a school environment is about the human resources that encapsulate SGBs (School Governing Bodies), leadership and management dealing with the SMT (School Management Team/s) as a whole that consists of appointed heads of departments, deputy principals and school principals. These stakeholders are expected to work together collaboratively and co-operatively in order to derive effective and efficient leadership and management in their administrative co-duties at schools.

Brevis and Vrba (2008:94), in their exploration of the concept of 'governance', associate the concept with "ethics, corporate social responsibility and corporate governance". They refer to organisations and their managers who derive potential impact in their routine business. They allude to the fact that any organisation's actions measure the prosperity of the community as a whole, as well as the hygienic conditions of the environment they find themselves operating in. In their explanation of this, they further indicate that organisations, in general, are characterised by power and authority that encompass responsibility, which is what ethics, corporate social responsibility and corporate governance are all about. A scenario of this nature is typical of a school situation where the SGBs are expected to do their best in the co-duties relevant to them, which is strategic planning that must, ultimately, be cascaded and fed to the SMTs, who are at the operational level to implement the strategy of those SGBs.

Leadership and management are the two closely related concepts, which are intensively interdependent, in terms of performing their functions in the

periphery of school functionality. The concepts depend on each other because while leadership can be defined as “the process of directing the behaviour of others in the accomplishment of an organisation’s goals and objectives”, managers, themselves “lead by giving orders, handling conflicts, supervising, disciplining and taking steps to improve employee performance” (Brevis & Vrba, 2008:94). The two concepts are further intertwined because while a leader must lead by example so that the followers will tread in his or her footsteps, he/she is actually paving thea way for a manager to receive what the leader has brought to the manager, in terms of applying and executing the duties that have been prepared by the leader.

In the discussion of governance and leadership in schools, aspects related to effective leadership that go along with management will be included. These elements are on leadership and managerial skills, and they embrace visionary, transformational, transactional, charismatic, negotiationand empathetic skills, amongst others. Managerial skills or functions, include planning, organising, leading and controlling, as well as problem-solving, amongst others. These skills help managers of schools in the areas of physical resources for infrastructure, human resources for educators, learners, SGBs and personnel such as support staff, financial resources for school funds utilisation, as well as technological resources such as computers and photocopiers to revive school functionality (Prescripts on Governance, Leadership, and Management of Schools).

The literature on school management reveals that the school principal plays a central role in the success of the school. School managers are tasked with the responsibility of making schools work. Schools are able to function well if they are properly governed, led and managed in order for the learning outcomes for the pupils to be improved. The achievement of school functionality is the competency of the school leader and his/her management team, while the SGB is there to provide a strategy for

implementation. It is, therefore, the duty of the school management team to focus on the core of their work which is teaching and learning. An effective teaching-learning situation will therefore improve the quality of teaching, conducive to the achievement of learners. Increasing the workload to includeSaturdays and school holidays, the prospective research at the Edenridge Secondary School of Ekurhuleni South District, Gauteng Province, will ensure that managers deliver of their best (Bush & Moloi, 2006:8).

Schools, as organisations, need to be managed like all other organisations. As organisations, schools have specific work that they have to perform. They also have allocated duties and responsibilities in order to achieve their specific organisational objectives. Such an organisational objective is regarded as the creation of a collaborative culture of schools' lifelong teaching and learning (Campo, 1993). In an organisation of that nature, the outcome is improved learner performance.

According to Van Deventer and Kruger (2007), the literature on schools with poor cultures of teaching and learning reveals that these schools display the following characteristics:

- poor attendance of both educators and learners;
- educators who do not have a desire to teach at all;
- tensions between rival educator organisations;
- tensions between the various components of the school community;
- incidents of vandalism;
- cases of rape and drug abuse;
- high dropout rate;
- poor learner performance, followed by poor school results;
- weak governance, leadership, management and administration;
- demotivation and low morale; and
- buildings, facilities and resources in a poor state.

The poor culture of teaching and learning therefore has a negative impact on learner performance, which is evident when compared to well-managed schools. Schools have their own individual cultures. Generally, cultures of well-managed schools have systems in place to measure and assess learning outcomes (Campo, 1993). Effectively and efficiently governed, led and managed schools are those that produce high academic success that persists over time, for at least, two to three consecutive years. This is confirmed in other studies that refer to the recommendations made on the organisation of teachers' work in schools. It is recommended that changes in schools' environment must be aligned with the notion that educators become more effective and contented when treated as reasonable, capable and autonomous individuals (Levin, 1994).

Issues that distinguish between good and bad governance, respectively, will be addressed. These issues include responsibility and accountability, transparency, participatory democracy, power and authority, motivation, discipline, public value, and the rule of law.

2.2.1 Leadership

Transformational and social learning leadership approaches are vital strategic requirements for school principals to effectively manage change in South African schools, for the purpose of improving and sustaining the curriculum delivery processes. It is a necessary element of strong governance and management processes. It is, therefore, important that South Africa nurtures and sustains leaders who can work strategically within their complex environments to develop rights-based governance and management systems that will promote equity in education (Daire & Gilson, 2011). The collaborative concepts of governance and leadership', in conjunction with management, will, therefore, be based on the theories of Campo (1993), Daire & Gilson (2011) and Van der Rheede (2005). In their

definition of the concept of leadership, Daire and Gilson (2011) differentiate leadership from management. While management focuses on being “efficient, which is doing things the right way”, leadership focuses on being “effective, which is doing the right thing” (Daire & Gilson, 2011:70).

In concluding assertions on the first theory of Daire and Gilson (2011), it is realised that leadership and governance are a recognised critical entry point in strengthening educational systems and attaining the Sustainable Development Goals (SGBs).

The theory of Bush (2011) on leadership reveals a central theme in many definitions of the concept as a process of influence. The assumption reflected in the thematic issue is that it involves a social influence process whereby intentional influence is exerted by one person or group over other people. The process takes place in order to structure the activities and relationships in a group or organisation. Reference is made to three key aspects of the definitions above:

The central concept in leadership is influence, rather than authority. While both are dimensions of power, authority resides in formal positions such as the principal or head teacher, whereas influence can be exercised by anyone in the school or college.

The process in leadership is intentional. The person who seeks to exercise influence has a purpose in mind when he/she does so.

Influence may be exercised by groups as well as individuals. This element of leadership portrays it as a fluid process. It can emanate from any part of the school, independent of formal management positions, yet with the capability to reside with any member of the organisation that includes associate staff and students.

Bush (2011) considers the concept oflLeadership as having values attached. Leadership is seen as increasingly linked with values. It is asserted that leaders are expected to ground their actions in clear personal and professional values. Campo (1993) supports the synergies between leadership, culture and a promising conception. In this context, it is claimed that leadership rests on a cultural perspective with “the concern for community and the importance of shared meanings and shared values” (Campo, 1993:121).

Bush (2011) elaborates on the concept of leadership with vision. He regards vision as an essential component of effective leadership for a period of twenty years. Projects that emanated from such research showed a high level of support for the ideal of visionary leadership.

The articulation of the the concept of leadership, as entrenched in the three key aspects above leads to Bush’s (2011) theory of distinguishing between educational leadership and management. Careful attention has been given to the terminology used in the description of the organisation of educational bodies. The activities of the school principals and senior staff members have evolved from administration.

The third theory on leadership, that of Van Der Rheede (2005), emphasises the need for principals and school management teams to be empowered with appropriate leadership and management competencies to manage both internal and external changes. It is asserted that the leadership approach of the principal plays a key role in the determination of the success of a school. Principals cannot apply an outdated or authoritarian leadership style any longer, because alternative leadership strategies exist which will enable them to provide leadership not only to inspire or empower people, but also to enhance their ability to adapt to changes. Powerful leadership strategies, with particular reference to transformational and social learning leadership approaches, have therefore inspired many business and

institutional leaders to manage change effectively and transform their entities into learning organisations. Hence there is a need for principals to be empowered with these leadership principles to enable them to manage change effectively.

Mulford (2003), in his theory of attracting, developing and retaining effective school leaders, points to the aspects which are imperative in the stages and dimensions of providing school leader professional development. He illustrates his theory in the following ways.

2.2.1.1 Career stages

The current state of school leadership in England asserts that its professional development framework is a call that begins immediately after one has qualified as an educator and continues through and beyond headship. The initial process of induction is taken as an important and distinct learning phase in any school leader's life and work.
Transition from one career stage to another brings its own challenges; such as moving from being a teacher to head of a subject department. By way of illustration he gives the example of a woman principal in Norway. It is reiterated that transition of this nature needs the use of two techniques of approach: internship and mentoring.

According to Crown (2001) in Mulford (2003), the literature on internships suggests variations of programmes based on traits such as duration, type of experience and balance of influence, depending on whether it comes from outside or within.

One of the strongest agents of influence in the internship programme is the mentor who not only negotiates the intern's responsibilities, clarifies concerns, answers questions, checks perceptions and acquaints them with the school culture but also protects them from mistakes that may adversely

affect their careers. In this context, the mentor further sponsors the mentees into new career opportunities and exposes them to new experiences.

The two categories identified in the literature that are useful in evaluating and understanding the internship experience are technical and cultural by nature. While the technical is instrumental and involves acquisition and appropriate usage of knowledge and skills, cultural or moral learning entails sentiments, beliefs and standards of practice and value orientation of the role they play.

Mentoring has three functions which include professionalism, career-pathing and psychosocial development. Professional functions embrace assisting others in the acquisition of knowledge, skills, good behaviours and norms and values of the society which will impact positively on roles played by leaders in schools. Career functions in development constitute issues relating to career satisfaction, awareness campaigns and advancement. The psycho-social development function focuses on personal and social well-being, role expectations, conflict and clarification or identity.

There are a number of processes inherent in mentoring, and these include personal relationship, active guidance, teaching and challenge, as well as the management and implementation of a planned curriculum which involves the active collaboration of others in the school. Further mentoring processes are teaching or coaching, reflective mentoring and sponsorship.

Four elements need to be taken into consideration during a school situation mentoring process. These include successful and well-regarded school leaders with a good reputation, those school leaders who are committed to mentoring and their own development as a mentor, those leaders with commitment to being learners themselves, as well as those who are time-conscious during mentoring processes.

Mentoring is advantageous for the mentees when it comes to their being exposed to new ideas, creativity, visibility with key personnel, protection from damaging situations, opportunities for challenging and risk-taking, increased confidence and competence, and improved reflection. On the other hand, mentoring is beneficial for the mentors themselves when, through this process, they learn and gain new skills, have an opportunity to critically evaluate their own processes, renew their interest in teaching, increase their career networks, enhance their value to the larger education system, and develop long-lasting friendships and supporters.

Pitfalls in mentoring include mentors having their own agendas that do not entail the best interests of the mentees, a mentee depending too heavily on the mentor, mentors cloning their charges in their own image, and a relaxed relationship that results in support of instrumental and conservative views, as well as continuation of the status quo.

Notwithstanding these shortcomings, techniques such as internship and mentoring put emphasis on the links between leadership styles and organisational cultures. This is an ideal situation that moves from the notion of leadership as transactional to the notion of leadership as transformational process.

2.2.1.2 Dimensions in the professional development of school leaders

There are three dimensions in the professional development of school leaders and each of the three dimensions is discussed below.

The first dimension is content or design. The content is about the manner in which school leaders' professional development is conceived, such as being a teacher, administrator or transformational manager. Unlike in the past when processes were still embedded within the culture of pure managerial

and leadership professionalisation, recent ideas of customised leader formation represents a substantial, paradigmatic connotation.

Specifically, leadership preparation programmes must guide potential leaders in the established collaborative decision-making, developing a shared vision, aligning the energies of diverse groups of people, supporting the interdependence of individuals in the organisation and providing opportunities for shared learning among staff.

The second dimension is delivery. A wide variety of delivery modes of school leader professional development exist which relate to the who (university, employer, union, partnership); where (on-site, elsewhere, distance, some combination); how (course involving lecture, tutorial, problem-based learning, mentorship, and apprenticeship), and when (at times most conducive to participants, schools, employer and maximising the transfer of learning).

The third dimension is the measurement of success. Such measures include feedback from participants, examples of which are course designers and course providers; feedback from multiple sources such as participants, employers, colleagues, as well as staff and students, and measurements of any links between school leader professional development and both teacher and school leader recruitment.

One specific area that has received attention in measuring the success of school leader professional development, links standards and performance management. This area develops out of the new public management form of educational governance.

2.2.2 Management

Van Der Rheede's (2005) theory on the concept of management, in collaboration with governance alludes to the fact that all governance processes function according to the South African Schools Act No. 84, of 1996 and the Employment of Educators Act No. 76 of 1998, as amended, respectively. These functions are vested in both the school governing bodies and the school management teams. This therefore includes the setting of core objectives in compliance with applicable legislation, regulations and prescribed measures, as well as developing a mission statement for the school. The main aim is to promote the best interests of schools. The applicable legislation as enshrined in the Employment of Educators' Act No. 76 of 1998, as amended, expects principals to provide professional leadership, to allocate personnel functions in terms of this Act and to ensure that all governance processes function effectively and efficiently and in compliance with the prescribed regulations.

Van Der Voort and Wood (2014), in support of Van Der Rheede's theory (2005) postulate that their aim with school management teams is to raise awareness around the importance of a school improvement plan for whole-school development and evaluation. It is also to assist the SMT in the acquisition of knowledge and skills.

According to Brevis and Vrba's (2008:7) description of management functions, planning is the starting point of the management process which leads to the formulation of the organisation's mission and goals, as well as the determination of the organisation's position. Organising as a concept, deals with allocating people and materials to departments or individuals. It also refers to the creation of a structure that defines duties and the establishment of an organisation's procedures. The concept of leading' refers to directing the human resources of the organisation and motivating the resources to work towards productivity. Controlling means managers

must ensure that the organisation is always on the right track in its attainment of the goals.

The management functions of planning, organising, leading and controlling, as described by Brevis and Vrba (2008) above, will be explored further in the following paragraphs because they outline the link between management and performance in areas of governance and leadership in schools.

2.2.2.1. Planning

Johnson, cited in Aquinis (2013:59) writes: “Strategy is a style of thinking, a conscious and deliberate process, an intensive implementation system, the science of insuring future success.” Following the citation, Aquinis (2013) turns to performance management and strategic planning. According to Aquinis (2013:60), strategic planning “is a process that involves description of the organization’s destination, assessing barriers that stand in the way of that destination and selecting approaches to move forward.” The definition of strategic planning points out t the linking of performance management to the strategic plan, which will bring forth effectivity and efficiency as part of performance management system. Carrell et al (2011: 113), in their context of human resources planning, add to the definition above by describing strategic human resources planning as “the process through which company goals as put forth in mission statements and company plans are translated into human resources objectives to ensure that the company is neither over nor understaffed, that employees with the appropriate talents, skills and desires are available to carry out their tasks in the right jobs at the right time’.

2.2.2.2. Organising

Brevis and Vrba (2008) expands on their definition of organising by indicating that units of work, departments and sections of work are co-ordinated in such a way that the process will lead to effective and efficient delivery of services. The processes of dividing work in this way leads to the organisational structure which is the basic framework of formal relationships existing in the organisation. The processes also lead to the formation of an organisation chart, which is a graphic representation of the way in which an organisation is patterned. The main reasons why organising should be strictly followed, include allocation of responsibilities, accountability, establishment of clear channels of communication, resource deployment, the principle of synergy which enhances the effectiveness and quality of work performance, division of work, departmentalisation, and co-ordination.

2.2.2.3. Leading

There are three basic approaches to leadership that are found in a number of literature reviews: these are characteristic or trait leadership, behavioural leadership, and contingency leadership. Recently there has been a gradual shift from the traditional function of leadership to leadership research that has ushered in contemporary leadership paradigms entailing transactional, charismatic, transformational, female, dynamic engagement and attribution theory leadership styles (Brevis & Vrba, 2008:98).

2.2.2.4. Control

The concept of control refers to “the process by which management ensures that the actual organisational activities are compatible with the predetermined objectives and planned activities. This process enables management to measure the actual performance against the set standards”, (Brevis & Vrba, 2008:114). The control process consists of four stages

which are the establishment of standards of performance, the measurement of actual performance, evaluation of deviations and taking corrective action. Focus areas of control are based on physical resources which embrace inventory, operational and quality control types; financial resources which include the budget and financial analysis as the two instruments of financial control; informational resources which are characterised by accuracy and timing when it comes to information reaching management on time, and human resources, entailing specific ratio analysis measuring labour turnover, absenteeism and the composition of the labour force. The levels at which control as a management function take place point to strategic, operational, preliminary, screening and post-action control systems. Lastly, an effective and efficient control system is characterised by integrity, flexibility, timeliness, accuracy and avoidance of redundant complexities (Brevis & Vrba, 2008).

2.2.3. Governance processes

Governance processes in Van Der Rheede's (2005) theory are interwoven with efficient management, which is inextricably linked to good governance in schools. Without good governance, it is said schools will not be able to provide quality education. Good governance not only encompasses all the various processes implemented to achieve the objectives but also embraces cultivating a healthy culture and the building of sound human relations.

Schools employ different governance processes to support the curriculum delivery strategy of a school. These processes entail financial management, asset management, curriculum delivery management and personnel management. In addition, intervention strategies by a pastoral care programme in the improvement practices of school culture are aimed at improving organisational efficiency and ensuring effective teaching (Chittenden, 2015).

The framework agreement is informed by the Constitution of the Republic of South Africa, Act No. 108 of 1996, implemented in 1997, as amended. Section 195 (1) states that public administration must be governed in accordance with democratic values and principles that constitute, amongst others, a high standard of professional ethics, efficient, economic and effective use of resources, accountability and transparency (RSA, The Constitution, 1996).

2.2.3.1 Controls

Van Der Rheede's (2005) theory claims that effective and efficient delivery of public services is reliant on the implementation of proper controls to ensure that governance processes comply with legislation, mandates and other regulations. A variety of control measures are currently being implemented by the National Department of Education to ensure that the curriculum delivery process is optimised in all schools and that quality education is delivered. These measures entail three key quality assurance mechanisms, which are whole school evaluation, performance appraisal for educators (currently regarded as IQMS or Integrated Quality Management Systems, and systemic evaluation in Grades 3, 6 and 9.

2.2.3.2. Model Construct

In his theory of Model Construct, Van Der Rheede (2005: 24) has adopted the definition of the concept model as "a representation of a more complex reality that has been oversimplified in order to describe and explain the relationships among variables, and even sometimes to prescribe how something should happen." This definition is supplemented by Chittenden's (2015:6) theory which defines the concept "as the programme that enhances the school's capacity to meet the needs of the students and the staff, thus adding to the school's culture".

2.3 GLOBAL GOVERNANCE AND LEADERSHIP

The international literature bases its argument on the wider parts of the European continent, including the United Kingdom (Abbott et al, 2011); Japan (Yokoyama, 2006); Australia and India, as well as the American continent, with particular reference to Canada and the United States (Townsend et al, 2007). In Japan, for instance, governance, management, and leadership are practiced in the form of decentralisation. Globally, governance and leadership will be discussed on the basis of the relationship that exists between governance and management, the social context of people, training approaches, as well as personal integrity and professionalism.

2.3.1. Relationship between governance and management

The relationship between governance and management is noticeable in the context of shared governance of schools in which both the School Governing Bodies (SGBs) and the School Management Teams (SMTs) have roles to play. This is the procedure followed in Ontario, Canada (Conle, 1997). Middlehurst (2004) argues that there is a need for quality assurance in education. Governance and management systems have an impact on the social circumstances of people.

According to Mulford (2003), there are three approaches which exist in school governance. It is likely that public school systems have components of each with the emphasis shifting from time to time. However, it is worth noting that inconsistencies within and between these approaches create their own pressures on schools and their leaders. The three approaches to models of school governance are briefly discussed below.

2.3.1.1 Old Public Administration (OPA)

Olsen (2002) cited in Mulford (2003: 6) argues that administration in Europe *"has succeeded in coping with changing environments but it has done so in ways influenced by existing administrative arrangements ….. Formal organisational structures have been stable while practices have changed."* The old public administration therefore puts its focus on aspects including accountability, common goodness, consistency, predictability, reliability, rule of law, and trust building, all based on public service. The OPA was dismissed on the basis of the following assertions cited by Mulford (OECD, 2001, cited in Mulford, 2003:8):

- Continued diffusion of technological breakthroughs;
- Deeper economic interdependence and more intensive competition, from local through to global levels;
- Greater diversity of social status and identity, both within and between the socio-economic boundaries bequeathed from the 20th century; and
- Ongoing dispersion of power and responsibility.

As a result, the New Public Management (NPM) was preferred to the Old Public Administration (OPA).

2.4.1.2 New Public Management (NPM)

Despite the fact that some, for instance, Olsen (2002) in Mulford (2003) still believe that OPA is the preferred governance approach for achieving the heightened expectations of schools, it is the New Public Management (NPM) that has emerged as the dominant force in many countries, including South Africa. The hallmarks of NPM are as follows:

- a reduction in government's role in service provision;
- downsizing and decentralising the public sector;

- deregulation of the labour market;
- the imposition of the strongest feasible framework of competition and accountability on public sector activity;
- explicit standards and measures of performance, clear definition of targets and indicators of success;
- a greater emphasis on output control – that is, stressing results rather than processes;
- moves to new forms of corporate governance;
- a shift from public funding to private sector provision (that is, the privatisation agenda); and
- a reduction in the self-regulating powers of the professions.

Under the influence of NPM, the restructuring of public schooling has further been characterised by:

- decentralisation through school self-management;
- the injection of competition between schools;
- greater demands for financial accountability;
- an increase in consumer control through school governing bodies;
- recentralisation of curriculum and assessment control;
- expanding the powers of school principals;
- increasing pressure for outcomes-based assessment;
- the exposure of school performance to public scrutiny;
- the assessment of educators against employer-defined competencies; and
- tighter regulation of the teaching profession (Dempster, 2002a in Mulford, 2003).

Given the increasingly pervasive nature of NPM in the education sector of many countries (for example, Nordic countries as per Johannson (2002) in Mulford, 2003), the major elements of the approach such as decentralisation, accountability/market and community involvement,

including their implications for school leadership, are briefly developed below.

Decentralisation:

The "trend towards decentralisation acknowledges that the dynamic for transformational change in schools must increasingly come from within the school community." With such changes the administrative role of the principal "has evolved from the practicing teacher, with added technical and administrative duties, to the full-time manager and developer of human, financial and physical resources." In respect of the curriculum, a stable model has not yet emerged. In Finland, for example, "the movement is towards far greater school autonomy in curriculum matters, while other nations, such as the United Kingdom, have opted for a centrally defined model, although presently they are looking for ways to authorise and encourage local diversity (OECD, 2001, cited in Mulford, 2003:9).

Accountability and markets:

The use of special programmes with tied resources and the concomitant accountability has become another instrument used by central education authorities in ensuring their priorities have been given attention in schools. However, other bodies such as philanthropic and commercial organisations are also increasingly using this approach. One outcome is that school leaders need to acquire the new skills of 'grantsmanship' and proposal writing (OECD, 2001b in Mulford, 2003).

Community involvement:

Learning is no longer restricted to what goes on within the school wall. It is "now universally accepted in OECD countries that schools must relate well to their surrounding communities if they are to be effective and efficient. In societies that have been undergoing profound economic and social restructuring, the role of the school needs to be related directly to the changes that are taking place around it." The terms 'school' and 'community'

are no longer as precise as they once were. The functions of schools are being redefined as they become “multi-service establishments, incorporating child care and pre-school as well as formal schooling and recreational services.” (OECD, 2001b, cited in Mulford, 2003:11).

2.4.1.3. Organisational learning (OL)

Another more recent approach for achieving the expectations that are being placed on schools is organisational learning (OL). This new emphasis has arisen because research on decentralisation shows that, “… in itself, it is not enough to transform the way a school is run”, and that there is a need for “school autonomy from within.” An emphasis on OL may also make sense, following this assertion at a time when a basic condition of people’s lives is hyper complexity and continual learning, where, “policy makers are often constrained by the duration of the political cycle as the depth of any reform in education is influenced by the sequence of the electoral process” (OECD, 2002, cited in Mulford, 2003:12).

Recent research that attempts to operationalise organisational learning in schools has identified a reasonably common set of characteristics. On the basis of this, the literature in Mulford (2003) shows the four factors that define organisational learning (OL) in schools, and they are elaborated as follows:

- a trusting and collaborative climate;
- a shared and monitored mission;
- taking initiatives and risks; and
- ongoing, relevant professional development.

2.3.2 Social context of people

The competing issues in the Canadian government's expectation of people to learn skills, are that educators find themselves in situations of doing this in the context of both the information and pluralistic types of societies (Conle, 1997). As a further example, reviewing the situation of an acute shortage of nursing staff in India, the hospitalisation status stood at 0,5 per cent (Cook, Evans & Razia, 2013: 2).

Culture is seen as a shared set of norms, values, beliefs and assumptions which influence the way members look at the world. Wherever groups are formed cultures exist. Schools have their own culture and school cultures differ. Evidence suggests that differences in the culture of schools affect student learning, educator productivity and well-being (Schein, 1990 in Campo, 2006).

Research shows that in fostering school improvement and growth, collaborative cultures appear to be the most desired and constructive (Little, 1982; Beare et al., 1989; Rosenholtz, 1989a in Campo, 2006). Fullan (1982, 1991 in Campo, 2006) argues that releasing teachers from their isolation can be regarded as a beneficial move for educator collegiality, but also an essential requirement in securing educational change in any enduring sense. According to Goodlad (1987 in Campo, 2006), the culture of most schools encourages teachers to struggle alone with conflicts and it is necessary for them to work together in order to change. However, collaboration does not happen naturally but takes commitment, time, trust and a sense of mission on the part of both educators and principals. Collaborative schools provide a climate and structure that encourages teachers to work with each other and the principal, which will foster school improvement and professional growth and benefit all members of the school community.

2.3.3. Training approaches

The approaches take the form of a shift in the focus of management systems, a shift towards measurement and qualification, and a preference for more specialised hierarchical ministries or departments (Middlehurst, 2004).

The culture of a school affects how teachers view in-service training and supervision, if and how they talk about teaching practices, and the degree to which principals are allowed to influence curriculum and instruction (Firestone & Wilson, 1985, in Campo, 2006). Thus, if schools ought to be improved for both educators and learners, there is a need to take their culture into cognisance.

Mulford (2003) points to the concept of development as important in training approaches. Development turns research into policy and practice. Mohr and Dichter (2001 in Mulford, 2003) outlines the developmental stages that their school staff went through *en route* to becoming learning organisations as follows:

- honeymoon stage, where there is emergence of a sense of community;
- conflict stage, which indicates the end of the honeymoon;
- confusion stage, which spells out the role of the leader;
- messy stage, where things become less clear;
- scary stage, where there is evidence of accountability and authority; and
- mature stage, where a learning community is born.

Mitchel and Sackney (1998 in Mulford, 2003) follows the procedure used in the Canadian primary school system which involves four processes, three

basic assumptions, as well as moving through three distinct phases. Of the four processes, two are cognitive and two affective:

The cognitive processes of reflection and conversation enabled the teachers to become aware of their practices and of those of their colleagues, to assess the desirability of those practices, and to discover new possibilities.

The affective processes of affirmation (of each other as professionals) and invitation (into school deliberations) served to create positive working relationships by affirming the professional capabilities of individuals and by valuing the contributions of all staff members.

The four processes were founded upon three basic assumptions, namely that:

- Each individual was responsible for the welfare of the group and the success of the school;
- Diversity among individuals was recognised, honoured, and valued; and
- Psychological safety was maintained in group deliberations.

The four processes moved through three phases:

- Naming and framing to clarify positions and opinions;
- Analysing and integrating, particularly when new ideals are opened up for possible experimentation, and
- Application and experimentation.

2.3.4. Personal Integrity and professionalism

The knowledge management system which is discussed (Kumar, 2011) is evidence of personal integrity and professionalism. In pre-service and in-service trainings, social self-reflection highlights the merits of an achievable match between newly recruited educators' personal integrities and their professionalism (Conle, 1997). The literature in Hallinger and Heck (2010) is in agreement with other literature on effectiveness for school improvement, and suggests a central premise in leadership. Examination is done on the co-existence of emerging, government-prescribed and outcomes-oriented approaches to leadership, which is the new institution that still contains elements of traditional and professional value-based approach (Currie, Lockett & Suhomlinova, 2009).

According to Van Der Voort and Wood (2014), it is undertaken to facilitate a clearer understanding of the school improvement plan and how to develop it. It also argues for assistance to be given by the Circuit and District task teams towards whole-school development in terms of helping the school management teams to resolve the improvement of the management of their respective schools. These efforts by district officials suggest the value of an action learning approach to the professional development of school management teams. However, the processes could equally be useful to encourage sustainable change in a variety of contexts of continued professional development.

2.4 REGIONAL SCHOOL GOVERNANCE AND LEADERSHIP

This is a preliminary study of the laws and statutes in the determination of governance arrangements of the relevant institutions in the sub-Saharan African context. Botswana, Lesotho and Zambia have been identified for discussion in this study. Particular attention is given to the membership of school governing bodies, how the SGB members are appointed, the selection of chairpersons, and nomination of co-opted members. A variety

of mechanisms for ensuring institutional accountability are identified, including strategic plans, SGB composition, requirements of annual reports, financial and quality audits, as well as performance-based funding (Saint, 2009).

2.4.1 Botswana

Botswana shares common norms and values with Nigeria when it comes to governance and leadership in the school system. Oplatka (2004 in Walker, 2006) points out that teaching ability is not necessarily important in the appointment of principals in schools. It is acceptable that the person concerned was once in the classroom The dominant factor in their appointment is political affiliation as that is where nepotism plays a role. It has been realised that many head teachers were identified as leaders of schools on the basis of dubious qualifications rather than relevant experience and proven skills in the field of management (Oplatka, 2004, in Walker, 2006:3). This means that experience in the relevant field does not matter; instead, being qualified for the position is preferred to training in the job market.

2.4.2 Kenya

In Kenya, deputy principals and their assistant teachers are appointed without any prior leadership training. According to this structure, there is no formal requirement for principals to be trained for managerial positions. It is noted that good teaching abilities do not necessarily mean a person trained for the appointment will definitely be a capable educational manager (Kitavi & Van der Westhuizen, 1997, in Walker, 2006).

2.4.3 Lesotho

Governance and leadership in the Ministry of Education in Lesotho is contextualised within the parameters of managerial functions or tasks in the financial management policy of schools. Clarke (2007, in De Wet et al., 2011) identifies four management tasks, namely planning, organising, leading and controlling. Planning as the first managerial function is taken as a vital component of effective school financial administration. The rationale behind this is that the important stage of drafting a budget is preceded by planning of school finances. The second managerial task is organising, wherein all possible inputs are sought from staff members, parents, learners and the community at large. All these stakeholders are incorporated for the purpose of achieving quality education. Organising as a managerial function further entails aspects such as drawing up a school financial policy, setting up a structure within the school to handle administrative and financial matters, delegation of certain duties to administrators, class educators and the treasurer, as well as co-ordination of activities (Bisschoff, 1997; Kruger, 2005; Ntseto, 2009 in De Wet et al., 2011). Leading is the third managerial task which involves three aspects in the administration of finances and these elements include sound relationships, communication with all stakeholders, internal and external, as well as motivation of all stakeholders that are concerned with school finances. It is emphasised by Niemann (1997 in De Wet et al., 2011) that financial activities are dealt with most effectively when both the administrative and academic personnel are involved in the process. The fourth management function of controlling is interdependent with planning anything to do with budgeting. It is asserted that “budgeting is a planning instrument” (Bisschoff, 1997, cited in De Wet et al., 2011).

2.4.4 Malawi

Initially, the Malawian government had been led autocratically. When Malawi became a multi-party democracy in 1994, the Malawian education

system was decentralised. These initial circumstances in Malawi resulted in a poorly motivated teaching force (Davies & Harber, 2003). After the introduction of democratic elections in 1994 it was the governance and leadership of the Malawian Ministry of Education that steered the processes into good governance of decentralisation, where the processes were regarded as “learning to swim by swimming” (Hanson 1998, in Davies & Harber, 2003:143). Incremental approaches in co-ordinated activities and staged development were the determining factors embedded within the expected leadership mode (Pansiri, 2008).

Chronic diseases in Malawi distract from efficient and effective governance and leadership in schools. For example, about thirty per cent of teachers are reported to be infected with HIV/AIDS (World Bank, 2002, in Walker, 2006).

2.4.5 Zambia

Millions of Africans including many in Zambia, live in poverty. As a result, governance and leadership in schools is adversely affected. Thirty-three per cent of the population are living with hunger. Millions of children and educators also suffer from serious illnesses such as malaria and HIV/AIDS. For example, the number of primary school educators who died from HIV/AIDS in 2000 numbered 45 per cent of all teachers who trained during that year (Nisson, 2003, in Walker, 2006:3). This implies that while education progresses in Zambia, there are many serious distractors.

2.5 SOUTH AFRICAN MODELS OF GOVERNANCE AND LEADERSHIP

The South African model of governance and leadership has been contextualised as “a test of governance” (Jones, 2005:419). Further literature indicates that the South African Schools Act No. 84 of 1996 (SASA) sets the relevant scene for governance in schools. It is, therefore, the education policy that empowers the School Governing Bodies (SGBs)

to confidently execute duties in their respective schools (Weber, 2003). All ordinary public schools fall under the jurisdiction of their SGBs. This arrangement “represents a real shift of power and responsibility to a level where it did not previously exist” (Karlsson et al, 1999, in Weber, 2002: 627). Bush (2007) gives distinguishing characteristics of educational leadership and management. While the leadership approach is comprised of managerial, participative, transformational, interpersonal, transactional, post-modern, contingency, moral and instructional models, the management skill consists of formal, collegial, political, subjective, ambiguity and cultural models (Bush, 2007:394).

The South African Schools Act No. 84 of 1996 (SASA) has mandated the establishment of school governing bodies. The The SGB constitutes a parent component, teacher component and non-teaching members of staff (support staff). Parents are required to form the majority in the SGB, and have therefore been placed in a powerful position with authority to influence fundamental issues such as the school budget, school and language policies, discipline, and the appointment and promotion of teaching and administrative staff (Van Wyk, 2004).

Karlsson (2010) reiterates that a governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the state. The SGB undertakes this duty in order to improve the quality of education provided by the school to all learners at that particular school. In principle, governance partnerships of this nature provide a foundation for democracy.

2.6 CONCEPTUAL FRAMEWORK

Grieves (2010) notes that it is important to understand that there are change models which governance and leadership in schools must be adapted to. The change models referred to include aspects of personal and organisational strategies in defining paths and achieving goals, cultural

change, assessing readiness for organisational change, as well as finally implementing and measuring these change patterns. The implementation and measuring part of these change models is the stage during which school governance and leadership will be building and developing strategic advantage through identifying the strategic capability, developing core competencies, planning the change and finally attending to the processes of review and modification. Adcroft, Willis and Hurst (2008) cited in Ehlers and Lazenby (2011:20) notes the following: “He who rejects change is the architect of decay; for, the only human institution which rejects progress is the cemetery.” The citation points to the fact that it is necessary for organisations such as schools to change with the times or face the consequences.

The researcher will therefore explore Van Der Rheede’s (2005) theory of Model Construct, which points to a scenario where more complex and complicated reality is represented in an oversimplified form for the purpose of easier description and explanation of the relationships that exist among variables. The variables in this context refer to the stakeholders under discussion, which are school governing bodies and the school management teams, in relation to the learners they work with. The prescription of how something has to take place around these variables is imperative. Wallace and Poulson (2003, in Van der Rheede, 2005:24) adds to the definition above by describing educational model construct as a “construct of a small bundle of concepts and their relationship to each other”. They tend to refer to a specific aspect of a phenomenon which may be incorporated as part of a broader theory.”

The proposed governance and leadership model qualifies as such, because it provides school principals and senior management teams with the understanding of how to manage change in terms of principles derived from the complexity theory. Complexity theory explains that no system is stagnant, but constantly changes, adapts, learns and evolves due to the

interaction between very simple units and the impact it consequently has on the whole system (Ehlers & Lazenby, 2011; Grieves, 2010).

Karlsson (2002) is of the opinion that an understanding of complexity theory informs the development of the practice of school governance and leadership coherently and richly. It is suggested that new paths in an ever-changing world are essential. This is asserted with reference to the initially complex and rigid structure of the former Model C schools of the apartheid regime in South Africa, whose educational environment is gradually giving way to the flexible principles of South African democratic school governing bodies. School governing bodies and principals, in this regard, are expected to look at the school educational system as a whole in order to advance organisational effectiveness at strategic level and organisational efficiency at operational level. Moreover, such an holistic approach in organisational development in schools will help these stakeholder groups to improve the quality of governance, teaching and learning at their respective institutions. They will, therefore, be able to lay the foundation for continuous organisational development to effectively manage change.

Van der Rheede (2005) is supported by others tin his description of organisational development as an applied behavioural science, which employs a systematic process underpinned by democratic and humanistic values, to solve organisational problems. This process culminates in the governance model being comprised of three components, namely diagnosis, action and process maintenance contained in the organisation development process (Grieves, 2010; Karlsson, 2010; Morrison, 2002; Schwella, 1991 in Van der Rheede, 2005:25).

The diagnostic component identifies governance and leadership weaknesses and the strategies SGBs and SMTs can employ to overcome these weaknesses. These strategies entail the employment of appropriate governance and leadership principles at strategic level and the

implementation of effective communication and labour relations strategies to ensure effective governance and leadership.

The action component deals with practical and corrective actions that must be taken in terms of the different management roles, which is required of the SMTs at operational level and the structuring of governance processes to ensure efficiency at all levels of the system.

The process maintenance component deals with implementation of controls to determine the effectiveness of leadership and efficiency of governance processes. It also assists in the evaluation of results to determine whether these governance processes are solving those problems and weaknesses which were identified (Fox, et al. 1991:244-247, in Van der Rheede, 2005).

Fox asserts: “The essence of organisational development process is the notion of process…. (which) is underpinned by an action research model” (Fox et al. 1991:241 in Van der Rheede, 2005). Figure 6.7 below, illustrates the key components of action research that forms the core construct of the proposed governance and leadership model for South African schools. The model features a systematic and holistic school development process for improved governance and delivery of quality education by the SGBs and the SMTs respectively.

GOVERNANCE MODEL FOR SOUTH AFRICAN SCHOOLS

<table>
<tr><td colspan="6">THE DIAGNOSTIC COMPONENT</td></tr>
<tr><td colspan="6">LEADERSHIP PRINCIPLES</td></tr>
<tr><td>Shaping climate</td><td>Inspire and stimulate</td><td>Delegate tasks</td><td>Influence and mobilise</td><td>Stimulate entrepreneurial creativity</td><td>Value conflict and pain</td></tr>
<tr><td colspan="6">Optimise the balance between the rationalistic and humanistic paradigms</td></tr>
<tr><td colspan="3">Humanistic paradigm =
effective communication</td><td colspan="3">Rationalistic paradigm =
sound labour relations</td></tr>
<tr><td colspan="6">THE ACTION COMPONENT</td></tr>
<tr><td colspan="6">OPERATIONAL MANAGEMENT ROLES</td></tr>
<tr><td>Personal Management role:
Managing yourself Personnel</td><td colspan="2">Personnel management role:
Managing staff programme and project management</td><td>Programme and project management role:
Managing programmes and projects process</td><td>Process management role:
Managing governance processes</td><td>Public management role:
Managing stakeholders</td></tr>
<tr><td colspan="6">GOVERNANCE PROCESSES</td></tr>
<tr><td colspan="2">Curriculum</td><td colspan="2">General</td><td colspan="2">Maintenance</td></tr>
<tr><td colspan="6">THE PROCESS MAINTENANCE COMPONENT</td></tr>
<tr><td colspan="6">CONTROL AND QUALITY ASSURANCE</td></tr>
<tr><td>Whole school evaluation</td><td>Systemic evaluation</td><td>Staff perforamce appraisal (IQMS)</td><td>Internal and external auditing of governance</td><td colspan="2">Risk management</td></tr>
</table>

Figure 6.7: A governance and leadership model for South African schools

2.7 SUMMARY OF LITERATURE REVIEW

The above review of literature suggests that initial governance and leadership systems have not been good enough to the educators of South African schools. This has led to ill-disciplined teachers who come to work

late, and are often absent from work. These factors have contributed to a lack of order, and lawlessness in schools. These educators are not providing role models for learners, who are expected to emulate the good practices of their teachers. Ndlovu (2009) indicates that the unacceptable behaviour of educators will obviously impact negatively on learners' performance, and this therefore calls for effect and efficient governance and leadership in schools.

The paragraphs above demonstrate the necessity of the document on the code of conduct for different stakeholders in the jurisdiction of the Districts of Gauteng Department of Education (GDE), which has just been issued to district officials for the attention of educators in schools. The document as issued by the Head of Department, Mr Boy Ngobeni, embraces a code of professional ethics for educators, codes of conduct for educator and learner, educator and parent, educator and colleagues, educator and the profession, educator and employer, as well as the educator and the council. The Circular also lays out a code of conduct for the public service, which sets out the relationship between the legislature and the executive, the relationship with the public and fellow employees, the performance of duties, as well as personal conduct and private interests.

The circular has been forwarded as a guiding principle to regulate disciplinary challenges of educator misconduct. Therefore, expectations are that all the GDE public schools must have formulated their codes of conduct, guided by the recently issued circular. The execution of this code contributes to good governance and effective leadership in schools.

The following chapter will focus on the research methodology, and encompasses the research paradigms and design, as well as the methods of data collection.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter Two focused on the literature review of documents concerned with the research problem, thus providing a theoretical framework to this study. The purpose of this study is to examine governance and leadership in schools, with a particular view to examining the nature of the organisational culture at Edenridge High School, which is indicative of the deficits in its governance and leadership systems. In this chapter, detailed descriptions of the qualitative case study, research design and the methodology adopted, which includes the procedures employed by the researcher to resolve the questions posed under the problem statement are given. The role and position of the researcher, the data analysis procedures, trustworthiness and ethical considerations, will also be described.

3.1.1 Definitions

In defining research methodologies, Kothari (2007) distinguishes between research methods and methodology. Research methods are understood as all those methods or techniques that are used to conduct research. They are taken as the methods or techniques which researchers employ in the performance of research operations. On the other hand, research methodology is a way to systematically solve the research problem(s).

McMillan and Schumacher (2001:9) defines research methodology by contracting the whole concept into one word: research, which is referred to as ‘a systematic process of collecting and logically analysing information (data) for a particular purpose. Research methodology follows a pattern of research paradigms, approaches, design, data collection strategy, sampling

strategy and criteria, also validity, reliability, limitations, ethics, analysis, and a timeline within which to implement the research.

3.2 RESEARCH-PARADIGMS

There are three categories of research paradigms, namely, quantitative, qualitative, and mixed methods.

3.2.1. Quantitative research paradigm

Quantitative strategy is used for numerical data collection. This strategy is meant for the “quantification of social issues” in real-life situations (Bryman, 2012:160). The data collected in the form of numbers helps in the description or explanation of social phenomena. It also assists in determining relationships between variables, with the consequent search for cause and effect (Garner, Kawulich & Wagner, 2012).

In McMillan and Schumacher’s (2001) explanation of the concept, quantitative approach is regarded as a measurement that uses a particular instrument or device to obtain numerical indices which correspond to certain traits of the subjects. A summary of numerical values is given in the form of a report on the results of the study. As a result, the outcome would depend on the quality of measurement. For instance, weakness of, or biasness in the measurement would lead to weak or biased results. On the other hand, the strength of the measurement increases confidence that ultimately leads to accurate findings. It was therefore a a decision facing the researcher whether to choose instruments to conduct a study or those that evaluate results. This called for the researcher’s understanding of what actually affects the quality of the measurements. It was important, therefore, for the researcher to understand the factors that made measurement strong or weak.

There are two technical concepts of measurement, which are validity and reliability. In the context of the quantitative approach, McMillan and Schumacher (2001:239) defines ‘test validity as the “appropriateness, meaningfulness and usefulness of the extent to which inferences are made on the basis of numerical scores”. The concept is further defined as “a judgment of the appropriateness of a measure for specific inferences or decisions that result from the scores generated.” The general definition above has been summarised into three brief and concise definitions of validity. Firstly, validity refers to “the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores”. Secondly, validity refers to “the degree to which evidence and theory support the interpretations of test scores entailed by specific uses of tests. Thirdly, validity is “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment” (McMillan & Schumacher, 2001:239-240).

There are five major types of evidence in the test validity, but only four of them are considered, as explained below.

Evidence based on test content demonstrates the extent to which the sample of items or questions in the instrument is representative of some appropriate universe or domain of content, or tasks. It is accumulated by having experts examine the contents of the instrument, where it indicates the degree to which predetermined criteria or objectives are measured.

Evidence based on response processes, which focuses on an analysis of performance strategies or responses to specific tasks. It also measures if these strategies and responses are consistent with what is intended to be measured.

Evidence based on internal structure refers to the way in which items are related to each other and different parts of an instrument are related.

Evidence based on relations to other variables shows the way in which scores from a given measure relate to both similar and different traits.

On the other hand, the reliability is defined as “the consistency of measurement - that is, the extent to which the results are similar over different forms of the same instrument or occasions of data collection” (McMillan & Schumacher, 2001:244).

Kothari (2007:5) concurs with McMillan and Schumacher (2001) when he explains the concept of ‘quantitative approach’ as the method which “involves the generation of data in a quantitative form that can be subjected to rigorous quantitative analysis in a formal and rigid fashion”. He classifies the approach into inferential, experimental and simulation approaches to research. The objective of inferential approach to research will assist in forming a database to infer traits or relationships of the population. Inference further has to do with the sampling of population for study, questioning and observing. The main objective for this process will be to determine the characteristics of the population. From the consensus reached, it will then be inferred that the population has the same characteristics. The sub-classification of the experimental approach is characterised by greater control over the research environment. Certain variables are manipulated in order to observe the effect they derive on other variables. The simulation approach refers to a situation where an artificial environment is constructed. In this construct, relevant information and data are generated. The process allows for observation of the dynamic behaviour of a system under controlled conditions. In the context of social sciences applications, simulation pointed to the operation of a numerical model that represented the structure of a dynamic process. Simulation is further described as a running process to represent the behaviour of a particular process over

time. It is said the approach can also be useful in the building of models to understand future conditions.

According to Bryman's (2012:160) modern approach to the quantitative method, the concept is described as "entailing the collection of numerical data, as exhibiting a view of the relationship existing between theory and research". Its theory and research take the form of deductivism with a predilection for a natural science approach. It also uses an approach of positivism in an objectivist conception of social reality. The main steps in the process of quantitative approach include testing of a theory, the stages of hypothesis, research design, devising measures of concepts, selecting research site(s), selection of research subjects or respondents, and administering research instruments which include collection of data, processing and analysis of data findings and finally the write-up and conclusions.

Garner, Kawulich and Wagner (2012:10) defines the quantitative method as "the collection of information in the form of numbers". According to them, data is used to describe or explain social phenomena. Data is also used to determine relationships between variables, searching for cause and effect.

Neuman (2006) offers more traits to quantitative approach. The approach's analysis proceeds are characterised by statistics, tables or charts. The discussion which takes place within the approach relates to the hypothesis that has been set up at the start of the research. It generally applies inductive reasoning, which is a top-down process. The researcher employing the quantitative approach conducts an enquiry using a particular theoretical approach to an issue. Examples of quantitative approach are supplied as public value theory, public participation in the context of accountability, the participation of women in the context of development, and Local Economic Development.

3.2.2 Qualitative research paradigm

In defining the qualitative strategy, reference is made to research based on "constructionism" (McMillan & Schumacher, 2001:15). Its assumptions about the world are based on multiple realities that are socially constructed. The process of construct takes place through individual and collective perceptions, or views of the same situational circumstances. The research purpose of a qualitative study involves understanding of social phenomena from the perspectives of the participants. This happens when the researcher participates fully in the life of those people in the role of researcher. The qualitative studies are characterised by flexibility in both the strategies and the research process. The qualitative researcher uses an emergent design. He or she has the possibility of reviewing decisions in the data collection strategies while he or she is engaged in these studies. Subjectivity rather than objectivity in the analysis and interpretation of data takes precedence in qualitative studies. Unlike the quantitative researcher who is detached from the study, the qualitative researcher is immersed in the field of study. Their immersion into the studies enables them to assume interactive social roles. These roles are associated with the records they make in terms of observations and interviews with respondents in a range of contexts. Since qualitative scholars emphasise the importance of quality data collection, they therefore prefer prepared and skilled persons to those who are less competent. Qualitative research also goes for the development of context-bound generalisations. The research approach is well-known for having disciplined subjectivity" embedded in its theory (McMillan & Schumacher, 2001:16).

In his explanation of the qualitative research approach or strategy, Kothari (2007) draws attention to a particular qualitative phenomenon. He is concerned about the phenomena that relate to or involve a particular quality or kind, this being investigations based on human behaviour. It is about providing reasons why people think or do certain things. Motivation

research, for instance, is a good example of a qualitative research paradigm. This type of research makes discoveries that underlie certain desires and motives. It uses in-depth interviews for a particular purpose. The research paradigm embraces elements that include “word association tests, sentence completion tests, story completion tests, and other projective techniques” (Kothari, 2007:3).

In his opening remarks of the qualitative research paradigm, Bryman (2012) sets the stage with an outline of the major steps in the process of the qualitative strategy. These steps entail general research questions; selection of relevant site(s) and subjects; collection of relevant data; interpretation of the data; conceptual and theoretical work that deviates to the tighter specification of the research question(s); and collection of further data, which makes a cycle of returning to interpretation of data.

Reliability and validity were further adopted for, and adapted to, qualitative research. Definitions of the two concepts are explained below.

In Bryman (2012), reliability is defined as an instrument that measures consistency. On the other hand, validity refers to a process whereby a researcher provides the people on whom he or she has conducted research with an account of his or her findings.

Garner, Kawulich and Wagner (2012) defines qualitative research as the understanding of processes, social and cultural contexts that have to do with the shaping of a variety of behavioural patterns. According to these authors, qualitative research strives to create a coherent story as it is seen through the eyes of those who are part of that story. Being part of that story, they will be able to understand and represent their experiences and actions as they encounter, engage with and live through situations. In order to enable this process, the qualitative research paradigm employs a wide range of data-gathering techniques such as interviews, focus groups and

observation methods. This process seeks insights through structured, in-depth data analysis that is mainly interpretative, subjective, impressionistic and diagnostic. This, therefore, makes the qualitative approach lend itself to triangulation.

The qualitative research paradigm is used to capture and discover meaning from immersion in data. Concepts within it are used in the form of themes, motifs, generalisations and taxonomies. Measures are created *ad hoc* and are specific to the context or researcher. Data, in qualitative research, is derived from documents, observations and transcripts in the form of words. The research paradigm can be either causal or non-causal and is, therefore, largely inductive. Research procedures are particularised to the context, while replication becomes rare. Analysis proceeds through the extraction of themes or generalisations from the evidence and organising data. This will be done for the purpose of presenting a coherent, consistent picture of results in an argument. It generally applies deductive reasoning, that is, a bottom-up system. In designing, understanding and interpreting phenomena in the focus area, the research concentrates on a qualitative research paradigm rather than quantitative research strategy, based on the reasons explained below.

A qualitative strategy helped the researcher to select a design approach with detailed information-rich data about governance and leadership in schools in the Ekurhuleni South District of Gauteng Province, with particular reference to Edenridge High School. The strategy assisted with the in-depth interpreted understanding of the social world of research participants in the context of governance by school governing bodies, and leadership by school principals, together with their school management teams at the school. The approach further helped to focus on the interpretation of social meaning. This took place through representing the world of research participants that include both the school governing bodies and the school management team.

A qualitative study would generate rich data and in relation to the proposed research, suggestions from a number of the SGBs and principals of schools in their governance and leadership strategies built on each other. The study utilised a data triangulation method. This method, in this study, lends itself to different data sources where SGBs and the SMTs of Edenridge High School were interviewed in their different positions, or with different points of view. It involves taking multiple measures of the same phenomena, which include exploratory research study on the governance and leadership strategies at their workplace, such as in all other schools of the Ekurhuleni South District, Gauteng Province (Bryman, 2012).

3.3 RESEARCH DESIGN

While Bryman (2008) reflects his perspective on five major categories of qualitative research designs, there are, however, seven common types: basic interpretive studies, phenomenology, action research, evaluation research, ethnography and field study. For the purpose of supplementary interdependence of some of the research designs, a few elements of basic interpretive studies and phenomenology will feature in the case study that has been selected for the researcher's study.

The prospective researcher would use a few aspects of the basic interpretive qualitative research design for the purpose of gaining information about attitudes, beliefs, values and opinions from representatives of SGB members and individual school principals and their SMTs on issues of governance and leadership. The case study research design was used primarily because the larger part of the research study was bound and limited to only one school, out of a number in the Ekurhuleni South District.

3.4 SAMPLING, POPULATION OR SUBJECTS

The purpose of sampling is based on the process of collecting data with the aim of obtaining information in which the analyst does the function of collection, codification and analysis of his or her data, where he or she makes decision on what type of data was collected. It was to be established where this data would be obtained, in order to develop the analyst's theory as it emerged (Bryman, 2012). The purpose of sampling also included a clear definition of the set of objects to be studied (Kothari, 2007). Its purpose resides in comprehensive sampling, in which examination is done on every participant, group, setting, event, or any other relevant information (MacMillan & Schumacher, 2001). Thus, a group of participants or subjects from whom data were collected was referred to as the sample. Such a group is drawn from a generalised population, which is defined as a group of elements or cases. These elements or cases encompass individuals, objects, or events which conformed to specific criteria, and to which there was intent to generalise the research's results. In this context, purposeful sampling was used given that the researcher's prospective sample was a combination of only the parent-component and educators; that is, parents and teachers who are in governance and management (leadership), with particular reference to SGB-members and SMT-members in a school situation. The suitable candidates were sampled from only one institution, being the Edenridge High School in the Ekurhuleni South District, until the desired size of ten interviewees was reached (MacMillan & Schumacher, 2001). In utilising purposive sampling, judgement or non-judgemental sampling, the researcher, selected certain elements from the population which were informative concerning the topic of interest in question (*Ibid).* In the application of the phenomenological study, the researcher comprehended people's perceptions, perspectives and situational set-up. This meant the researcher tried to put himself in the shoes of the SGBs and principals to better understand their perceptions, perspectives and understanding of governance criteria and leadership strategies, as well as managerial skills (Abbot, 2011; Anstey, 2006; Bottery, 2007; Bryman, 2012;

Bush, 2007; Childress et al, 2007; Conley, 1997; Currie et al, 2009; Daft, 2008; Ehlers & Lazenby, 2010; Hallinger & Heck, 2010; Harber & Mnube, 2010; Johnston, 2003; Kruger, 2003; Lechuga, 2004; Lewis & Naidoo, 2006; Middlehurst, 2004; Parsons, 2012; Tomlinson, 2006; Townsend et al, 2007).

A total of ten participants, including two educators, four SGB members and four SMT members were interviewed by means of questionnaires. The elements or subjects were, therefore, ten in number. In terms of the criteria used for selection process, the interviewees were grouped into three categories, looking at their different levels in terms of positions that included SGB members in governance, SMT members in leadership and management at the school, and the educators. Gender for equity purposes and age cohort was considered.

3.5 DATA COLLECTION METHODS, PRESENTATION AND ANALYSIS

Data collection in the qualitative research paradigm lent itself to multi-method strategies. Multi-method is defined as the use of multiple strategies in the collection and corroboration of data obtained from any single strategy. It also points to the ways of confirming data within that single strategy of data collection (McMillan & Schumacher, 2001).

As a result of the time-factor and focus of the research in terms of the case study research design, data were collected through semi-structured interviews conducted through completion of questionnaires.

The semi-structured interviews were conducted by asking the four SGB members, four SMT members and two educators from Edenridge High School to complete a questionnaire. These were delivered to the principal's office, an environment familiar to each of the participants, being the place where SGB members meet whenever they visit the school, and where the SMT members, including the educators, hold meetings. These participants were able to provide information to the researcher on the development

process of the strategies as they used to attend different workshops on a regular basis for latest updates on governance and leadership procedures. All ten interviewees were able to share their experiences around the implementation processes of the strategies. During the research process, the researcher expected to receive data concerning the anticipated outcomes of the strategies. Despite the fact that the process might have provided only information from Edenridge High School, the information, still covered and was juxtaposed with, information from other schools in the Ekurhuleni South District of Gauteng Province.

Informed consent was obtained, which included a confidentiality section completed in order to ensure the participants' right to privacy. As participation was voluntary, participants had the right to withdraw from the study at any stage.

There are five approaches to data analysis which include narrative, thematic, phenomenological, discourse and rustworthiness analyses (Garner, Kawulich & Wagner, 2012). The qualitative study that the researcher was conducting involved the identification of themes (patterns) in the data collected. Depending on this detail, data collected through completion of questionnaires was therefore analysed using the thematic analysis process (Bryman, 2012). Transcription of data was done through asking semi-structured questions in the questionnaires provided to the participants. The transcription of data was followed by codification which is the process of combining the data for thematic, ideal and categorical issues. A review of transcriptions and coding took place (Bryman, 2012:568).

3.6 RELIABILITY AND VALIDITY

A test for reliability and validity is a necessary element of the research process. There are a variety of measures that the researcher puts into practice to ascertain that the information received was valid and that the research results were reliable.

Firstly, once the information was collected and written up, people who were interviewed, including the chairperson of the SGB and the members of the SMT, were approached to check the data that was captured from their interviews. The data is incorporated into the data presentation chapter of the research report. These people were asked to confirm if the information captured in that chapter was accurately recorded. Furthermore, once a draft report was available, interviewees were asked to comment on the draft report, as well as indicate whether the final conclusion derived from the data made sense.

A supplementary process used was the triangulation method, where data from the interview process and the data collected through documentation were made to correlate with the information given. The information supplied was also checked for possible inconsistencies. This, therefore, led to the confirmation of the findings as well.

3.7 SUMMARY OF RESEARCH METHODOLOGY

The research paradigms, including quantitative and qualitative methods, have been identified and discussed. The research designs such as the basic interpretive design and the case study have been described, and it has been noted that the case study paradigm was selected as the focus of this study. The way in which data would be collected, presented and analysed, as well as the way in which the processed information would be validated and made reliable has been explained.

3.8 SIGNIFICANCE OF THE STUDY

The findings of the study helped the school principals (SMT members), SGB members and community (parents) at large, with the knowledge that these would impact on the education of their children. These stakeholders were given the knowledge to implement the education policies in place through

leadership and management skills required for quality education. The SGBs' co-duties were executed effectively and efficiently. Furthermore, the study's significance was summarised as explained below.

It was anticipated that the study would add knowledge that might assist all the stakeholders, including SGBs who were acting on behalf of parents in general, educators, notable figures such as those who play major roles in the community projects, and the Department of Education. Equipping these stakeholders with the necessary knowledge helped in bringing good governance, leadership and management skills to schools.

The study assisted the Department of Education in finding ways through which schools would be able to derive their best in terms of summative assessment techniques for final results.

From this study, different ways of addressing the issues of ineffective and inefficient governance and leadership might lead to increased benefit for school children internationally if addressed appropriately and adequately. The findings might also assist all the stakeholders like non-governmental organisations and other researchers who may be interested in the related topics.

3.9 LIMITATIONS OF THE STUDY

The first limitation was time, since the researcher is employed full-time from 7:30 to 16:00 on week days. As educators are expected to teach during the day, this implied that they would only be available during formal working hours. To avoid this, the researcher had to take time off and visited the school before they left at 15:00. This arrangement was made and confirmed with the participants.

Another research limitation was access to the research site. In order to counter this limitation, permission was sought from the district officials of the

Ekurhuleni South District to conduct the research. Research findings of the study could not be generalised because in most instances qualitative data gathering is applied with a small number of individuals in a certain organisation or locality, as was the case in this study. In order to address this limitation, the researcher kept records of all the phases in the research process, validated the interviewees responses by asking them to confim that was indeed what they had said, and applied principles of good practice by ensuring that personal experiences and values did not influence the outcome of the research. There were also financial constraints. The costs incurred included travel costs and to the purchase of refreshments for the participants. The researcher had funds set aside for this purpose. Although making a sound recording of interviews is suggested by Neuman (2011), it was not used in the researcher's study.

3.10 ETHICAL CONSIDERATIONS

From the outset, McMillan and Schumacher (2001) caution qualitative researchers to be sensitive and conscious of basic ethical principles. Meanwhile, Hawkins (1996) in his Oxford Reference Dictionary defines ethics as the science of morals in human conduct or principles. Bearing in mind the above definitions, the following was then taken into consideration throughout the research process:

Permission was sought, first from the Ekurhuleni South District level, for access to the Edenridge High School. Permission was also sought from the Ekurhuleni South District 16, to allow collection of data from SGB members and principals (SMT members) at the school identified for the research process. Anonymity was guaranteed and all information received was treated with strictest confidentiality.

Special care was also taken to ensure that possible physical, psychological and mental damage to the participants was avoided at all costs. Care was also taken to ensure that the researcher did not infringe on the privacy of

each respondent. Further care was taken to ensure that the semi-structured interview was conducted in a way that would not provoke the participants' feelings, bearing in mind that this might have been difficult to control. Participants were therefore requested to sign the consent forms to confirm their willingness to participate in the proposed research. Respondents or participants were protected from any harmful effects.

Permission was sought and requested from the Gauteng Department of Education, Ekurhuleni South District of Gauteng Province, Republic of South Africa. Consent was also sought from the District officials (IDSO) to which the sampled SGB members and school principals (SMTs) are attached. All these measures were taken prior to conducting the research.

3.11 RESEARCH MANAGEMENT

3.11.1 Logistics of management

The management of time and resources is a basic requirement of any research process. There was, therefore, a need for a collaborative and co-operative work process between student supervisor (promoter). As the prospective researcher, management of the research was assured by working out a time-table and also searching for relevant resources for carrying out the research (Bryman, 2012).

3.11.2 Research implementation time-line (time-frames)

The research project or process would be phased in within a period of three months, that is, mid-August 2015 to end November 2015).

ACTIVITY	OUTCOME	DEADLINE	RESPONS-IBILITY
Completion of the research questionnaires and interview guides	Approval of the questionnaires and interview guides	11.08.2015 to 14.08.2015	Prospective researcher
Seeking approval of authorisation letter	Approved research authorisation letter	17.08.2015 to 21.08.2015	Researcher
Data collection procedure	Completion of questionnaires and conducting of semi-structured interviews	24.08.2015 to 28.08.2015	Researcher
Data analysis and interpretation	Research findings	31.08.2015 to 30.09.2015	Researcher
Writing-up	Discussions, recommendations and conclusions	01.10.2015 to 31.10.2015	Researcher
Editing	Research report as a whole	01.11.2015 to 15.11.2015	Researcher
Submission-preparations of research report	Whole research report of the dissertation	18.11.2015 to 25.11.2015	Researcher

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1. INTRODUCTION

The preceding chapter focused on the research design and the methods serving as the framework for how data would be gathered, selected, analysed, interpreted and described (cf. 3.1). This chapter presents, analyses, describes and interprets the research data derived through various processes. The analysis is related to the objective or purpose of this study, as contemplated in sections 1.3 to 1.4; the rationale behind the argument that the depth and intensification of data analysis depends entirely on the objectives (purpose) of what is being studied. Furthermore, such analysis is essential to thoroughly examine the meaning of people's words and actions in order to arrive at the outcomes leading to a better understanding of the phenomenon being studied (De Vos et al, 2002; Strauss & Corbin, 1990 in Boshego, 2012:81).

The prevailing chapter also presents the data analysis and interpretation of the qualitative data collected from Edenridge High School located in Palm Ridge township of Ekurhuleni South District 16. The focus is on the data that was collected through the questionnaires containing semi-structured questions.

The whole content analysis was done within the framework of the core management tasks, namely planning, organising, leading and controlling. These managerial functions have been shown to be the crux of what good governance and effective leadership in schools encompasses in the context of this study. All the data collected through completion of questionnaires by participants was worked through and then coded. The necessary steps followed in this process will be shown below as the discussion unfolds.

4.2 SYNOPSIS OF THE RESEARCH METHODOLOGY

As indicated in section 3.5 of this study, qualitative case study research techniques of document analysis, field observation and questionnaire completion were employed for data collection purposes. Observations made were part of the researcher's personal involvement (cf. 3.5) with the research itself. The researcher expected to authenticate characteristics of the research was confirmed when he practically experienced the data collection process (Kumaresan, 1994).

Altogether, 4 SGB members, 4 SMT members and 2 educators from Edenridge High School participated in the completion of questionnaires by giving responses to the semi-structured questions. The approach to answering the questions was characterised by homogeneity, in the sense that the questions asked were identical for each of the three groups of participants. However, the data collected, the analysis, and interpretation of the findings on these groups were presented jointly.

The study in this research lends itself to governance and leadership (management) which ascribes to authority rather than general scenarios in the workplace; therefore, the SGB- and SMT members number the highest in relation to only two educator respondents who are not in management.

To ensure confidentiality and privacy, the front page of the questionnaire was designed to ensure strict handling and protection. The respondents were assured before they completed the questionnaires that their identities would be protected and their privacy respected. This was done to encourage them to contribute openly to questions and discussions.

A visiting schedule was planned,twith the principal of the school a month prior to the commencement of the research visit, that is, on the day the researcher visited the school to deliver the letter giving permission to

undertake the research. The researcher was given access to the premises of Edenridge High School to conduct research by the Ekurhuleni South (D-16), acting on behalf of the Gauteng Department of Education (GDE). Examples of school documentation such as “codes of conduct for learners” were collected for reviewing. The questions to be asked were formulated in terms of the problem statement in the study (cf. 1.3). The same questionnaire structure was used for all ten participants so as to enhance the validity and credibility of the findings. This kind of approach provides an holistic picture of all responses in order to ascertain consistency, and to reach reliable conclusions thereafter (Bontis & Serenko, 2009; Mchunu, 2010).

The stakeholders were asked to complete the questionnaire within two weeks of receiving it. As a keen observer, the researcher, made a number of observationsduring his visits to the school.

The paragraphs that follow detail the data and present the findings.

4.3 DATA PRESENTATION

Discussions in the following sections focus on the presentation of data and findings. As mentioned earlier, the data were thematically organised into categories and sub-categories. The information obtained was guided by the qualitative research techniques of data collection described in the previous chapter, namely, observations, where school documents were reviewed and the questionnaires completed, where participants were free to express their views. The main purpose of the exercise was to arrive at reliable sub-conclusions about the problem statement (Sharples et al., 2011), described in sections 1.3 to 1.4 of this study.

4.3.1 Observations

Below is the detailed qualitative descriptive and interpretative narrative of emergent trends, from the research observations the researcher made during visits to the school (cf. 3.5). The narrative described and interpreted was confined to the Edenridge High School which was the focus of the study, with its participating stakeholders that included the four SGB members, four SMT members and two educators.

4.3.1.1 Observation related to arrival and starting times.

The main objective of this section was to establish the observance of arrival and starting times by both educators and SMT members as spearheaded by the school's governing body. In this scenario, the SMT were expected to lead by example an activity to be monitored by the SGB whose strategy also had to be authenticated by the educational legislative policy framework. It was to be assessed if the strategy provided to the SMT in their leadership and managerial skills by the SGB of the school stemmed from good governance in terms of effectuation and efficiency (Kagaari et al., 2010:2).

The code of conduct for educators in relation to his or her employer states that: "An educator recognises the employer as a partner in education; acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his or her employer to the best of his or her ability; refrains from discussing confidential and official matters with unauthorised persons" (Code of Professional Ethics, 2000:4).

The excerpt above alludes to the possible challenge which the SGB and SMT of Edenridge High School may have to address in their governance and leadership strategies. It becomes a challenge to them when educators tend to be absent from, and late for, work. Through observation, it was ascertained that the school programme begins at 07H40 for the teaching

staff and 08H00 for learners. It emerged that starting times were not adhered to by all, as some educators kept on idling when they arrived after 08H00. A situation of this nature posed governance and leadership challenges for the SGB and the SMT of the school. Learners in a situation of this kind are the ones who are negatively affected. On the basis of the questionnaire responses, the principal himself reported that apart from educators who have a tendency to absent themselves from work or arrive late, the SMT were found to be the main culprits. He indicated that this behaviour was a constant source of friction and that he could not say he was winning. The principal's comments, to some extent, revealed possible weaknesses of governance and leadership structures at this school, thus raising questions about the SMT being able to implement the provisions of Educators' Code of Ethics. The school's tolerant culture on absenteeism and unpunctuality diluted their good approach in other matters. It became evident from the school's time book that educators arrived late to work on a regular basis, as well as absenting themselves. The conclusions that could be drawn were that arrival and starting times were of no consequence at the school, since both educators and SMT-members did not respect official starting times, particularly for the first session of the day. Some teaching staff rely on public transport which drops them off some distance from the workplace. The above assertions reveal that both transportation and inability of the SMT to afford reliable vehicles impacted negatively on the management of late-coming by educators and the effective implementation of the provisions of the said document.

In summary, according to this code, clear stipulation of the school times is crucial as this is the document which educators and the SMT, as well as the SGB receive on their first meetings with the school. Circulars on this subject are usually ignored. The continual prevalence of unpunctuality and absenteeism by these stakeholders suggests that the circulars and their stipulations are deliberately ignored, or that the circumstances in this school

render the rule impossible to implement, and the circulars themselves as unrealistic.

The following section looks into the facilities and services that are in place in the school premises.

4.3.1.2 Facilities and services

The main objective of this section was to determine if schools have the necessary facilities and services to enable the SMT of the institution under study, in collaboration with the SGB of the school, to effectively and efficiently implement the provisions made by the legislative policy framework of the Gauteng Department of Education, as well as the prescriptions made in a number of circulars forwarded to schools in the province.

As the researcher was scrutinising the school premises when delivering the questionnaire hand-outs, he noticed that the institution was a no-fee school, and thus qualified for a feeding scheme, supplemented by the services of a tuck-shop and fruit vendors off school premises. Under normal circumstances, the availability of a feeding scheme and these services would afford the SMT the possibilities of locking the school gates during school hours, as mandated by regulation, thereby minimising the challenges indicated in the problem statement (cf. 1.3), and enhancing the possibilities of effectively and efficiently implementing such circulars as enshrined in the (Code of Professional Ethics, 2000).

Although the school property is fenced, it is unfortunate that the yard does not accommodate a tuck-shop and fruit vendors, so that learners would not need to leave school grounds to make their purchases. that the situation posed a challenge for the leadership and managerial skills of the SMT since they had to compromise by opening the gates for learners to go and make

purchases outside the school where the situation would not be safe for them. Henceforth, it is the expectation of the Gauteng Department of Basic Education that a school set-up must be characterised by a situation which is safe, caring and user-friendly for children or learners (Duncan, April 2009:19).

As for facilities such as computers and photocopiers which are crucial in the maintenance of the school workmanship, the institution is well furnished. Further indication that the school is well-furnished is evident in the security gate housing where entrances and exits are under strict control, such that the security guards are able to perform their duty with passion.

There are still no proper buildings for the school; instead, the teaching and learning takes place in mobile classrooms. The situation is aggravated by the potholes in the school yard, where the SMT found it difficult to control learners' entrance into, and exit from, the mobile classrooms because of the raised steps leading to the doors. These are some of the governance and leadership challenges both the SGB and the SMT of the school face. Learners at the school are at risk of incurring serious injuries due to the raised steps of the mobile classrooms. Respondents A1, B1, B2, and C3 respectively, supported this view when they responded to the question below 'Is the educational environment of your institution conducive to an acceptable teaching-learning situation as experienced by both educators and learners? Support your response with a brief explanation. Participant A1 (in the category of governance) wrote:

> *"No, the structure of school and lack of resource pose a serious challenge to educators and learners; e.g. playing grounds, library, computer lab, etc,."*

On the other hand, respondents B1 and B2 (from the level of leadership and management) state:

“No, the teaching space is not always available. Resources such as library, computer labs, staff room, science labs, are not there.”

Meanwhile, respondent C1 (within the framework of administration and curriculum delivery) states,

“ No, the structure is not conducive. Mobile doors, they are not structured well -which result to look,…….”.

In the researcher’s view, the squatter camp-like appearances of the mobile classrooms do not promote a positive school environment meant to facilitate teaching and learning, and the development of young minds. The development of these young minds can effectively and efficiently take place only in an environment which is characterised by “a child-friendly school that provides relevant quality education for the children’s knowledge, skills and livelihood”. This is the type of school which is well resourced and displays a range of enabling conditions that include “skilled, motivated trained staff supported by good conditions of service, strong leadership and management capability, access to on-going professional development; understanding and implementation of the curriculum; safe and healthy environment and a sound relationship with all stakeholders” (Toka, 2008:17).

The researcher noted that sports grounds in the school premises had been neglected and overgrown. School learners no longer participate in the sporting activities because playgrounds have been turned into food gardens by community members, for their own individual benefit, with the SGB and SMT of the school explaining the practice as a way of keeping the school property clean. Fear of criminal activities taking place during the sporting activities at this school such as drug peddling, gambling, rape, use of guns, intrusion and trespassing by unwanted elements were advanced as the main reasons why sports is no longer regarded as a priority.

This is sad, as schools are often places where learners get chances to develop their interests and skills; even becoming sports personalities of repute. Removing sports from the school curriculum means that learners at this school are denied a vital ingredient of what is supposed to be holistic educational development (cf. 2.2.1.2). The school's SMT need to bear in mind that all work and no play makes Jack a dull boy. As the status quo prevails, it is not surprising that being offered just a portion of the school curriculum may bore learners into truancy, thus, making it difficult for the SMT to effectively and efficiently implement the provisions of this circular.

In summary, the lack of proper building structures that have been replaced by mobile classrooms, an unpaved yard dotted with potholes, and the unavailability of tuck-shop and fruit vendors on the school premises render the environmental conditions of the institution risky and unsafe, as well as unpleasant for the learners. The same applies to the unwanted elements from the local community, such as gamblers and drug peddlers, who may sneak in or out of the school premises taking advantage of the fact that learners are obliged to go out of the premises for food purchases. The Gauteng Department of Education through the Ekurhuleni South District 16 has the responsibility to replace the mobile classrooms with permanent built structures, bearing in mind that the institution is a no-fee school which therefore relies on the Education Department to make such provisions.

The general feeling of the SMT was that the school, as a new school, was still developing. They were optimistic that the school would change for the better, as the Gauteng Department of Education is made aware of the state of school buildings, and pointed out that at least, a mini tuck-shop structure has been erected.

The following section looks into record keeping.

4.3.1.3 Record keeping

The main purpose of this audit was to establish how the participating school's SMT, in collaboration with the SGB maintain official records and information regarding their school, as this enhances the implementation and management of the education legislative policy framework, including the educators' Code of Professional Ethics. The establishment of the SMTs participatory obligation should ensure that the governance and leadership challenges experienced by these stakeholders are strictly and intensively dealt with. (Huber 2004 cited in Bush et al., 2011:1) reiterates this notion: "Schools classified as successful possess a competent and sound school leadership"; adding that "failure often correlates with inadequate school leadership"

While delivering and collecting the questionnaires, it became evident that there were serious flaws in record keeping, which needed urgent attention. For instance, the office of the principal could not produce a single blank copy of the questionnaires to replace those that had been lost or damaged. The documents which the researcher treated as important were not taken seriously by the school under study.

Although the school is able to maintain gate registers to monitor visitors, as was evident to the researcher when his particulars were recorded in the security guard's book, it is doubtful that the institution does the same thing with the registers in class. Persistence of this type of behaviour may mean the stakeholders in effect render the Code of Professional Ethics document and other pertinent circulars null and void.

Following the assertions made above, the situation will warrant systemic services that include implementation planning workshops, partnership coaching, leadership development workshops, and sustainability programmes such as workshop facilitation, coaching and sustained support

visits (Site Menu, 2015). The evident lack of these skills in the school confirmed that there was weakness in the governance and leadership approaches in the school, exacerbating the challenges the SGB and SMT of this organisation are faced with (Young, 2014).

Summary: It needs to be noted that all the participants in this study could remember the Code of Professional Ethics and its associate circulars with prescriptions on governance and leadership skills deal with, referring to them as the 'Legislative Policy framework' in education, although the school in question, due to some of the flaws in record-keeping, may have misplaced it. The audit also revealed that apart from educators who tend to be unpunctual or absent from school, members of the SMT are impacted, too. The essence is that this school does not keep proper records nor formulate procedures that will guide them in monitoring and managing the challenges facing them. Period or subject and class registers are kept at intervals; however, they are not managed effectively and efficiently due to lack of proper governance, leadership and management skills. Non-availability of records and procedures creates difficulties as the school does not possess any document regarding how to deal with challenges mentioned nor records for future reference. It was also evident in the teaching process that the education authorities have decreed that all educators, including principals and their deputies, have to teach. This splits their focus, thus sacrificing their managerial duties and consequently leaving them with little time to read, and interpret the school policies, and to compile programmes and procedures for implementation (Andrews & Hillman, 2015).

The next paragraphs concern the content analysis of school documentation in the form of codes of conduct for educators within the framework of Code of Professional Ethics.

4.3.2 Content analysis of school documents

As the regular circulars provided to the school concern issues of the SGB's duties, the SMT's leadership and managerial skills and educators' competencies, the most important and relevant school documents to be checked and analysed were the code of conduct for educators within the parameters of Code of Professional Ethics and Prescriptions on governance, leadership and managerial skills. The rationale behind the delimitation of the area of document analysis to these is two-fold. In the first place, the delimitation was impacted by the imperative stipulated in the Code of Professional Ethics which embodies a code of conduct for educators, that all public schools under the auspices of the Gauteng Department of Education must deal with teachers' absenteeism and unpunctuality during school hours, and that systems must be put in place to monitor this. Secondly, the Code of Professional Ethics embraces issues concerning the governance and leadership challenges faced by school governing bodies and school management teams in schools (Meador, 2015; Taylor & Francis Group, 2012).

The data gathered indicated a number of similarities among participants in the study conducted at Edenridge High School. Therefore, the researcher resolved to discuss the merits of the ten sampled participants' code of professional ethics in accordance with the duties allocated to each of the categories, that is, the SGB, the SMT and the educators interviewed.

Section 8(2) of the SASA document explains the school's code of conduct as aimed at, "establishing a disciplined and purposeful school environment that is dedicated to the improvement and maintenance of the quality of the learning process. This is in line with research results that yield the most important areas of leadership theory and practice, change in education and its impact upon teachers" (Hargreaves, 2004).

Given this objective, expectations were that examining of the contents of each of the ten questionnaires would reveal the guiding principles of good governance and effective leadership strategies as enshrined in the Code of Professional Ethics and other legislative policy frameworks. It was also expected that answers given would reveal the uniqueness of procedures in handling the vision and mission statements of the school (ALA. 2015; Marie, 2015,).

It needs to be noted that code of conduct for educators in general makes reference to educators' absenteeism and unpunctuality during school hours, which are the main tenets of the Code of Professional Ethics but without mentioning it by name. Also to be noted is that where absenteeism and unpunctuality are mentioned they appear under "unacceptable behaviour and misconduct that is punishable" (Code of Professional Ethics, 2000). Educators are expected to know that ignorance of these rules is unacceptable, and is therefore misconduct.

From the contents of this Code of Professional Ethics, it was obvious that in its formulation and adoption, no consideration was given to the guiding measures, which categorically state that codes of conduct must provide due processes to safeguard the interests of the teachers and other stakeholders involved in the disciplinary proceedings; This is not consistent with the inaccurate system of record keeping by the school. In other words, procedures need to be drawn up, taking into consideration the unique nature of the disciplinary challenges in the school, and disciplinary records maintained for future reference (Elton & Male, 2015).

Under normal circumstances, the development of the codes of conduct for educators, although it is the prerogative of the Gauteng Department of Education, is spearheaded by the SGB which has the power to make recommendations for appointments during interviews for promotional posts (Ranson, 2008), but in the case of these ten participating subjects, it was

found that the SGB's parent member complement are literacy-challenged, thus meaning the development of the code of conduct for educators becomes the responsibility of the school's SMT.

In summary, there is no doubt that ignorance of this important document has led to the persistence of the given issues. Given the content of this code of professional ethics and its associate circulars for policy prescripts in education, it was found that both the SGB and the SMT of this school need to be trained in how to formulate school policies according to their individual situation, and consistent with government regulations. It also emerged that while the SMT is supposed to be trained with regard to policy implementation, the SGB has an obligation to support the SMT with relevant strategy for the yielding of good governance and effective leadership practices. In the same note, the education authorities must develop tools to monitor policy implementation, as well.

Presentations and descriptions of the research data collected through semi-structured questionnaire questions are furnished in the next section.

4.3.3 Semi-structured questionnaires

The findings from these questionnaires are presented according to the participants' responses to the research questions (cf.1.5). As indicated, all participants were subject to the same ethical considerations contemplated in sections 1.4 and 3.10 of this study. The transcriptions, qualitative descriptions and analysis of the data obtained from the responses in the questionnaires follow below. Participants' responses, typed in italics, were not edited but presented verbatim from the questionnaires and observable practices of the school. The discussions are arranged according to the three categories of participants; four SGB members, four SMT members and two educators, totalling ten (10) respondents. The rationale for this arrangement was to retain the direct verbal responses of the participants in order not to

lose their original meaning, validity and credibility (3.6). Fifteen key questions categorised into three sections on governance, leadership and management, as well as administration and curriculum delivery, as indicated below, were posed in the questionnaires. Only one document of feedback from the three categories was sampled to make facilitation of presentation, analysis and interpretation easier.

4.3.3.1 Questionnaires on governance: SGB members

4.3.3.1.1. How is your school governance structured in line with the prescriptions of District 16? (Organogram and membership composition)

The main purpose of this question was to determine the way in which the governance structure of the school was arranged and organised, in terms of compliance with what the district prescribes in its documentation, and also its impact on the governance challenges the SGB face at the school.

From the SGB perspective, it was evident that they did not have any challenge as to the composition of the SGB structure as they showed adequate knowledge in which stakeholders that must form the structure. For instance, one sampled SGB member puts his answer to the question in the following way:

- "*Three educators*
- *OneeEx-officio (principal)…*
- *Seven learners' Parents…*
- *Three learners…*
- *One support staff*"

All four SGB members followed the same pattern in the answer. Despite the fact that they used different versions to answer the question, the SGB members, however, showed that they had an opportunity to attend one of

these workshops where information from the South African Schools Act (No. 84 of 1996,) as amended, was disseminated to the stakeholders.

4.3.3.1.2 How do you go about organising various meetings as governance in your school as an educational institution?

Notwithstanding the different versions given, all four SGB members, on behalf of the parents, showed an impressive knowledge on the number of meetings to be conducted in a year; and also that ad-hoc meetings can be called for emergencies. The SGB member structured his answer to the question in the following way:

> *"Conduct meeting once per term……*
> *And varies ad- hoc meetings."*

The SGB member could not use the word 'ad hoc' if he had not been given an opportunity to attend a particular workshop on how something of this nature is done. This means knowledge on ad hoc meetings was acquired from workshops meant to empower the SGBs.

4.3.3.1.3 Is good governance seen as a cross-cutting issue within your institution in the district? Briefly motivate why you respond this way.

The purpose of this question was to determine whether the system of governance practiced at the school was viable or not, and also if it had a positive impact. The SGB member was expected to motivate his response; and this was how he structured his answer:

> "*Yes,…. They are able to resolve critical and problematic problems; faced by teachers, learners and parents."*

The perceptions of the SGB members meant that they did not have challenges when it comes to the governance system of the school.

4.3.3.1.4 How do you go about planning your meetings for strategic purposes? Is your plan within the framework of that of the district?

The objective of this question was to determine if the SGB members are knowledgeable enough in their general planning for the year's activities at the school. They were expected to show if they are able to provide the SMT with a strategy to enable them (SMT) to execute their leadership and management roles. This is how the SGB member structured his response:

> *"Yes, our plans are within the framework of the District. Stakeholders must submitte issues to be discussed in the meeting to the secretary will write an agenda and invite."*

The challenge faced by the SGB members could be that they are illiterate, that they could not express themselves well, in good language; hence, language mistakes of words such as, 'submitte, etc.'

4.3.3.1.5 How do you go about running SGB-meetings in your institution, in terms of strategy implementation processes?

The purpose of this question was to determine the way in which SGB meetings are run by the school. The SGB members of the school were expected to show how they implement their strategy that must be used to assist the SMT in their leadership and management functions. The answer to the question was phrased this way:

> *"All members must forward critical issues to be discussed in the meeting. Afterwards the Agenda and invite will be drawn by the chairperson and the secretary."*

It is evident that the SGB members of this school have gone through the processes of workshops for empowerment in these issues.

The majority of respondents who completed the questionnaires did well in the understanding of 'structures' about the stakeholders within the school.

This is evident in the percentage they attained (90%), compared to their performance in themes such as ‘meetings’ where they got 40%, ‘cross-cutting issues’ where they obtained 55%, ‘planning’, in which they attained 65%, and ‘strategy implementation’ (60%). Table 4.3.3.1 therefore proves that further development of the respondents within the stakeholder-ship is needed, in terms of workshop training which needs to be organised by the governance and leadership (management) of the school.

Table 4.3.3.1: Summary of number of respondents to the themes in category A of the questions [Governance]:

Themes	**Respondents**				**% of Respondents**
	A1	A2	A3	A4	
1. Structures	* * * * *	* * * *	* * * *	* * * *	90 %
2. Meetings	* *	* *	* * *	*	40 %
3. Cross-cutting issues	* * *	* *	* * *	* * *	55 %
4. Planning	* * * * *	* * *	* *	* * *	65 %
5.Strategy Implementation Processes	* * * * *	* * *	* *	* *	60 %

Diagram 4.3.3.1: Measurement of the extent to which the participants responded to the questionnaires.

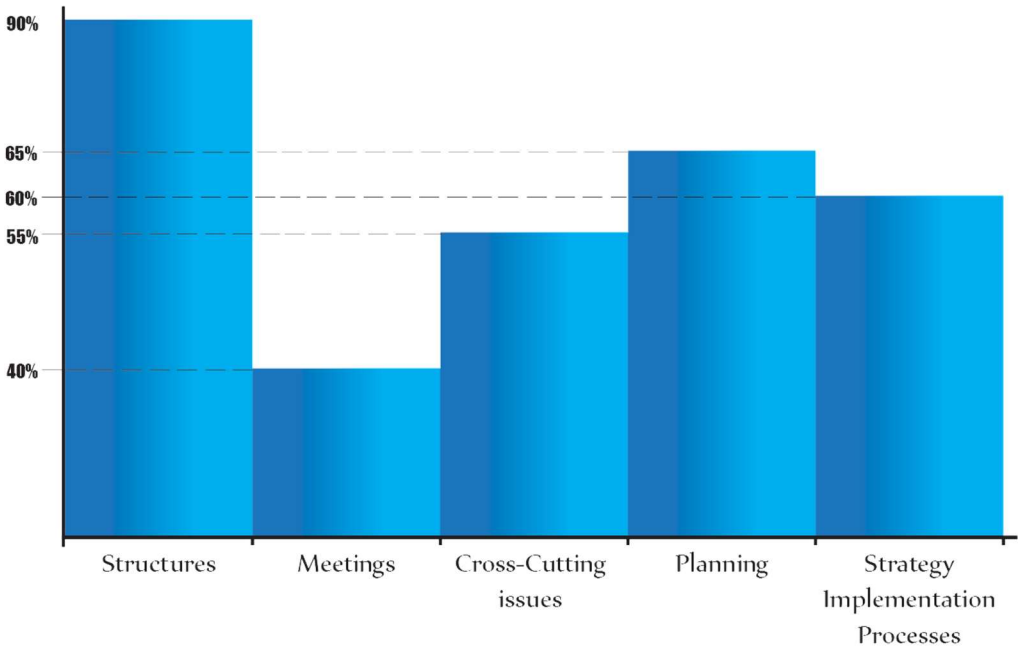
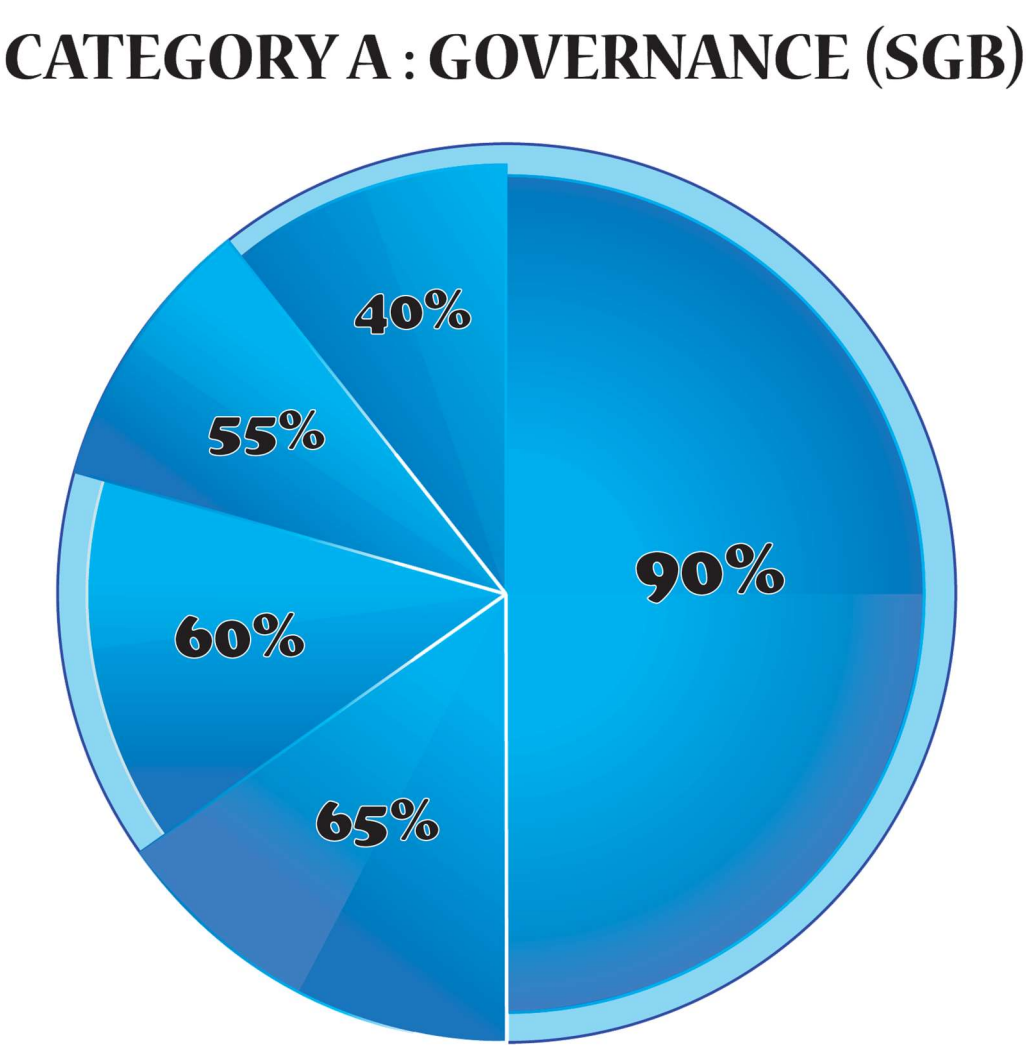


Diagram 4.3.3.1 shows that the respondents know much about the theme of 'structures' in their governance and leadership (management) roles than in other thematic aspects such as 'meetings', 'cross-cutting issues', 'planning' and ' strategy implementation processes'. It implies that they need to improve their knowledge across all the themes, by way of attending workshops for in-service training. The stakeholders need to further their understanding in other thematic issues which will make them whole and complete in actualization of their potential.

Diagram 4.3.3.1: Abilities of school stakeholders



Structures = 90 %

Meetings = 40 %

Cross-cutting issues = 55 %

Planning = 65 %

Strategic Implementation Processes = 60%

Diagram 4.3.3.1 represents the abilities the stakeholders (that is, SGB and SMT, as well as educators) display in their responses about the thematic issue of the 'structures', at the expense of other themes including aspects on 'meetings', ' cross-cutting issues', 'planning' and 'strategic implementation processes'. It means the wheel of the pie-chart has to revolve for the development of other thematic issues so that the respondents' knowledge on these aspects should spread out evenly.

4.3.3.2. Questionnaires on leadership and management: SMT members

4.3.3.2.1 How do you go about conducting SGB elections following your expertise in this field in terms of your leadership and managerial skills respectively?

The main objective of the question was to ascertain the SMT's expertise in conducting the SGB elections so as to verify effective application of their leadership and managerial skills. One SMT member responded thus:

> "*Parent meeting is convened and inform parents about governing body elections. Suitable candidates are nominated. Nominated candidates then campaign and elections conducted thereafter."*

Some of the challenges in the school may include the incompetency of the SMT members themselves, for example where they are unable to write language correctly. In order for the SMT's leadership and managerial skills to be developed, this process needs the intervention of the Gauteng Department of Education to organise workshops for that purpose.

4.3.3.2.2 In what way does the governance strategy provided to you assist in the enablement of effective leadership and management in your institution?

The purpose of the question was to assess and explore the effectiveness of the governance strategy provided to the SMT, and determine if the strategy served any purpose or not. The SMT member responded in the following way:

> *"Through IQMS and also provide finances needed to run the school."*

Seemingly, the SMT has challenges in terms of the knowledge gap. It is not the SGB's duty to formulate the Integrated quality management system (IQMS), but this remains the prerogative of the Department of Education, particularly the Ekurhuleni South District 16 which expects educators to be assessed through this system.

4.3.3.2.3 In which way do you actualise the leadership style of your choice? Indicate if this leadership approach works for you or not.

The aim of the question was to investigate the leadership style which could be user-friendly for the SMT and the impact it may have on other stakeholders. The SMT member answers this way:

> "*Democratic leadership style. Frequent consultation with all stakeholders is conducted."*

The SMT of this school seems not to have any problems when it comes to involving other stakeholders in the activities of the institution. However, the approach of leadership style needs to be handled with care in order to maintain the SMT's authority.

4.3.3.2.4 How do you go about integrating your leadership and managerial skills that will ultimately lead to one, meaningful, whole turnover?

The objective of the question was to find out the way in which leadership and managerial skills are applied in the institution. The SMT member's answer followed this pattern:

"Through democratic leadership style".

Still, the SMT of the school have a challenge of misunderstanding the question, whereby the member here was supposed to show how interdependent are both the leadership and managerial skills, in terms of ultimately leading to one, common goal.

4.3.3.2.5 How do you effectuate the four management functions of POLC (Planning, Organising, Leading and Controlling) in order that they give an acceptable feedback to your institution?

The purpose of the question was to explore the way in which the four management functions lead to good governance and effective leadership, and how this will impact to the different structures of organisational development of the school. The SMT member put his answer in this way:

"It helps for the smooth running of the school"

The phrasal answer of the SMT member exacerbates the challenges that the SGB and the SMT members of the school in governance and leadership have been facing all along. The SMT member's inability to motivate and explain further on this question is evidence of a knowledge gap in the execution of the management functions of planning, organising, leading and controlling (POLC).

Table 4.3.3.2: Summary of number of respondents to the themes in category B of the questions (Leadership and Management)

Themes	Respondents				% of Respond-ents
	B1	B2	B3	B4	
1. SGB elections	* * * * *	* * * * *	* * *	* * * * *	90 %
2. Governance strategy	* * *	* *	* *	* *	45 %
3. Leadership style	* *	* *	* * *	* * *	50 %
4. Leadership and managerial skills	* * *	* * *	* * *	*	50 %
5. POLC (planning, organising, leading and controlling).	* * *	* * * * *	* * *	*	60 %

Table 4.3.3.2 shows that the respondents in the questionnaires displayed more knowledge in the thematic issue of SGB elections than in other themes that include POLC, 'leadership and managerial skills', ' leadership style' and 'governance strategy'. This is shown by their attainment of 90% in the stated theme, compared to other themes with a tally of 50%, 60%, and a low 45%. The SGB structure in the school could have excelled in their responses, supplemented by the SMT who are expected to display their ability to conduct the SGB elections. However, further development is still needed to capacitate the stakeholders in other areas of the thematic issues.

Diagram 4.3.3.2: The degree to which the participants responded to the questionnaires.

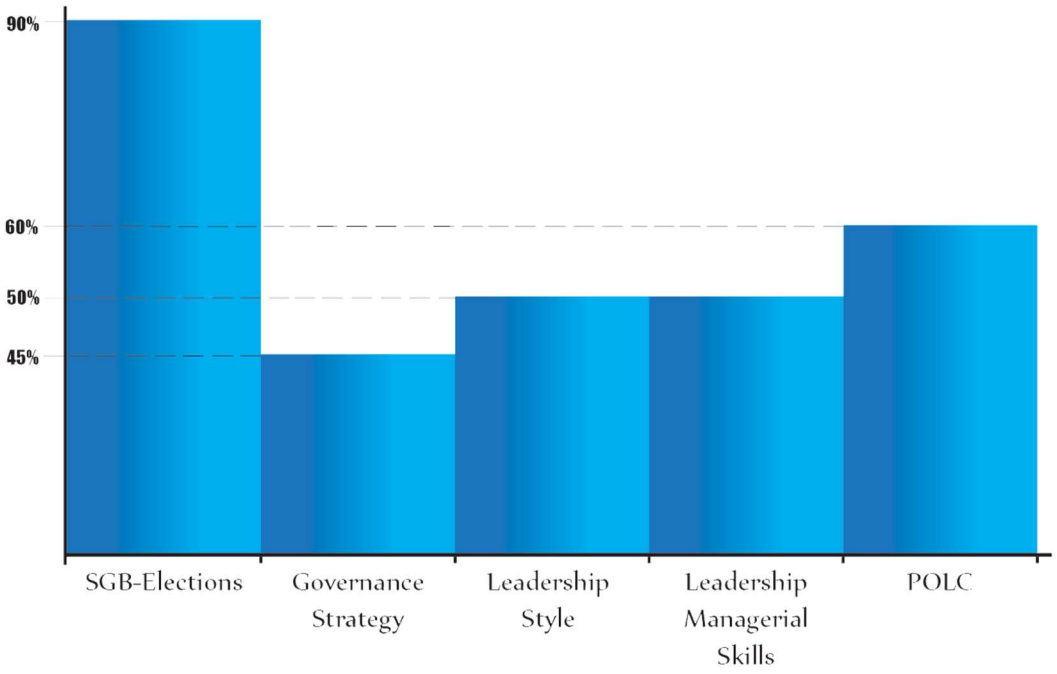


Diagram 4.3.3.2 represents the strengths and weaknesses the respondents showed when responding to the question about SGB elections. The 90% attained shows that the stakeholders know much about how SGB elections in the school are conducted. On the other hand, they have much less knowledge about 'governance strategy' which is evidenced by the score of only 45%. There is a tally of 50% in the stakeholders' responses, which points to the even spread of the respondents' knowledge in this area.

Diagram 4.3.3.2: Leadership and management



2.1. SGB elections = 90%

2.2. Governance strategy = 45%

2.3. Leadership style = 50%

2.4. Leadership and sanagerial skills = 50%

2.5. POLC (planning, organizsng, leading, and controlling) = 60%

Diagram 4.3.3.2 is a representation of a wheel that must revolve in order to develop other areas of the stakeholders' responses to the questions. It denotes that the strategy provided by the SGB of the school does not do enough to assist the SMT in the implementation of it. This is supported by the low percentage of 45% in the area of governance strategy. Further development of the school's stakeholders in the aspects of governance and leadership (SGB and SMT, including educators) is needed.

4.3.3.3. Questionnaires on administration and curriculum delivery: educators

4.3.3.3.1 Are you provided with a good system of school administration for the effective curriculum delivery in your institution? Motivate your answer.

The objective of this question was to examine if there was a good system of administration in place for educators. If not, this could be one reason why educators seem so demotivated that they succumb to absenteeism and unpunctuality at work. One educator member, on behalf of other educators, responded this way:

> *"No. There is a lack of resources, which makes it difficult to deliver the service effectively and efficiently."*

It may therefore be true of the proposition above that it might have been the reason behind the educators' demotivated morale of being ineffective in their curriculum service delivery. The SMT of the school, in this regard, have an obligation to intervene, thereby ensuring that they bridge the gap of leadership and management challenges they are facing at the school.

4.3.3.3.2 How does the Ekurhuleni South District 16 assist in terms of support structures for the effectuation of a good system of administration and curriculum delivery in your institution?

The purpose of the question was to find out if the educators at this school receive the support of their district in both the systems of administration and curriculum delivery. The educator responds this way:

> *"The subject advisor and the district director conducts roadshow every term."*

While the educators may have a basic knowledge of conceptual framework in terms of the concept, 'roadshow', they, however, still have a knowledge gap in language, evident in this example, where the subject does not agree

with the verb, that is, ‘ ….advisor and the director conducts’, instead of, conduct, for plural of the subject. This could be a challenge for the SMT in leadership and management, who are then expected to intervene in order maintain the integrity of their leadership and management skills in education.

4.3.3.3.3 Is the educational environment of your institution conducive to an acceptable teaching-learning situation as experienced by both educators and learners? Support your response with a brief explanation.

The objective of the question was to explore if the stakeholders benefit from the environment they work in, tin terms of teaching and learning situations. The response was put this way:

> *“No, there are not enough classrooms. No staffroom, library, science lab, etc.“*

The stakeholders of this school had challenges in their governance and leadership (management) because of overall lack of resources at the institution. This is evident in the teaching staff who are doing the spadework. of In order for their governance and leadership (management) systems to be good and effective, the SMT of the school, in collaboration with the SGB, must jointly follow up with the Gauteng Department of Education, through the district, to procure the necessary basic resources.

4.3.3.3.4 How is the curriculum delivery of your institution structured in terms of subject groupings, and, is the structure user-friendly to learners? Explain your response.

The purpose of the question was to assess if the structure of the curriculum delivery in terms of subject groupings in this school, was user-friendly to learners. The answer was:

> *"It is well structured, but more subjects are required such as history, religion studies, etc."*

It is thought that the educators at this school have made a comparative study when it comes to subject groupings, and found out that their structure of subject streams is incompetent when compared with the neighbouring schools such as Kwa-Dukathole Comprehensive School (where the researcher is working).

4.3.3.3.5 Does your institution find the current Gauteng MEC of Education, Panyaza Lesufi's way of administering paperless curriculum delivery convenient or not? Explain.

The purpose of the question was to open up the minds of educators and examine as to whether the system in place is widely acceptable or not. The educator responds this way:

> *"Not convenient because some educators are not computer literate."*

Educators at Edenridge High School thought that it was too early for the paperless system to be put in place. They thought the system had to be relaxed until other logistical arrangements could be established. They wanted to arm themselves first with the basics of computer literacy before moving on to smart boards. This is a challenge in governance and leadership (management) which needs the stakeholders to work with the education department to resolve.

Table 4.3.3.3: Summary of number of respondents to the themes in category C of the questions (Administration and Curriculum Management)

Themes	Respondents		% of Respondents
	C1	C2	
1 School administration	* *	* * *	25%
2 District's support structures.	* * *	* * *	30%
3 Acceptable teaching-learning situation.	* * * * *	* * * * *	50%
4 Subject grouping.	* *	* * * * *	35%
5 Paperless curriculum delivery.	* * * *	* * *	35%

Table 4.3.3.3 shows the extent of the respondents' knowledge of what constitutes an acceptable teaching-learning situation. In the he area of school administration (25%) the stakeholders show that they still need intensive development. It is the 50% recorded on the theme of acceptable teaching-learning situations which shows the greatest knowledge. Generally speaking, the stakeholders responded better in categories A and B (Governance, leadership and management) than in category C (administration and curriculum delivery).

Diagram 4.3.3.3: The extent to which the questionnaires were responded to.

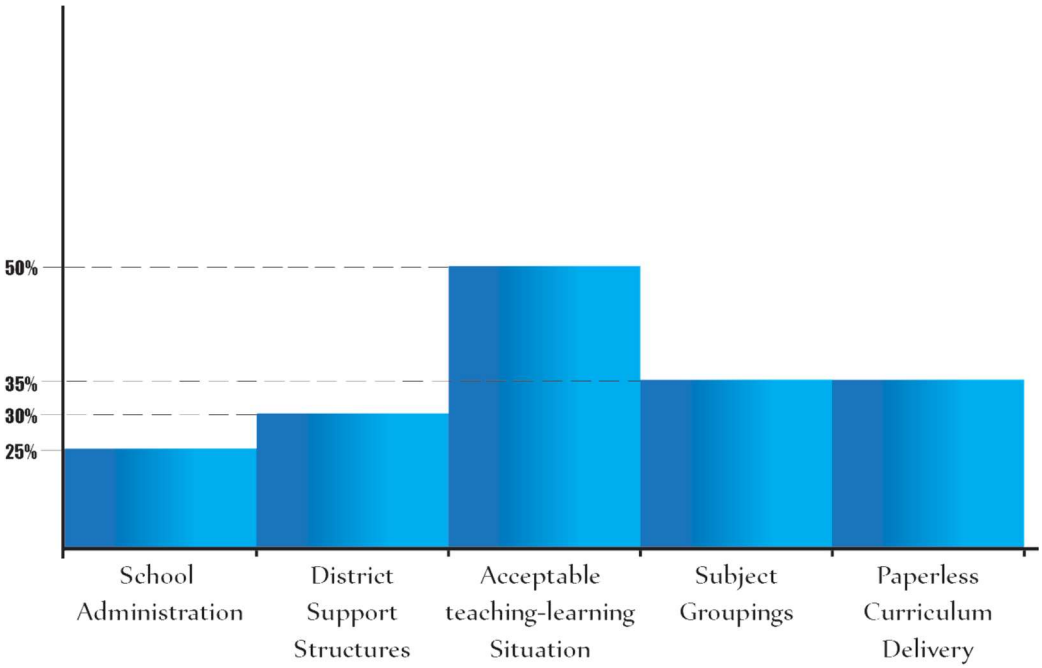
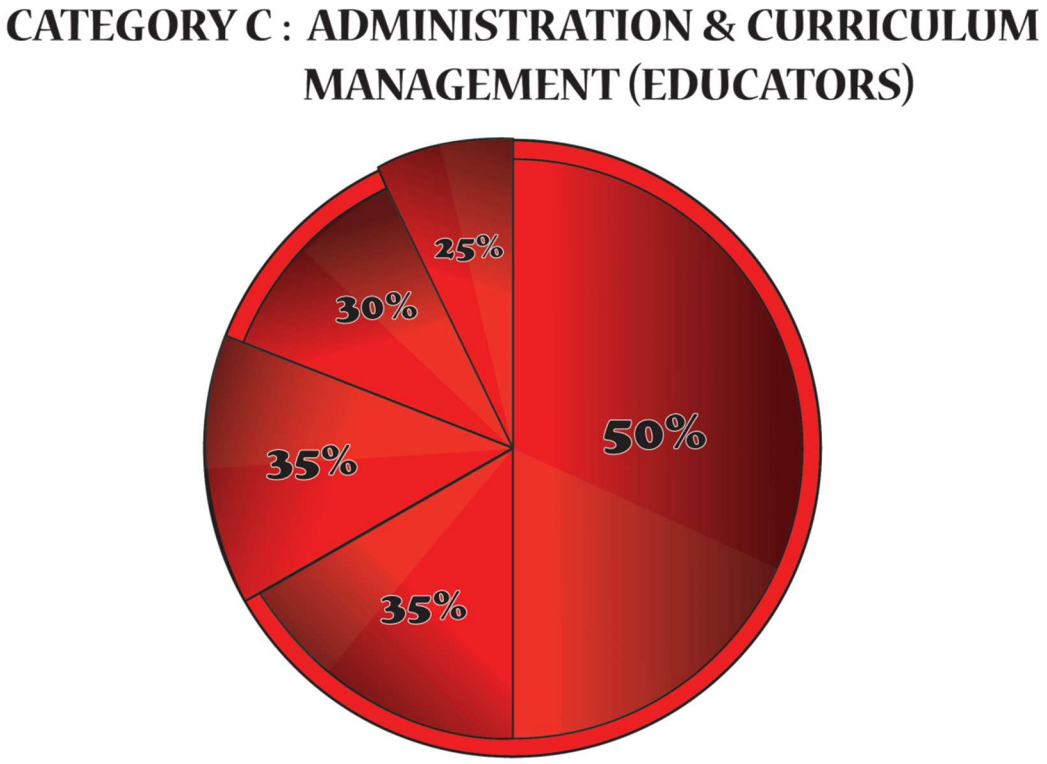


Diagram 4.3.3.3 shows the superior strength of responses in the area of acceptable teaching-learning situation compared to other areas such as school administration (an average of just 25%). It means in their responses, the stakeholders including the SGB, SMT and educators of the school showed more knowledge in the area of acceptable teaching-learning situation far better than in the area of school administration which is worse, and at least, 30% and 35% evenly.

Diagram 4.3.3.3: Administration and curriculum management (educators)



3.1. School administration =	25%
3.2. District's support structures =	30%
3.3. Acceptable teaching-learning situation =	50%
3.4. Subject groupings =	35%
3.5. Paperless curriculum delivery =	35%

Diagram 4.3.3.3, shows the respondents' knowledge in the areas of school administration, district's support structures, subject groupings and paperless curriculum delivery. These are the areas that need to be developed to a greater extent compared to the area of acceptable teaching-learning situation of which the respondents seemed well aware.

Descriptive summary of the presentation of the findings: The three tables, bar graphs and pie charts (4.3.3.1 to 4.3.3.3) have been provided to clarify

the data presentations, analyses, descriptions and interpretations. The first columns of tables 4.3.3 to 4.3.3.3 indicate the five themes extracted from each of the five questions in categories A, B, and C (Governance, leadership and management, and administration and curriculum delivery), respectively. The second columns identify the four SGB members in category A (governance), the four SMT members in category B (Leadership and management) and the two educators in category C (administration and curriculum delivery), who answered the questionnaires, while the third columns of the same tables record the percentages obtained in each question across all the questionnaires. The level, rate, degree or extent to which questions were answered were measured by the use of stars indicated in the columns representing the participants by means of letters A to C. The researcher used each star to represent 5 %, where for example, 18 stars in theme 1 (structures) of the first question from table 4.3.3.1(governance) implied the attainment of 90% in the way in which all the four respondents (SGB members) answered the question. The same applied to table 4.3.3.2 with category B (leadership and management) where the overall percentage score of the four SMT members in theme 1 (SGB elections) was 90%., while table 4.3.3.3 for category C (administration and curriculum management) attained the overall percentage of 25 % in theme 1 (school administration).

The three bar graphs and pie charts supplement the above information with a summary of the themes and the percentages ratings from the participants' responses.

4.4 CONCLUSION

The main focus of the study was to explain the phenomena of governance and leadership challenges facing the SGB and SMT of School X (that is, use of this code is in avoidance of victimisation), in the light of the GDE Code of Professional Ethics, whose prescripts of management impacted negatively on educators, contributing to their absenteeism and

unpunctuality at work, which is one of the challenges in governance and leadership (management) facing the stakeholders at that institution (Reuters, 2015; Research development team, 2015).

The chapter concerned the presentation of the data collected through the techniques of observations, review of school documentation and the use of semi-structured questionnaires. The analysis of the data was guided by the five steps of qualitative data analysis, suggested in Garner et al., (2012: 228) (cf.3.5). The findings that emerged from the data analysis process are summarised in the following chapter.

CHAPTER FIVE

INTERPRETATION AND ANALYSIS OF THE FINDINGS

5.1. INTRODUCTION

In the introduction to this research report, the researcher relayed that governance and leadership in schools is a serious concern for the South African Department of Basic education. Edenridge High School operates in an informal township settlement in the east of Johannesburg.

The aim of this chapter is to round off the whole study in moderate detail, with heavier emphasis on chapters two (literature review, with particular reference to the review on conceptual framework)) and four (that relates to the interpretation and analysis of the data presentation of the findings). To facilitate the process, the chapter is divided into two main sections: interpretation and analysis of the findings, and a reflection on each chapter of the study, as well as a summary of the findings. The background of the study briefly introduced the legislative policy framework in education, as a regulation for all public schools of the Gauteng Department of Education (GDE), meant to deal with the challenges facing governance and leadership stakeholders including the school governing bodies and school management teams, with particular reference to one selected institution in the Ekurhuleni South district (D16). The rationale and purpose of the study were thus, to identify reasons for these challenges, irrespective of the existence of the policies and regulations in education, promulgated nearly a decade ago (cf. 1.2), and to establish how implementation of these policies is managed by the SGB and the SMT of the sampled school.

An overview will be given in the conceptual framework which has already been discussed in chapter two, the review of literature. The discussion will be coupled with the theory and the indicators that show the theory is working

well for the school. Further discussion will be on the areas of improvement, relating to the problem statement made in chapter one. Factors contributing to the improvement of the conditions in the problem statement, where the voice of the researcher must be heard, will also be discussed in this chapter.

5.2 REVIEW OF CONCEPTUAL FRAMEWORK

It has already been pointed out in the literature review that Grieves (2010) noted the importance of understanding the change to which models which governance and leadership in schools adapt. The change models referred to include aspects of personal and organisational strategies in terms of defining paths and achieving goals, cultural change, assessing readiness for organisational change, as well as finally implementing and measuring these change patterns. The implementation and measuring part of these change models is the stage during which school governance and leadership will be building and developing strategic advantage through identifying the strategic capability, developing core competencies, planning the change and finally attending to the processes of review and modification. It is necessary for organisations such as schools to change with the times or face the consequences.

The researcher will therefore explore Van Der Rheede's (2005) theory of Model Construct, which points to a scenario where more complex and complicated reality is represented in an oversimplified form for the purpose of easier description and explanation of the relationships that exist among variables. The variables in this context refer to the stakeholders: the school governing bodies and the school management teams, in relation to the learners they work with. The prescription of how something has to take place around these variables is imperative. Wallace and Poulson 2003 in Van der Rheede (2005:24) add to the definition above by describing educational model construct as a "construct of a small bundle of concepts and their relationship to each other. They tend to refer to a specific aspect of a phenomenon, which may be incorporated as part of a broader theory."

The proposed governance and leadership model qualifies as such, because it provides school principals and senior management teams with the understanding of how to manage change in terms of principles, which are derived from the complexity theory. Complexity theory explains that no system is stagnant, but that it constantly changes, adapts, learns and evolves due to the interaction between very simple units and the impact it consequently has on the whole system (Ehlers & Lazenby, 2011; Grieves, 2010).

Karlsson (2002) is of the opinion that an understanding of complexity theory informs the development of the practice of school governance and leadership coherently and richly. It is suggested that forging new paths is essential in an ever-changing world. This is asserted with reference to the initially complex and rigid structure of the former Model C schools of the apartheid regime in South Africa whose educational environment is gradually changing to the flexible principles of the South African democratic school governing bodies. School governing bodies and principals, in this regard, are required to look at the school system as a whole in order to advance organisational effectiveness at strategic level and organisational efficiency at operational level. Moreover, such an holistic approach in terms of organisational development in schools will certainly help these stakeholder groups to improve the quality of governance, teaching and learning at their institutions. They will, therefore, be able to lay the foundation for continuous organisational development to effectively managed change.

Van Der Rheede (2005) is supported by other theorists in his description of the concept of organisational development as an applied behavioural science, which employs a systematic process that is underpinned by democratic and humanistic values, to solve organisational problems. This process culminates in the governance model comprised of three

components (diagnosis, action, and process maintenance), contained in the organisation development process (Grieves 2010; Karlsson 2010; Morrison 2002; Schwella 1991 in Van der Rheede, 2005: 25).

The diagnostic component identifies governance and leadership weaknesses and the strategies SGBs and SMTs can employ to overcome these weaknesses. These strategies entail the employment of appropriate governance and leadership principles at strategic level and the implementation of effective communication and labour relations strategies to ensure effective governance and leadership.

The action component deals with practical and corrective actions that must be taken in terms of the different management roles, which is required of the SMTs at operational level, and the structuring of governance processes to ensure efficiency at all levels of the system.

The process maintenance component deals with the implementation of controls to determine the effectiveness of leadership and efficiency of governance processes. It also assists in the evaluation of results to determine whether these governance processes are solving those problems and weaknesses which were identified (Fox, et al. 1991: 244-247 in Van der Rheede, 2005).

Figure 6.7 below illustrates the key components of action research that forms the core construct of the proposed governance and leadership model for South African schools. The model features a systematic and holistic school development process for improved governance and delivery of quality education by the SGBs and the SMTs, respectively.

5.3 AREAS IN WHICH THE INSTITUTION IS WORKING WELL

It was perceived that the poor performance of the SGB impacted on the academic performance of the school. After reading the questionnaire

response from the SGB, it became evident that the good matric results the school has been attaining emanated from the co-operation between all the stakeholders within the school. The SGB, the SMT and educators (teaching staff) pull together towards one goal in that school, and as a result, together they achieve what they aim for (which is good matric results). The SGB chairperson attributes their success to commitment and sound school governance the SGB. In terms of the matric results, Edenridge High School is doing well. This is evident in the grade twelve results of 2015 where the school has attained a 76% Matriculation pass rate. According to the school principal, the institution is determined to go for the extra mile to sustain and improve this performance. It means the stakeholders of the school (SGB and SMT, with educators) are willing to, and ready for, change in their governance and leadership roles. This is an area the researcher recognises is working well.

The SGB's perception on the work ethics of the school community was that parents elected into the SGB structure showed willingness to learn.

Amongst the research findings were those which had been yielded by the use of document analysis, which indicated that SGB documents were kept safe in a locker. The researcher gained access to these documents after obtaining permission to do so from the SGB itself. The fact that most of the SGB documents were available when needed is a positive sign that these documents were taken good care of, and the SGB should be commended for that.

Examining these documents, the researcher found that minutes of SGB meetings were always clearly recorded by the secretary of the SGB. This is another positive for Edenridge High School because the recording of meeting proceedings is of the utmost importance for reference and as evidence.

During the document analysis it emerged that the Edenridge SGB of the school gave notice of each SGB meeting held; however, the problem was that the meetings were often called at short notice resulting in poor turn-out and absenteeism, and these characterised most of our SGB meetings. This means that the school did not have a functional year plan where meetings were planned ahead.

The SGB of the school were responsible in filing the receipts of items purchased by the SGB. This procedure is in line with the provisions of the South African Schools Act N0 84 of 1996, which requires that records for all financial transactions be kept not only for auditing purposes, but for transparency as well.

Document analysis also indicated that the school cheque-book was kept safe and used accordingly by the SGB of Edenridge High School, which is commendable and to be encouraged.

The last finding of document analysis was that the SGB of Edenridge High School thought it important to have a constitution and a school policy, which rated amongst the best in the Ekurhuleni South District 16 of GDE. Credit and praise should be given to this SGB. However, it is not enough to have a good constitution and a good policy as documents; their contents (provisions) need to be practised, implemented and respected. This element seemed to be lacking in the school; and if this can be improved, this and SGBs in general, can progress and develop a lot in their functioning (Baloyi, 2002: 68).

In as far as the SMT in the school was concerned; the general consensus across the ten participants was that the departmental document on the Code of professional Ethics has been seen as a good corrective disciplinary measure but with some reservations because of its limitations. The SMT argued that the implementation of the document depended on the

availability of certain resources such as properly fitted security enclosures and gates, feeding scheme services, and so on.

Some SMT members claimed to be new in the field of teaching and not yet inducted with regard to the document; some claimed to be novices to school management, thus not knowing much about this document, which they refer to as the “lock-up policy” had only a faint recollection of it, saying that it lost popularity because it was unrealistic to implement.

It also emerged that the GDE seems not to have a monitoring tool to assess the implementation of this policy, as it is alleged that the education officials never visit the school to assess issues of class bunking and tardiness. Thus, it comes as no surprise that some SMT members place little importance on this document.

It also emerged that the school being researched is rated as quintile 2, a no-fee school, thus entirely dependent on GDE funding. Since the school is dependent on the GDE and is impacted by the poor socio-economic circumstances of its location, it is the responsibility of the GDE to address these challenges facing the institution. The main reason behind such an expectation is because the school is financially unable to cope with the day to day needs of the school, as the SMT claims most of the parents do not pay school fees; and that financial assistance from the GDE tends to take long time to reach them.

Some SMT members felt that the departmental official documents such as the Code of Professional Ethics contain reasonable disciplinary measures which can only be realised by city schools where all parents pay school fees, which is not the case with them.

However, the mixed perceptions about the challenges in implementing these official documents for the purpose of good governance and effective leadership were well captured by one of the participants who felt that,
"… the school's SMT need to bear in mind that the following dictum is important: All work and no play makes Jack a dull boy".

It was established that the system of locking the gates was well observed during school hours except for opening them for learners and educators to go out for lunch. This practice contradicts the school safety measures prescribed in the code of conduct for learners and code of professional ethics for educators, respectively.

Members of the SMT of the neighbouring school, whose fencing, yard and permanent classrooms are in reasonable condition, were in agreement that the situation at their school had changed for the better, as cases of truancy by learners, and unpunctuality and absenteeism by educators, had lessened. This is the result of proper school fencing and refurbishing of the school yard and school buildings, to contribute to the safety of all stakeholders at the school, including the SGB, SMT, educators and their learners. This is also a prerequisite for the effective and efficient implementation of the code of professional ethics.

It has also become clear that the institution under research is categorised under quintile 3, implying that it is a "no-fee school", which basically means that it is a poverty-stricken institution, qualifying for the government feeding scheme and services.

Another finding was that the school management board had expressed a wish for the school's status to be downgraded to quintile 2 or 1, on account of the institution having inadequate resources, so as to obtain the full benefits of facilities and services provided by the government to no-fee schools.

Pertinent to the study was the fact that some parents have the money to send their children to schools in town and private schools. The school management argued that leaves the school with destitute learners who are in need of government assistance in terms of a feeding scheme, as they find it difficult to prohibit starving learners from going home during lunch-breaks as mandated by the policy document.

It has also come to light that the removal of security services from schools sponsored by the state, compromises the safety of the school property, learners and educators. The security services are also a crucial requirement to ensure the successful implementation of the document under discussion. Moreover, this service lessens safety threats to the school community and the environment at large.

5.4 AREAS FOR IMPROVEMENT

In Chapter four the presentation of the research derived from the raw data collected was discussed. The purpose was to arrive at findings that would assist in resolving the problem revealed in the study (cf. 1.3).

It has been stated in chapter one that despite the vast amount of literature available on governance and leadership in South African schools, there seemed, however, to be a knowledge gap in the literature on efficacy of governance and leadership for implementation processes.

The strategies to this effect had to be developed by the education structures owing responsibility to the stakeholders in governance and leadership in schools. It is vital to know the way in which national education policies impacted the implementation of activities and mandates of local education structures, such as the provincial education departments, school districts and the local schools, with particular reference to Edenridge High School.

In the absence of this knowledge and understanding, it would be impossible to review and adopt the policies. This would be a loss to the effective guidance on implementation.

Through the assessment and evaluation of the effect the national department of education policies have an on, the governance and leadership strategy at district level, the study led to the determination of the way in which the prescripts on governance and leadership (management) and the National Education Legislative Policy framework would be effective and efficient in directing and supporting the strategy implementation. Additionally, the study would also shed light on the capacity and ability of SGBs and SMTs with regard to planning, management and implementation of the strategic governance and leadership initiatives at the local school.

Additionally, the study would also shed light on the capacity and ability of SGBs and SMTs with regard to planning, management and implementation of the strategic governance and leadership initiatives at the school.

A study of this nature would, therefore, feed into a process of review in the National Education Policy framework which is amended time and again. The study would also offer input in the governance and leadership strategy implementation, as the proposed bill on making the teaching profession an essential service. This study attested to the fact that the organisational culture at the Edenridge High School was had some deficits in governance and leadership.

Suggestions for improvement of the problem will take into account the following:

The SGB in the institution experienced difficulties in chairing SGB meetings, and showed signs of not knowing what their exact duties were. The general annotation of this experience was entitled *'lack of training for SGB*

members, particularly parents'. This was a serious situation that needs urgent attention of the GDE to come up with developmental intervention if our SGBs in general are to function more effectively.

The SGB had experienced some parent members turning up drunk at meetings. The implication is that some parents serving on that school's SGB lack discipline and commitment to the task. This, once more, challenges the GDE to take a lead in bringing the situation to order; and helping the SGB address governance and leadership challenges at the said institution. This lack of commitment and motivation has also created the problem of parents frequently dropping out the SGB. As the mother body of all the institutions in the Ekurhuleni South District 16, the GDE should take action in this regard.

The SGB perceived that a shortage of personnel meant a lack of training the SGB members, particularly the parents. A situation of this nature points back to the Gauteng Department of Education's inability to provide adequate training and workshops for the SGB, where the GDE has an obligation to support the Ekurhuleni South District 16. The lack of training and workshops featured prominently in responses given by almost all the four subjects in the questionnaires. As a result, one was able to perceive the seriousness of this shortcoming and the effect it had on the functioning of the school's SGB. The fact that the SGB members of were unable to chair an SGB meeting showed the seriousness of the problem. The GDE (Khoza 2011 cited in Penrose, 2013: 20) refers to the role of "Ubuntu in leadership" and "an appropriate organisational leadership model for modern South Africa". According to Penrose (2013), the CORD Model of Change points to four factors which determine an organisation's ability to monitor and manage change. The four factors are:

1. Context analysis, that refers to a context in which an organisation must be able to examine and understand the context in which change process is envisaged.
2. Organisational readiness, which embraces financial, human and material resources of the organisation. It also embodies the attitudes, competencies, and skills of people within the organisation that must be assessed and deemed ready for the change process.
3. Research, to help in the change process, in terms of avoiding possible duplication of what other organisations have done.
4. Development, which alludes to targets which will lead to redevelopment where success should be rewarded periodically. Action of this nature leads to a process of change.

In some instances, the school being researched lacks some of these processes. Through the effective implementation of the code of professional ethics, good governance and compliance leadership skills, the SGB of the school, in collaboration with the SMT, as well as the support of the teaching staff (educators), these processes of change will take place. In this regard, the role of the SMT in the school becomes the right platform for this scenario. This is a situation where the SMTs in general are seen as change agents.

Since the SMTs are expected to be the main implementers of change in public schools, this should be their responsibility. The participants who responded to the questionnaires were conscious that the major role of SMTs in general is to guide the school to greater heights and fix the problems that have already occurred. These roles incorporated ‘building teams, setting up participatory structures, planning and managing school finances, et cetera’ (Mchunu, 2010 93). This is also the case with the institution which is being researched. Clarke (2007, cited in Rajoo, 2012: 18) points to a need not to politicise education when he refers to what happened in 1994:

> *"In the public education sector in South Africa, the extent and depth of change in the decade after 1994 was astounding, and sadly left many of those involved overwhelmed and schools in disarray. Principals, school leadership teams and governing bodies should make a point of investing time, effort and money in improving their knowledge and skills of transitions, because it is an investment that can profoundly affect the extent to which they can govern, lead and manage their schools".*

Following the governance and leadership challenges that are school under research is facing, it is therefore clear that the state of the South African education system needs to be revisited at all levels in general. In order for the school curriculum to be taught in an effective way, school leadership and management play an important role. School leaders influence curriculum delivery in a significant way that directly and indirectly affects learner performance. This follows the saying that the success of daily activities of teaching and learning necessarily involve the quality of instruction and teaching. For teachers to develop and maintain their skills, the leadership and management procedures they experience must involve these elements. In the education sector, the interdependence of responsibilities of the SGBs, the SMTs and the teaching staff (educators) in general, alludes to the fact that administrative education decentralisation relates to the education governance system passing powers and authorities from the national to the district office level. On the other hand, administrative school decentralisation points to the decentralisation of managerial powers from the education departments to school management. Administrative or bureaucratic decentralisation is essentially a management strategy in which power resides in officials at the top of the organisation, but responsibility and authority for planning, management, finances, and other activities is assigned to the lower levels of authority (Kabayiza, 2011).

This assertion means that the Edenridge High School must comply with the rules and regulations of the education sector in order for it to escape the governance and leadership challenges currently being experienced. Perhaps the staff at the institution need some sort of incentive in order for them to render a satisfactory service. McDonald (2007) presents some research with regard to incentives and disincentives in education and their impact on educator satisfaction. What satisfies an individual is the realisation that one may be appreciated for what one can bring to the table and the impact that can be made, or perhaps it the idea of having knowledge about one's position in the world in which one has the ability to put back some of who, and what, one is. Berns (2005) cited in McDonald (2007:12) substantiates this point that satisfaction alludes to a "need to impart meaning to one's activities; that when you are satisfied, you have found meaning."

The governance and leadership challenges experienced by the stakeholders in the school under study could be due to a lack of professional development in the institution. It is argued that in South African, there is no professional development of principals. It is said that the principals' appointments have been based on their teaching record rather than their leadership potential (Bush & Odura 2006 in Vergie, 2012). It is further argued that, "it is widely accepted that teachers require both initial training to be effective classroom practitioners and continuing professional development throughout their careers" (Vergie, 2012: 43). This must usually be achieved by a combination of pre- and in-service training. Furthermore, this initial and continuing professional development is a necessity within the South African context, given the vast disparities created by the apartheid system of education.

The school management team at the case study school committed themselves to the Advanced Certificate in Education (ACE) programme prior to promotion in their relevant departments. The challenge could exist

in a number of countries which do not have a system of national requirements or qualifications for school leadership attached to school governance. This must be looked into.

Another finding was that the SGB experienced a situation where officials rarely go to schools to check or monitor the progress and performance of SGBs in general. Although the school governance section is greatly under-staffed, still it is felt that such a poor level of service is not acceptable.

This scenario is likened to a farmer who, after sowing his seeds goes away with the idea of coming back to harvest, not concerning himself about removing weeds, watering the plants and protecting them against animals during the growing process. It would be foolish for such a farmer to expect a good harvest. As long as the progress of our SGBs in general remains unchecked and unmonitored, our SGBs will continue to under-perform. So, monitoring, coupled with checks and balances, is imperative, in this regard.

Another concern within the SMT of the school the lack of managerial skills training, particularly on handling departmental documents. Once more, blame belongs to the GDE for not inviting the SMT to workshops on school management.

.

The perceptions of the SGB at Edenridge High School were that the questionnaire responses indicated a poor working relationship between themselves and the communities they serve. It is thought that for SGBs to serve their communities with vigour and enthusiasm, they need strong support from the community. In that way, the SGBs will be able to give report-backs and represent their communities with confidence.

The SGB members themselves, perceived a lack of commitment amongst their members, particularly amongst parent members. Some occasional

absenteeism and lateness by the SGB members of the school, mostly by parents, clearly indicate a lack of commitment.

It was perceived that discrimination and exclusion in SGBs caused divisions and quarrels and as a result, the functioning of the SGB is dealt a severe blow. For an institution to perform effectively, the spirit of togetherness, oneness, co-operation and teamwork should prevail. Illiteracy amongst parent members was also evident in the questionnaire responses.

It was also perceived that the GDE had failed to deliver on its promises made to SGBs in general, and this was confirmed by the research. This failure by the Department to honour its promises discredits the department, and as such, the SGBs begin to lose confidence and faith in the sector.

All the respondents appeared to have had a similar understanding of the word, “stakeholders”. For instance, all of them viewed stakeholders as all the participants who have a vested interest in the organisation. which in this case is the School.

Some SMT members claimed to be new in the field of teaching and not yet familar with the policy document; some claimed to be novices to school management, thus not knowing much about this document, which they refer to as the “lock-up policy”. Some had just a faint recollection, saying that it lost popularity because it was unrealistic to implement.

Another general consensus within the was a lack in managerial skills training, particularly on handling departmental documents such as this one. Once more, blame is put on the GDE for not inviting the SMT to workshops on school management.

TheAll the respondents seemed to know that all stakeholders (by way of example, the SGB, SMT, learners, educators, parents, community

members, Department of Education (DoE), non-governmental organisations) need to work as teams as required by the new education policies such as the South African Schools Act (SASA) No. 84 of 1996 as amended; the National Education Policy Act (NEPA) No. 27 of 1996 as amended; the Employment of Educators' Act (EEA) No. 76 of 1998 as amended; the South African Council for Educators Act (SACE) No. 31 of 2000 as amended; the Further Education and Training Act (FETA) No. 98 of 1998 as amended; and the Education Labour Relations Council Act (ELRC) as amended. These policies clearly stipulate that all the school stakeholders should work hand in hand to manage change, as well as to implement governance and leadership strategies in schools.

In the SGB annual report, for instance, the challenges and threats that the school faces have clearly been identified; and these are the flaws which the school deems to be its priorities for the next phase of its development:

- Low morale and discipline of some learners;
- Late-coming and absenteeism;
- Lack of proper sports facilities;
- Poor parent attendance at parent meetings - that is,only 50% of the parent population;
- Minimal payments of agreed voluntary school fees;
- Over-use of the school by churches and organisations;
- Increase of orphans due to HIV and AIDS, as well as
- Stolen telephone cables and electricity which resulted in the school being unable to hand out reports in the successive school terms.

In order to address the deficits of organisational culture in terms of the way the school implements governance and leadership strategies, the researcher suggests other strategies outlined below.

The problem of low morale and discipline in some learners is attributed to learners who reside in the informal settlement, where parents are often absent and there are learners in the impoverished community without resources such as books, television and games. These learners spend most of their time on the streets. Such learners should not to be ignored. By driving around their territory educators could show that someone cares about them.

The problem of late-coming and absenteeism could be remedied by involving the children's parents, in terms of being monitored by teachers and let them be detained with the consent of the parents.

While the school is making every effort to provide a balanced extra-curricular sporting programme, coaching is limited due to lack of space for sporting facilities. The school grounds that have potholes and uneven terrain. Digging equipment would be needed to level the available land and so increase the space.

As regards poor parental attendance at meetings the school governing bodies are in the process of trying to maximise the relationships between the school and parents of learners, a strategy which had already been documented in the SGB report of 2014; hence, improvement of service in this area.

In an effort to try to recover outstanding school fees for instance, the researcher advised the governance and leadership structures of the school (SGB and SMT, including the educators) to improve the situation by retaining learners' end-of-year reports. This strategy has helped to recover approximately R40 000 in fees.

Although the school rents out some mobile classrooms to churches and other organisations, the principal pointed out that if this is not managed

effectively, the school will find that it has more than twenty or thirty varieties of churches utilising the property. This means time is wasted reorganising furniture on Monday mornings. To remedy the situation, the principal reported the situation to the community so that they were also informed about what is taking place in the children's school. The community will also help to come up with the solution.

The Edenridge High School has quite a few learners who are both affected by and infected with HIV and AIDS. Only a few parents have disclosed the HIV/AIDS status of their children, and these learners have not been identified to other learners.

With regard to stolen telephone cables and electricity by members of the community: theft like this is not a regular occurrence. In this case, the system can be overloaded, and so everyone is affected.

5.5 CONCLUSION

Due to the changing demands and circumstances in the South African education system, it becomes imperative for the educational governors and leaders in general, such as SGBs and SMTs, to ensure the active participation of all the stakeholders in the management of change in schools.

Stakeholder involvement is regarded as a powerful tool that ensures the engagement of key players who will contribute to the success of an initiative or a particular project. New education policies as previously enumerated also call on SGBs and SMTs respectively to use their authority and power to develop the ability of others such the teaching staff on the ground to manage change effectively in schools. In the fulfilment of this call, the SMTs who are the drivers of this vehicle of change need to have a sound knowledge of the stakeholders and how they are involved in managing change in schools. They also need to keep in mind that within any change

initiative, it can be anticipated that there will be resistance to it at some stage which needs to be explored and managed in a constructive way.

Furthermore, there are barriers to effective management of change in schools such as poor leadership and management by the SMTs, poor capacity building of the stakeholders on change management, as well as the lack of teaching and learning resources in schools. In this regard, the Department of Education (DoE) should improve the capacity-building of the SMTs and all the stakeholders involved by means of effective development programmes on change. The DoE also needs to ensure the provision of sufficient teaching and learning resources and to improve infrastructure in schools.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

6.1.1 Introduction

This research set out to examine the challenges experienced by the governance and leadership structures of the high school mentioned, and the strategies the stakeholders (SGB, SMT, and educators) intend to employ to redress the harmful effects these challenges bring to the teaching-learning sphere of their school environment. The study confirmed the researcher's view that the SMT of the school are not drawing on their teaching staff's potential in order to maximise leadership, and thereby learner achievement. Moreover, the study confirmed that some of the structures that have been put in place through directives at district and provincial levels (Ekurhuleni South District 16 and Gauteng Province), and meant to devolve the governance, leadership and management of teaching and learning, are not effectively and efficiently utilised for the many reasons outlined in the case study. (Penrose, 2013; Vaz, 2013).

Vaz (2013) further confirms that governance, leadership and management of teaching and learning in general is mostly vested in SGBs and SMTs who already exercise these approaches by virtue of their positions, from the consensus taken in the general elections of the SGBs and appointments in promotional posts advertised for HODs, deputies- and principals, themselves. In using the strategy provided to the leadership and management body of the school by the SGB concerned, the SMTs need to find ways of ensuring that as they delegate the responsibilities of instructional leadership and management, those who are given this duty will carry it out effectively. The SMT, with particular reference to the heads of

departments (HODs) to whom leadership of teaching and learning in the school is given, should be afforded time to execute their duties optimally, without disruption of classes.

As a member of an SMT, making decisions that impact teachers, parents and learners is a huge responsibility. In a country like South Africa, where the struggle continues to deal with the remnants of the Apartheid regime, this responsibility lies on many shoulders. In my opinion, schools could play a major role in addressing the inequalities, lack of independence and fairness of the past. However, in order to achieve this, leaders and managers of schools in general, their SMTs, teachers, learners and their parents, would need to be given pedagogical tools to help them (Marriott, 2013).

Thus far, much has been said about the roles played by the SGBs and SMTs in general, as leaders in governance and management. In this regard, the school in the case study is, by now, expected to show an SGB with good governance while the SMT has to show effective leadership and efficient management processes. Leadership and management are not necessarily the same, but at the same time, not mutually exclusive terms (see definitions in Chapter 2 Literature Review). It is true that effective management needs good leadership, and that conversely, effective leadership needs good management. Nevertheless, few people have both outstanding leadership and management skills. On the other hand, good leadership will be aware of theschool in relation to its immediate and broader context, and will constantly be seeking ways of making the contributions of the school more relevant and more purposeful (Kistadoo, 2008).

On the basis of the above, the researcher believes that leadership should be visionary, looking towards the future and challenging people within the organisation to be alert and awake to the challenges. This implies that being a good leader means making sure that all stakeholders in the organisation

can share the vision, or build upon it, challenge it and make it their own. As a result, the roles played by the SGBs and SMTs in general in addressing the governance and leadership challenges existing in a school situation are imperative in the context of leading and managing South African schools. The researcher believes that further research into this field is of paramount importance if the country is to produce effective and well managed schools.

6.1.2 Review of the purpose of the study

In chapter one, it was shown that the purpose of the study was to explore the effectiveness of governance and leadership strategy implementation at the Edenridge High School of Ekurhuleni South District in the Gauteng Province.

Factors which drove the researcher to formulate this purpose, mandated by the fact that the school SGB and SMT, as well as educators seemed to be ineffective and inefficient in their governance, leadership and management skills, as well as impractical in their administration and curriculum delivery operation systems. The reason behind this could be that there is still need for more in-service training in terms of workshops to be conducted through District 16 by the GDE. There is also a need for direct support from the GDE, who in doing this would represent the National Department of Basic Education that serves all the nine education departments in the country.

According to Ravhuhali (2010), issues including discipline, violence at school, learners disrespecting teachers and work overload are things that need to be addressed effectively and efficiently otherwise the problem of bad governance on the part of the SGB and ineffective leadership and management on the side of the SMT will prevail to the detriment of curriculum delivery on the side of the teaching staff (educators). If all these conditions and those mentioned before are left unchecked or intervention strategies are not designed and implemented within the next three to four

years, then the governance, leadership and management structures in schools will create an ungovernable situation.

This study gave insights into the effects of ineffective and inefficient leadership and management that is not transparent on the learners' scholastic performance. The general findings of the study showed that there is a significant relationship between governance, leadership challenges and learners' school performance. The reported results found out that almost all the respondents showed that they had knowledge gaps in the prescripts about governance, leadership and management in schools. This calls for urgent attention from the Department of Basic Education, Gauteng Department of Education (GDE) and Ekurhuleni South District 16 (Mafhara, 2010:48).

On the side of success, the researcher's observation at the school found that the achievement that the school experienced and the progress it has made stems directly from the way that the principal, with his positive spirit, has led his teams of educators and administrators, as well as through the leadership style he has been employing. The school's vision and mission statements are integrated into the general activities of the school in many areas. The working biennial motto is structured around how the school analyses and interprets the needs of the school to achieve the school vision. The biennial motto of the school is, "Every child is my child, and every learner matters", which alludes to the fact that it is important that all children and learners are given the opportunity to develop their talents, so that they will leave our institutions with knowledge, skills and self-esteem that will give them the best chances of successes in their adult life.

When new educators arrive at this school, the novice teachers are mentored and supervised which in itself showed their way of adjusting easily to the routines of the school. Through the mentorship process, the new recruits

were informed of, and encouraged, to share in the vision and mission of the school.

The staff participants at the school showed their ability to translate the vision and mission statements into personal goals for what they wished to achieve with the learners. This indicated that they had already embraced a shared vision, which the principal's leadership practice reinforced. The principal resorted to this process as he expected his staff members to co-operate in the administration of daily practices.

The mission statement of the school which is "creating an effective and efficient working school by providing quality teaching in every classroom every day", provides guidance on the daily activities and values of the teachers, and of the principal's expectations of them.

Apart from some of the flaws and inefficiencies that have been noticed in the school, through the records made from the documentation analysis and accounts of the staff members as a whole, participants responses in the questionnaires provided, aspects of how the school carried out the vision and mission statements of the school in daily practice was evident. It was visible in the detailed duty lists, in the values of the respondents and the principal, and in the extent of the sponsorships and bursaries that he managed to procure for the school and the learners respectively. The researcher, through his observation, realized that the staff and the SGB of the school had a coherent knowledge of what they were working towards and displayed energy and commitment towards the school and its learners.

The researcher's own question in embarking on this research was: "what has made my experience of education in South Africa such a positive one, while so many others have such a negative outlook?" The researcher realised that, through his own experiences, he has been looking at the individual portrait photographs of the schools that he has been involved in

and taught at, whereas many others have just been looking at the class photograph. The researcher confirms that he has seen examples of the good governance and effective leadership skills, and commitment required to persevere towards these systems of excellence. He has had vast teaching experience at a range of schools in Limpopo and Gauteng Provinces: three public schools in the Modjadji and Bela-Bela areas of Limpopo, and two public schools in Gauteng. In each of these five schools, the researcher has seen the rich textures and qualities that paint portraits of excellence and a hope that these can be fostered in the educational systems of other countries.

The researcher came to understand that excellence in schools did not necessarily stem from the national curriculum statement or assessment protocol that is provided to schools. This links to the class photograph, and focuses more on providing equality and fairness of opportunity in education, which desperately needs to be established. This implies that excellence will not automatically be achieved by a school that merely implements Curriculum and Policy Statement (CAPS) or government protocol. Instead, excellence grows from the ground level at each individual school, brought to life by a vision of excellence that stakeholders strive for on a daily basis, through commitment to the attainment of this vision, and through the development of a working system that can sustain this excellence. While the class photograph is a necessary tool required to present equality and uniformity in the South African educational system, it is imperative to study the portrait photographs of each of the schools as well, in order to identify and document how the leader of a school, serving a previously under-represented population of South African students can overcome the challenges of its environment by using vision and mission statements to create a sustainable environment, focussed on excellence.

On the other hand, the report set out to determine what instructional leadership is, in relation to the curriculum middle managers in the SMT of

the school in the case study. The general objective was to investigate whether the role of the departmental heads (HODs) within the SMT structure have to be instructional leaders, and if it is, whether the results that usually come out in schools demonstrate their significance.

In responding to the above question, this study, despite a lack of focus in the literature on instructional leadership at the middle management level, points to the merits of the HODs being instructional leaders. While the literature suggests that the principal can also impact on teaching and learner performance if he becomes an instructional leader, this study then points to the principal working through the HODs in the guidance and support he owes them so that he impacts fully on the curriculum delivery.

6.1.3 Overview of literature review

The purpose of literature review, as has already been noted in chapter two, rests on the fact that it is organised around a particular theme which intends to inform the construct of the proposed governance model. Van Der Rheede (2005) identifies four types of literature, theoretical, research, practice and policy literature. These literature types emphasise various kinds of knowledge. For example, theoretical literature enables academia “to develop a system of related concepts and apply them to understand an aspect of the social world and sometimes to advocate improvement in practice “(Van Der Rheede, 2005:10). As a result, theoretical literature applicable to generic and educational leadership and management principles is reviewed in this study.

It starts with an overview of two significant reports in which key systemic features such as previous organisation and current education systems are critically analysed. These systemic features include core concepts such as good governance, effective leadership and management. Particular attention is drawn to the introduction of these key concepts in a particular

order as to define the framework of the proposed governance model, as well as to classify each component of the model successively. According to Van Der Rheede (2005:10) this type of literature review by school of thought, theory or definition "is not to test a theory or to review theories but rather to find a classification or typology, or just a clear definition of the key construct in the study".

Grieves (2010) notes that it is important to understand that there are change models which governance and leadership in schools must be adapted to. The change models referred to include aspects of personal and organisational strategies in terms of defining paths and achieving goals, cultural change, assessing readiness for organisational change, as well as finally implementing and measuring these change patterns. The implementation and measuring part of these change models is the stage during which school governance and leadership will be building and developing strategic advantage through identifying the strategic capability, developing core competencies, planning the change and finally attending to the processes of review and modification.

With regard to the topic under investigation, the researcher explored Van Der Rheede's (2005) theory of Model Construct, which points to a scenario where more complex and complicated reality is represented in an oversimplified form for the purpose of easier description and explanation of the relationships that exist among variables. The variables in this context refer to the stakeholders, which are school governing bodies and the school management teams, in relation to the learners they work with. The prescription of how something has to take place around these variables is imperative. Wallace and Poulson 2003 in Van der Rheede (2005:24) add to the definition above by describing educational model construct as a "construct of a small bundle of concepts and their relationship to each other. They tend to refer to a specific aspect of a phenomenon, which may be incorporated as part of a broader theory."

The proposed governance and leadership model qualifies as such because it provides school principals and senior management teams with the understanding of how to manage change in terms of principles, which are derived from the complexity theory. Complexity theory explains that no system is stagnant, but that it constantly changes, adapts, learns and evolves due to the interaction between very simple units and the impact it consequently has on the whole system (Ehlers & Lazenby, 2011; Grieves, 2010).

Schools, as organisations, need to be managed like all other organisations. As organisations, schools have specific work that they have to perform. They also have allocated duties and responsibilities to achieve their specific organisational objectives including the creation of a collaborative culture of schools' life-long teaching and learning (Campo, 1993). In an organisation of that nature, the outcome is the improved learner performance.

According to Van Deventer and Kruger (2007), the literature on schools with poor cultural teaching and learning reveals that such schools have poor attendance of both educators and learners, and educators who do not have a desire to teach at all.

Poor culture of teaching and learning therefore has a negative impact on learner performance which cannot be divorced from the well-managed schools. Schools have their own individual cultures which are different. Generally, cultures of well-managed schools have systems in place to measure and assess learning outcomes (Campo, 1993). Effectively and efficiently governed, led and managed schools are those that produce high academic success that persists over time, in at least two to three consecutive years. Changes in schools' environment must be aligned with the notion that educators become more effective and contented when treated as reasonable, capable and autonomous individuals (Levin, 1994).

Issues that distinguish between good and bad governance, respectively, will be tackled. These issues include responsibility and accountability, transparency, participatory democracy, power and authority, motivation, discipline, public value, and the rule of law.

The above review of literature suggests that initial governance and leadership systems have not been good enough for the educators. This has resulted in ill-disciplined teachers who come to work late, and are also often absent from work. These factors have contributed to lack of order and lawlessness in schools. Such educators' do not serve the purpose of being role models for learners who are expected to emulate good practices from their teachers. Ndlovu (2009) indicates that the unacceptable behaviour of educators will obviously impact negatively on learners' performance, and this therefore, calls for effectiveness and efficiency of governance and leadership in schools.

The preceding paragraphs have revealed that a tendency of teacher absenteeism and unpunctuality is a result of poor governance and ineffective leadership in schools. The paragraphs above have demonstrated the necessity of the document on the code of conduct for different stakeholders in the jurisdiction of the Districts of Gauteng Department of Education (GDE), which was issued to the District Officials for the attention of educators in schools. The circular has been forwarded as a guiding principle to regulate disciplinary challenges of educator misconduct. By now expectations are that all the GDE public schools must have formulated their codes of conduct for educators, guided by the circular. The execution of this kind of practice leads to good governance and effective leadership in schools.

6.1.4. Overview of research methodology

The study used some aspects of the basic interpretive qualitative research design for the purpose of gaining information about attitudes, beliefs, values and opinions from representatives of SGB members and individual school principals and their SMTs on issues of governance and leadership. The case study research design was widely used, primarily because the larger part of the research is limited to one school. In this context, purposeful sampling was used on the basis of prospective sample of the parent component and educators; that is, parents and teachers who are in governance and management (leadership) roles, with particular reference to SGB members and SMT members in the school situation. The suitable candidates were sampled from only one institution, being the Edenridge High School in the Ekurhuleni South District, until the desired size of ten interviewees was reached (MacMillan & Schumacher, 2001). In utilising purposive sampling, judgement or non-judgemental sampling, the researcher selected certain elements from the population which would be informative concerning the topic in question (*Ibid).* In the application of the phenomenological study, the researcher comprehended people's perceptions, perspectives and situational set-up.

A total of ten participants including two educators, four SGB members and four SMT members were interviewed through the process of completing questionnaires. Data collection in the qualitative research paradigm lends itself to multi-method strategies. Multi-method is defined as the use of multiple strategies in the collection and corroboration of data obtained from any single strategy. It also points to the ways of confirming data within that single strategy of data collection (McMillan & Schumacher, 2001).

As a result of limited time and focus of the research in terms of the case study research design, data was collected through semi-structured interviews in which questionnaires were used.

6.1.5 Summary of research findings, interpretation and analysis of the findings

The findings are described under the following headings: data collection techniques comprising observations, review of school documentation, and the semi-structured interviews through questionnaires that had to be completed.

6.1.5.1 Findings from the observation

Findings from the observations were further categorised and described under these headings: arrival and starting times; facilities and services; keeping of school records by the participating SMT.

6.1.5.2 Arrival and starting times

Observations of arrival and starting times in the morning revealed that non-punctuality and absenteeism were widespread among educators. Unfortunately, this school has not been keeping registers or records of those who were affected by the circumstances.

The large catchment areas coupled with transport problems were found to be contributing greatly to educators' unpunctuality, thus making it difficult for all other elements in the school to effectively implement the code of professional ethics.

It also emerged that educators who are still using public transport tend to be late because of the said reason. In this school the situation of educators arriving late is aggravated by some of these stakeholders being members of the SMT. Disturbingly, time books are not properly managed.

6.1.5.3. Facilities and services

The school was found to be lacking shop within the grounds, which compromises the safety of learners who then have to go out of the school premises for purchases from the street vendors. Thus it was found to be difficult for the SMT to control the process. It also emerged that drug peddlers and gamblers take advantage of the school's dilapidated structures of the mobile buildings with openings underneath and potholes in the yard that offer many hiding spaces. This becomes a challenge for the SGB and SMT because these drug peddlers and gamblers continue to ply their trade during school hours, thus making it difficult for the participating SGB and SMT to manage the disciplinary challenges being investigated.

The mobile structures were unsafe because of openings underneath and potholes in the yard that are not attractive to the onlooker and probably to the school community or learners themselves; which may be the reason why some educators and learners find it better to be outside or away from such places.

Similarly, the sports fields in the school premises are neglected, overgrown and now turned into food gardens by community members, with the permission from the participating institution's managers (that is, SGB and SMT). Access onto the school grounds is unrestricted, as it happens at any time of the day including weekends. As a matter of fact, this practice is in contravention of the spirit of the Control of Access to Public Premises and Vehicles, 1985 (Act 53, 1985), as amended.

Members of the SMT of the neighbouring school whose fence, potholes in the yard and mobile classes that have been replaced by real buildings, and thus still intact, were in agreement that the situation of their school had changed for the better, as cases of unpunctuality and absenteeism by educators, and learners who play truancy, had lessened. This is the result

of proper school fencing and refurbishing of the school yard and buildings, to safeguard all stakeholders at the school, including the SGB, SMT, educators and their learners. This is considered one of the prerequisites for the effective and efficient implementation of the code of professional ethics.

It has also become clear that the institution under research is categorised under quintile 3, implying that it is a no-fee school" which means that it is a poorer institution, and thus qualifies for the government feeding scheme and services.The management board had requested their school be further downgraded to the status of quintile 2 or 1 on account of the institution not having adequate resources, as well as to obtain the full benefits of facilities and services provided by the government to "no-fee schools.

The general belief among participants in this study was that parents who have money take their children to the schools in town and private schools, leaving the school in question with a pupil body of destitute learners who are in need of government assistance in terms of a feeding scheme, as they find it difficult to prevent hungry learners from going home during lunch-breaks as mandated by GDE policy.

It has also come to light that the removal of security services from schools, sponsored by the state, compromises the safety of the school property, learners and educators. The security services are also a crucial requirement to ensure the successful implementation of the document under review. Moreover, this service prevents various safety threats to the school and the community at large.

6.1.5.4 Keeping of school records

Findings from the record keeping audit of the four participating SMTs revealed the following:

Although school gates are closely monitored and always kept closed and locked, absenteeism, lack of punctuality and abscondment among educators is not monitored. Records of the affected educators and SMT of the impacted institution are not kept.

It was established that the principle of locking the gates at the institution was well observed during school hours except that the system had some flaws when it comes to learners and educators going out for food. This negligence contradicts the school safety measures prescribed in the code of conduct for learners and code of professional ethics for educators, respectively.

6.2 RECOMMENDATIONS

6.2.1 Recommendations at local level

Governance and leadership (management) at local levels should look into the implementation of proper strategies in the school situation, at district level, provincial and national levels, as well as regionally.

Whilst whole school administrative functions are also part of development for management at middle levels, principals and SMTs should not let that be at the expense of instructional leadership time which should be the HOD's principal focus. It seems that instructional leadership is in the plan as part of the key outputs and interventions the Gauteng Department of Education aims to implement to improve \ classroom practice in the school. In the strategic overview plan drawn up by the Ekurhuleni South District 16 implementing the strategy brought about by the Gauteng provincial department of education in its annual performance plan, the improvement of the school curriculum and school management has been included. The researcher recommends that the capacities of the schools, districts, provincial departments and national head office at local level must be strengthened, to ensure that learning is effectively managed and that quality

learning takes place optimally, the practice of which will be to the advantage of good governance and effective leadership and management in schools. This will also improve management of the educational environment through a sustainable improvement of strategy provided by the governance (that is, SGB-component) of schools in general". However, this research points to the significance of the role the SGB, SMT and their teaching staff (educators) can play, which is something not yet acknowledged in the plan.

The relationship between learner understanding of a particular subject and instructional leadership exists in the sense that if, for instance, language is a barrier in this instance, then the school management team, including the HOD of the department concerned, will need to plan the incorporation of language and reading strategies into the time of the lesson. Curriculum planning and overall leadership of the curriculum need to be discussed. The department strategies for instructional improvement must take into cognisance a form of succession planning. This could be introduced through rotational teaching, which is the responsibility of the SMT, in collaboration with the SGB's provision of the strategy, to see to it that this is undertaken. What is additionally of concern, on top of bad governance and ineffective leadership (management), is the lack of leadership in curriculum delivery, teaching and learning. As a solution, the school management team (SMT) in the institution should appoint subject heads and give them the necessary power, support and remuneration to lead learning in particular subject areas.

6.2.2 Recommendations at international (global) level

When delving further into international studies on instructional leadership along with the few local studies (Ali & Botha 2006; Bush & Glover 2009; Bush, et al, 2010 in Rajoo, 2012), some additional models (Alig-Mielcarek, 2003 in Rajoo, 2012) and frameworks relevant to this study were noted, such as instructional leadership as set out by Hallinger (1996); Bush and

Glover (2009); Ali and Botha (2006) cited in Rajoo (2012). These illustrations offer the SMT (in collaboration with the SGB) helpful instruments, tools, skills and knowledge on how to lead teaching and learning in the parameters of curriculum delivery, in a way that is required to influence teachers and impact on learner performance.

The following characteristics of instructional leadership, as embedded within the governance and leadership (management) structures, appear to be necessary for the inculcation of good governance and effective leadership(management) worldwide:

- Monitoring learners' progress through learners' books, analysis of tasks and yearly results.
- Maintaining supervisor visibility through monitoring the work of educators.
- Promoting academic standards.
- Effective sourcing and management of learning and teaching support.
- Promoting professional development.

6.3 RECOMMENDATIONS FOR FURTHER FUTURE RESEARCH

The study has achieved its major objective, that is, to examine, explore and investigate the roles of the SGBs and SMTs in general in involving all the stakeholders in managing change in secondary schools, with the ultimate goal being to attain good governance and effective leadership and management. It was clear from the study that most of the respondents shared similar sentiments with regard to the roles of these two categories of stakeholders in the school of the case study. For instance, while the SGB members were aware of their responsibility in governance, and providing strategy to the leadership and management, the SMT were expected to implement the departmental policies on the above in terms of the change,

capacity building of all the stakeholders and their active involvement in managing change in a responsible way. Therefore, SMTs in general, as the main implementers of change in public schools in a new education dispensation, have many roles to play. Their roles include management of relationships, managing information, building teams, planning and managing school finances, setting up participatory structures, and conducting staff appraisals.

The case study being researched therefore has opened up the following avenues for further research.

The study was confined to one specific school, that is, Edenridge High School. As a result, a similar study needs to be conducted in other districts and possibly also in other provinces in South Africa. The purpose is to assess whether the study could yield similar findings regarding stakeholder involvement by the SGBs and SMTs in the governance strategies, as well as the effectuation of leadership and management in dealing with the challenges that impede effectiveness and efficiency in secondary schools.

This study focused on the investigation of the roles of the SGB and SMT of the school in involving all the stakeholders in building good governance and effectuating leadership and management in the school of the case study; therefore, it is suggested that in the future study, investigation would be made into the role of these structures (SGB and SMT) in the capacity building of all the stakeholders towards good governance and effective leadership and management to the rest of the schools in the whole Ekurhuleni South District, and those of the whole Gauteng Provincial Department of Education.

It was also suggested that a future study should investigate the effectiveness of the SGBs towards efficient management of resources in public schools in general.

The researcher suggested that ways should be determined to narrow the gaps that existed between the idealistic school policy provisions and the realities of the school situation, with the purpose of enabling policy implementation, thereby improving the teaching and learning environments.

Effective ways of managing educator absenteeism and non-punctuality during school hours would also be determined. This would be followed by the determination of the policies that inform the appointment of the SMTs in general and their role in the SGBs' school governance.

Notably, this study was carried out in a relatively well-off urban area whose features are likely to favour the implementation process of school decentralisation which is more conducive to creating good governance and effective leadership and management in a school situation, compared to the remote rural ones. It is therefore recommended that other studies are necessary to look at how schools in remote rural areas could implement the same school decentralisation.

The study found out that urban schools usually select the highly educated parents of a higher socio-economic status as members of the SGBs. More research should therefore be conducted on the impact of this selection on the commitment of the illiterate and poor parents to school development.

According to the responses given in the questionnaires, teachers in this study were found to be less interested or less involved in the financial and administrative decision-making of their school. On the basis of this, a further study is therefore crucial on the factors that might contribute to such challenges.

With regard to the instructional leadership management, it is further recommended by the researcher that investigation should be made into the

way in which curriculum leadership and management occurs in the rural and urban primary, as well as urban secondary schools in South Africa; how the curriculum leadership and management occurs in less effective primary and senior secondary schools in South Africa and other contexts such as the provincial, district or school levels; and how effective are learners in their performance in schools where the principals are directly involved in curriculum leadership and management.

After this research, the researcher believes that there are some avenues within the field of school governance that need to be revisited for more thorough research. Numerous unanswered questions still remained, and these issues still needed to be cleared up

One of the findings of this study showed that poor attendance and participation in SGB meetings is still prevalent in most of the urban SGBs in general. Getting parents to attend SGB meetings has proved to be a tough exercise for the urban SGBs. As long as this trend continues unabated, it will derail all attempts to develop and improve the functioning of SGBs in general. This situation calls for a serious inquiry in order to find out what exactly causes parents to stay away from SGB meetings, and to be inactive during proceedings in SGB meetings.

Dropping out of SGBs by parents has been the challenge of most urban SGBs. This process impacted negatively on the performance of SGBs in many ways. No matter how valid and understandable parents' reasons for dropping out may be, the researcher felt that a serious study was still needed in order to find out the exact reasons behind this. This research has to identify ways that can address such a concerning trend, as well as to create an environment good enough to keep parents involved in their school's SGBs

It has already been stated that one of the findings of this study was the existence of the poor working relationship between the school SGB and the community which they serve. Very few community members in this urban area manage to attend parents' meetings. This becomes a problem for SGBs as important issues are at times left unresolved. SGBs cannot operate effectively and freely as long as they do not enjoy the support of the communities they serve. This trend can, in turn, lead to poor performance of the whole school community. An inquiry is therefore imperative to establish what exactly makes communities distance themselves from their own SGBs, as well as coming up with ways through which relationships between SGBs and communities can be revitalised and sustained.

The time has come for every stakeholder interested in the education of children and the functioning of SGBs to unite and pull together towards the total development and improvement of the sustainability not only of parents serving in SGBs, but of all SGB members in urban areas.

To investigate the most effective ways of promoting instructional leadership in administration and curriculum delivery over a range of different schools and types, these ways should include a form of training and development for the SGBs and SMTs and intervention strategies that they can make use of. The purpose for this is to secure a strong departmental framework by establishing a sense of purpose through a developing philosophy, shared experience, awareness of problems and willingness to explore both theory and practice. All of the above must be undertaken with the intention to improve outcomes of the teaching-learning situation.

This study began by incorporating all schools in the Ekurhuleni South District 16, and then was narrowed to a case study limited to one school in the district. Whilst the case study institution has not fully been analysed, it points to similar findings in a township setting. Henceforth, furthering a more intensive research could contribute to a Ph.D. degree.

6.3.1 Conclusion

The research set out to understand a series of questions related to the governance and leadership (management) approaches employed by the SGB and SMT, including the educators of one of the schools in the Ekurhuleni South District 16 of the Gauteng Department of Education in South Africa, and how they use the vision and mission statements in combination with this to ensure progress in the face of continually changing and challenging circumstances.

The previous two chapters presented a portrait of, and a reflection upon, how the principal of a government school uses clear, compelling vision and mission statements, in combination with a purposeful governance and leadership (management) strategy to help the school to create a rich learning environment for staff and learners. The particular focus of this research was explained in the series of research questions mentioned earlier (cf. 1.4).

Through the researcher's observation at the Edenridge High School, it has been found that the success that the school has experienced and the progress that it has made stems directly from the way that the principal has led his teams of educators and administrators, and through the governance and leadership (management) styles that he has employed. The school vision and mission statements are integrated into the general activities of the school in many areas. For instance, the working motto is structured around how the school analyses and interprets the needs of the school to achieve the school vision: "To give every learner the opportunity to develop his/her talent and leave our institution with knowledge, skills and self-esteem that will give them the best chance of success in adult life." The motto itself is embedded within the following shortened version: "Every learner is my child, every learner matters".

REFERENCES:

Abbot, I., Gleeson, D. & Hill, R. H. (2011). Governing the governors: a case study of college governance. *English Further Education*, Vol. 37, No. 5, pp. 781-–796.

A' Campo, C. (1993). Collaborative School Cultures: How Principals Make A Difference In *School Organisation,* Vol. 13, No. 2.

ALA (2015*). African Leadership Academy.*

Andrews, G. & Hillman, N. (2015). *The Teaching Excellence Framework and how it might work: Keynote Panel Discussion*. England: Chartered Association of Business Schools.

Anstey, M. (2006). *Managing Change: Negotiating Conflict*. Cape Town: Juta & Co., Ltd.

Aquinis, H. (2013). *Performance Management*. USA: Pearson.

Baloyi, H. G. (2002). *Exploring the Experiences of parents serving in a rural School Governing Body: A Case Study of a Rural School Governing Body with keen interest on the experiences encountered by parent members*. Johannesburg: University of the Witwatersrand.

Bontis,N. & Serenko, A. (2009*).* A Citation-based ranking of the business Ethics scholarly journals: *Journal on Business Governance and Ethics*, Vol. 4, No. 4.

Boshego, L.P. (2012*). The Management of partial absenteeism and late coming at four Public Secondary Schools of the Tshwane West (D15).* Pretoria: University of South Africa.

Bottery, M. (2007). *The Challenges of Educational Leadership*. London: Paul Chapman for Education Publishing Co.

Brevis, T. & Vrba, M. (2008). *General Management: Only Study Guide for MNG2016*. Pretoria: University of South Africa.

Bryman, A. (2012*). Social Research Methods,* 4th Edition. New York: Oxford University Press.

Bush, T., Kiggundu, E. & Moorosi, P. (2011). *Preparing new principals in South Africa: the ACE School Leadership Programme*, RSA: EASA.

Bush, T. & Moloi, K. (2006). *Race, Racism and Discrimination in School Leadership*: *Evidence from England and South Africa*.

Bush, T. (2007). *Educational leadership and management: theory, policy, and practice*, Vol. 27(3), pp. 391-406.

Bush, T. (2011). *The importance of Leadership and Management for Education*. SAGE Publications, pp.232.

Carrell, M.R., Elbert, N.F., Grobler, P.A., Hatfield, R.D. & Warnich, S. (2011). *Human Resource Management in South Africa:* 4th edition. India: Linden Harris Publisher.

Chambers, B., Sharp, C., Sharples, J. & Slavin, R. (2011). *Effective Classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys*. Britain: Centre for Excellence and Outcomes in Children and Young People's Services (C4EO).

Childress, S., Elmore, R.F., Grossman, A.S. & Johnson, S.M. (2007*). Managing School Districts for High Performance*. Cambridge, Massachusetts: Harvard Education Press.

Chittenden, A. (2015). *How Can a Pastoral Care Programme Improve a School Culture?* Queensland: Anglican Church Grammar School.

Code of Professional Ethics, (2000). Centurion: SACE.

Conle, C. (1997*). Community, Reflection and the shared governance of schools,* Vol.13, No.2, pp. 137-152.

Control of Access to Public Premises and Vehicles Act 53 (1985), as amended.

Cook, E., Evans, C. & Razia, R. (2013). *Building Nurse Education capacity in India: Insights from a faculty development programme in Andhra Pradesh,* 12:8*,* pp.1472-6955.

Currie, G., Lockett, A. & Suhomlinova, O. (2009). *Leadership and institutional change in the public sector: The case of secondary schools in England.* 20, pp. 664 – 679.

Daft, R.L. (2008). *The Leadership Experience* (4th Edition). USA: South-Western Cengage Learning.

Daire, J. & Gilson, L. (2011). *Leadership and Governance within the South African Health System,* SAHR.

Davies, L. & Harber, C. (2003). *Educational Decentralization in Malawi: a study of process,* Vol; 33, No. 2.

Day, C., Harris, A., Hopkins, D., Leithwood, K. & Sammons, P. (2007). *Distributed Leadership and Organizational Change: reviewing the evidence*, pp.337 – 347.

Department of National Basic Education. (2015). Gallagher Estate, Midrand: MEC's Matric Results Speech.

De Wet, C., Jacobs, L. & Motsamai, J. (2011). *Policy and Practice: Financial Management in Schools in the Mafeteng District of Lesotho*, pp. 105 -116.

Duncan, H. (2009*). Guidelines For Safe, Caring and Child-Friendly Schools*: *SCCF Schools in South Africa*, chapter 3, pp. 19 – 24.

Ehlers, T. & Lazenby, K. (2010). *Strategic management: South African concepts and cases*. Pretoria: Van Schaik Publishers.

Elton, J. & Male, T. (2015). *The Impact on a Primary School Community in England of failed inspection and subsequent academisation*, pp. 408 – 421.

Garner, M., Kawulich, B. & Wagner, C. (2012). *Doing Social Research: A Global Context*. New York: McGraw-Hill Higher Education.

Grieves, J. (2010*). Organizational Change: Themes and issues*. New York: Oxford University Press.

Hargreaves, A. (2004). *School Leadership & Management: Formerly School Organization: Inclusive and Exclusive Educational Change: Emotional responses of teachers and implications for leadership,* Vol. 24, Issue 3, pp. 287 – 309.

Hallinger, P. & Heck, R. H. (2010*).* Leadership effects on school improvement: *Leadership Quarterly,* 21, pp. 867 – 885.

Harber, C. & Mncube, V. (2010). *Chronicling educator practices and experiences in the context of democratic schooling and quality education in South Africa*.30, pp. 614 – 624.

Hawkins, J.M. (1986). *The Oxford Reference Dictionary*. Oxford: Clarendon Press.

Mafhara, T. P. (2010). *The Effects of child sexual abuse on scholastic performance.* Thohoyandou: University of Venda.

Marie, J. (2015). *Journal of School Leadership*. USA: Royalty Contact Publicity Production Guidelines.

Marriott, H. (2013). *How can the Community of Enquiry (CoE) methodology be used to help make the decision making processes of a school management team (SMT) in South Africa more inclusive, democratic, effective and collaborative?* Johannesburg: University of the Witwatersrand.

Johnston, S.W. (2003). *Faculty Governance and Effective Academic Administrative Leadership* .124, Wiley Periodicals, Inc. Inc.

Jones, P.S. (2005). *"A Test of Governance": rights-based struggles and the politics of HIV/AIDS policy in South Africa*. 24, pp. 419-447.

Kayabiza, B. (2011). *Exploring the Collaborative Role of Government and the Catholic Church in Education Decentralization in Rwanda: A Case study of two secondary schools in Nyarugenge District*. Johannesburg: University of the Witwatersrand.

Kagaari, J., Munene, J.C. & Ntayi, J.M. (2010*). "Performance Management Practices, Employee attitudes and managed performance ".* International Journal of Educational Management, Vol. 24 Iss. 6, pp. 507 – 530.

Karlsson, J. (2010). The Role of Democratic Governing Bodies in South African Schools: *Comparative Education*, 38:3, pp. 327-336.

Kistadoo, L. P. (2008). *Understanding the role of the Principal in managing cultural diversity among educators*. Johannesburg: University of the Witwatersrand.

Kothari, C.R. (2007). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.

Kruger, A.G. (2003). Instructional Leadership: the impact on the culture of teaching and learning in two effective secondary schools*: Governance and Leadership*. 23(3), pp. 206 – 211.

Kumar, N.V.A. & Uma, G.V. (2011*). Combined Education System of Knowledge Management system in Education Field,* Vol.59*,* No. 3, pp. 338 – 341.

Kumaresan, J.A. (1994). Knowledge and Attitude of health workers towards Leprosy in North-Western Botswana: Journal article on governance and leadership, *7* (6), pp. 366 – 367.

Lechuga, V.M. (2004*). Shared Governance in Schools*, Vol. No. 127.

Levin, B. (1994). Educational Reform and the Treatment of Students in Schools, *Journal of Educational Thought*, Vol. 28, No. 1, University of Manitoba.

Lewis, S.G. & Naidoo, J. (2006). *School governance and the pursuit of democratic participation: Lessons from South Africa*. 26, pp. 415 – 427

MacNeil, C.A. (2006*). Moving from "youth leadership development" to "youth in governance": Learning leadership by doing leadership.* 10, pp.157. S. (2001)

McDonald, D. L. (2007). "*Incentives and Disincentives in Education and their impact on educator satisfaction*." Johannesburg: University of the Witwatersrand.

McEwan, C. (2003). '*Bringing government to the people': women, local governance and community participation in South Africa*. 34, pp. 469-481.

Mchunu, H.T. (2010). *Stakeholder Involvement by the School Management Teams In managing Change: A Case study in selected Kwamashu Secondary schools*. Pretoria: University of South Africa.

McMillan, J.H. & Schumacher, S. (2001). *Research in Education: A Conceptual Introduction,* 5th Edition*.* New York Longman, Inc.

Meador, D. (2015). *What Makes a School Administrator an Effective School Leader?* About.com.

Merriam, S. B. (2002). *The Nature of Qualitative Inquiry: Part One*, M.01., pp. 1-17.

Middlehurst, R. (2004). *Changing Internal Governance: A Discussion of Leadership Roles and Management Structures in UK Universities*, Vol. 58, pp. 258 – 279.

Mulford, B. (2003). *School Leaders: Changing Roles and Impact on Teacher and School Effectiveness*, pp. 1 – 58.

Muller, H.M., Pitsoe, V. & Van Niekerk, E.J. (2013). *Education Managers' Perceptions of Teamwork: A Pilot Case Study in the Nkangala District, South Africa*. 34(3), pp. 257-268.

National Commission on Higher Education (NCHE) Report.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches.* Sixth Edition. New York: Pearson.

Norman, T. (2005). *Curriculum Leadership and Management in Effective Rural Junior Secondary Schools of Botswana*. Johannesburg: University of the Witwatersrand.

Pansiri, N.O. (2008). *Improving commitment to basic education for the minorities in Botswana: A challenge for policy and practice*. 28, pp. 446 – 459.

Parsons, J.T. (2012). *Governance Matters:* Part 3. 17(5), pp. 1-4.

Penrose, J. (2013). *The Value of a Shared Vision at the school of opportunity*. Johannesburg: University of the Witwatersrand.

Portz, J. (1996). Problem definitions and Policy Agendas: Shaping the Education Agenda in Boston. *Policy Studies Journal,* Vol. 24, No. 3. pp. 371-386.

Rajoo, T. (2012). An investigation into the role of the Head of Department (HOD) as an instructional leader in the leadership and management of the teaching and learning of Accounting in two secondary schools in one district in Gauteng. Johannesburg: University of the Witwatersrand.

Ranson, S. (2008). *The Changing Governance of Education.* UK: University of Warwick, Coventry.

Ravhuhali, F. (2010). *Attitudes of High Schools Students towards the teaching profession.* Thohoyandou: University of Venda.

Republic of South Africa (1996). South African Schools Act (No. 84 of 1996).

Republic of South Africa, The Constitution of the Republic of South Africa, Act No. 108 of 1996.

Research Development Team. (2015). *The Australian Journal of Educational and Development Psychology*. Australia: University of Newcastle.

Reuters, T. (2015). Educational Evaluation and Policy Analysis. America: American Educational Research Association.

Saint, W. (2009). *Legal Frameworks for Higher Education Governance in Sub-Saharan Africa*; Vol. 22, pp. 523- 550.

Site Menu. (2015). *About BIE resources shop community.* Buck Institute for Education.

Tanke, M.L. (2001). *Human Resources Management for the Hospitality Industry: Second Edition*. United States: Demar-Thomson Learning.

Taylor & Francis Group. (2012). *Leadership & Policy in Schools: School Effectiveness, School Improvement, School Leadership & Management*. Education Arena: Psychology Press.

Toka, M. E. (2008). *Child friendly schools: A workbook for SMT - Implementation Guidelines: Safe and Caring Child-Friendly Schools in South Africa,* RSA: UNICEF.

Tomlinson, H. (2006). *Educational Leadership: Personal Growth for Professional Development*. London: Sage Publications.

Townsend, G., Thomas, R. & Skinner, V. (2007*). Leadership, governance and management in dental education - new societal challenges,* pp.1396 -5.

Van Der Rheede, C.O. (2005). *Governance Model for South African Schools based on a Case Study at West Bank Secondary School*, April.

Van Der Voort, G. & Wood, L. (2014). Assisting School Management Teams to construct their School Improvement Plans: An Action

Learning Approach, *South African Journal of Education*, Vol. 34, No.3, Pretoria.

Van Wyk, N. (2004). *School Governing Bodies: the Experiences of South African Educators.* Vol. 24, No 1.

Vaz, M. (2013*). How Principals use Distributed leadership in Leading and managing Teaching and Learning: A Case Study of Two Primary schools in Gauteng.* Johannesburg: University of the Witwatersrand.

Vergie, C. (2012). *The impact of Democracy on Leadership and Management Styles in Primary Schools in the City of Johannesburg: A case study in the Gauteng Province of South Africa*. Johannesburg: University of the Witwatersrand.

Walker, A. (2006). New Principals in Africa: Preparation, Induction and Practice: *Journal of Educational Administration*; Vol. 44.

Weber, E. (2002). *An ambiguous, contested terrain: governance models for a new South African education system*. 22, pp.617 – 635.

White Paper on Human Resource Management in the Public Service. (1997).

Yokoyama, K. (2006). Entrepreneurialism in Japanese and UK universities. *Governance, management, leadership, and funding,* Vol. 52, pp. 523 -525.

Young, M. D. (2014). *The Leadership Challenge: Supporting the Learning of All Students,* pp. 389 – 410.

APPENDICES

A. LETTERS

B. QUESTIONNAIRES: THREE CATEGORIES:

CATEGORY 1: GOVERNANCE (SGB)

CATEGORY 2: LEADERSHIP AND MANAGEMENT (SMT)

CATEGORY 3: ADMINISTRATION & CURRICULUM DELIVERY (EDUCATORS)

APPENDIX A1: WITS APPROVAL LETTER FROM ACADEMIC DELIVERY UNIT (ADU)

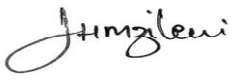
o whom it may concern

his letter serves to confirm that Monareng J student number 693863 is registered for ıe Masters of Management in the field of Public and Development Management (MM &DM) the Wits School of Governance. As part of the requirements to complete the lasters degree he has to submit a research report.

ıe research may include one or more of the methods of interviews, questionnaire udies, focus group discussions, documentary analysis. The research will culminate in riting his
:search report.

'e request your assistance with regard to data collection for research purposes ıwards his Masters of Management Degree. This information will only be used for :search purposes.

ɔurs sincerely



lelen Mzileni
Manager: Academic Delivery Unit
Wits School of Governance
el: 011 717 3562 | fax: 086 55 33375
-mail: Helen.Mzileni@wits.ac.za

APPENDIX A2: WITS APPROVAL LETTER FROM RESEARCH HUB, WITH THE ENDORSEMENT OF THE SUPERVISOR (PROMOTER)

WITS SCHOOL OF GOVERNANCE
UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

09 December 2015

To whom it may concern

This confirms that Mr MJ Monareng, student number 693868 is registered for the Masters of Management at the Wits School of Governace, and is currently conducting a research for the fulfillment of the degree requirements.

It will be greatly appreciated if your organisation could be of assistance while he will be collecting data as part of the degree requirements. The project is purely for academic purposes. The supervisor hereby confirms that the current title for the research project is **GOVERNANCE AND LEADERSHIP CHALLENGES AT EDENRIDGE HIGH SCHOOL** and furthermore confirm that there are no outstanding ethical issues regarding this research project.

Thank you for your cooperation

Yours faithfully

MDJ Matshabaphala
(Research Supervisor)

www.wits.ac.za/wsg

2 St David's Place, Johannesburg 2050, Parktown, South Africa
admissions.wsg@wits.ac.za (Email 1); enquiries.wsg@wits.ac.za (Email 2)
+27 11 717 3520 (Telephone)

APPENDIX A3: LETTER OF PERMISSION TO THE GDE (ON BEHALF OF THE DISTRICT)

For administrative use only:
Reference no: D2016 / 365
enquiries: Diane Buntting 011 843 6503

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GDE RESEARCH APPROVAL LETTER

Date:	21 January 2016
Validity of Research Approval:	8 February 2016 to 30 September 2016
Name of Researcher:	Monareng M.J.
Address of Researcher:	P.O. Box 2358; Boksburg; 1460
Telephone I Fax Number/s:	011 901 9536; 084 250 2905
Email address:	mjmonareng@yahoo.com; morwaletsoalo@gmail.com
Research Topic:	Governance and leadership challenges in the schools of Ekurhuleni South, District 16.
Number and type of schools:	ONE Secondary School
District]s/HO	Ekurhuleni South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned, the PrincipaVs and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation s voluntary and additional remuneration will not be paid;

Approved
2016/01/21

[redacted] Making education a societal priority [redacted]

Office of the Director: Education Research and Knowledge Management ER&KM)

9th Floor, 1 1 1 Commissioner Street, Johannesburg, 2001

3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
5. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
7. The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.
8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study mav not appear in the research title, repott or summary
9. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template).
10. The researcher may be expected to provide shod presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;
11. Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Dr David Makhado

Director: Education Research and Knowledge Management

APPENDIX A4: LETTER TO THE PRINCIPAL OF THE SCHOOL

13955 Lekavelane Street, Extension 10 VOSLOORUS 1475

25 September 2015

THE PRINCIPAL

Edenridge High School

KATLEHONG

1832

Dear Sir

A REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently conducting a research project aimed at examination of ***"GOVERNANCE AND LEADERSHIP CHALLENGES AT EDENRIDGE HIGH SCHOOL".***

Since your school has been sampled as a case study in this context, permission is therefore formerly requested to conduct research in this institution. In this study ten (10) elements who will be the prospective respondents have been earmarked to participate in the research, being four SGB members, four SMT members and two educators.

The title of the research project is: ***Governance and Leadership Challenges at the Edenridge High School***. This project is the fulfilment of the requirements for the degree of Master of Management in the Public and Development Management [MM. P & DM], under the mentorship of Dr M.J Matshabaphala as my supervisor, University of Witwatersrand.

This research is the fulfilment of MM. P & DM Degree carried out at the University of Witwatersrand under the supervision of Dr M.J Matshabaphala. Interviews will be conducted during break times and free periods so as to avoid disruption of effective teaching and learning, and the process will be the questionnaires which will be dropped to the office of the principal for the attention of the participants.

Attached herewith please find the consent letters (Appendix F)

Your cooperation and positive response in this regard will be highly appreciated.

Yours Faithfully

Madikana Joseph Monareng (Mr).

CELL(s): 084 250 2905/ 082 708 3792
E-MAIL: mjmonareng@yahoo.com

APPENDIX A5: MODEL CONSENT LETTER TO THE PARTICIPANTS

A CONSENT LETTER

Dear Participant : ……..

RE: PERMISSION TO DIG FOR SENSITIVE INFORMATION FROM YOU

As a selected participant to participate in the study, "**GOVERNANCE AND LEADERSHIP CHALLENGES AT THE EDENRIDGE HIGH SCHOOL"**, permission is hereby requested to have access to your sensitive information in the questionnaire you are asked to complete.

I therefore assure you that the conditions of anonymity should apply and the results obtained will definitely be in harmony with the informant's right to welfare, dignity and privacy. It is also guaranteed that this information will be treated with the strictest confidentiality.

Thanks for your understanding in advance.

Yours faithfully

M.J. Monareng (Mr)

CELL(S): 084 250 2905 / 082 708 3792

……

APPENDIX A6: LETTER OF ACCEPTANCE FROM THE PRINCIPAL OF THE SCHOOL IN THE RESEARCH SITE.

Dear Sir/Madam

I, Joseph Monareng, postgraduate Master of Management in the field of Public & Development Management (MM. P & DM), request your permission to conduct a study on the governance and leadership challenges in the schools of Ekurhuleni South District-16-the details of which are provided in the attachment sheet.

Kindly sign this form:

I, (full name) …… in the capacity (state position in your school) …… acknowledge receipt of the information sheet and declare that I fully understand the contents thereof.

I grant / do not grant permission (delete whichever is inapplicable) for the study to be conducted.

School Principal:

Signature : …….. Date : ……

Mr Joseph Monareng:

Signature :…… Date : ……

APPENDIX A7: SAMPLE LETTER OF CONSENT FROM THE RESPONDENTS' WILLINGNESS TO PARTICIPATE IN THE RESEARCH

I, (Full name)…….SGB member/SMT member/ Educator at (state name of school)……. Acknowledge receipt of the information sheet and declare that I fully understand the contents thereof. I also understand the contents of this request to engage in an interview through the process of questionnaire completion with the researcher of this study.

I therefore grant / do not grant consent (delete whichever is inapplicable) the interviewer the permission to conduct the research with me.

Interviewee

Signature: …….
Date:……

Mr Joseph Monareng

Signature : ……. Date:
……

APPENDIX A8: RESEARCH REPORT SUMMARY FOR GDE

GDE Research Approval Letter Ref. No. D2016 /

GDE Districts used: (TS, GN, etc)

Research Title: Governance and Leadership Challenges in the schools of Ekurhuleni South District

Author: MJ Monareng

Degree: MM. P & DM

University: University of Witwatersrand

Supervisor: Dr Manamela Johnny Matshabaphala

Date: 2016(Year only)

1. **INTRODUCTION: (**maximum 2 sentences):
    - Governance and leadership in schools is a serious concern for the South African Department of basic education, and therefore, becomes a critical part of the policy process, where the scenario is open for debate and interpretation.
    - The problem of governance and leadership in schools is not restricted to the South African context, but also covers other parts of the world such as America, that it ultimately warrants the research to focus on an exploration of good governance and effective leadership in schools, but with particular reference to Edenridge High School.

2. **BACKGROUND:** (Maximum 3 sentences):
    - School governance and leadership are interwoven aspects in a process that is aimed at enabling schools to provide effective, efficient and quality education.
    - The South African education system emphasizes the importance of good governance and effective leadership in the provision of quality basic education which will impact on schools positively.
    - Despite these provisions, there are still obstacles that schools experience during the implementation of initiatives taken in local governance and leadership structures.

3. **RESEARCH PURPOSE**: (Maximum 2 sentences):

- The purpose of this research is to explore the effectiveness of governance and leadership strategy implementation at the Edenridge Secondary School of the Ekurhuleni South District of GDE.
- The study will apply an approach that solicits information from the stakeholders involved in the planning and implementation processes of the governance and leadership strategies.

4. MAIN RESEARCH QUESTIONS / HYPOTHESIS: (Max 3)

4.1) What are the factors leading to the deficits in governance and leadership at Edenridge High School?
4.2) What are the governance and leadership trends followed and employed at Edenridge High School?
4.3) What are the governance and leadership strategies followed and employed at Edenridge secondary School ?

5. METHODOLOGY:

5.1) Type of research: (Qualitative; quantitative; mixed, interviews, questionnaires, observation, etc.):

- Qualitative;
- Questionnaires.

5.2) Scope: (No. of participants and type of GDE Institution e.g. Primary; LSEN; Secondary; Combined schools; FET colleges; GDE District or Head Office, etc.):

- Ten(10);
- Secondary.

5.3) Target group: (No. Learners; Educators; SMT; SGB, etc.):

- Two Educators; Four SMT-members, Four SGB-members.

6. MAIN FINDINGS: (Maximum 5):

6.1) The SGB in the institution experienced difficulties in chairing SGB meetings.
6.2) The SGB had experiences of being dropped out and drunkenness during SGB meetings by some parent members.
6.3) With the SMT, the general consensus across the ten participants was that the departmental document on the Code of professional Ethics has been seen as some reservations because of its limitations.
6.4) Some SMT-members claimed to be new in the field of teaching and not yet inducted with regard to the document.
6.5). It has been found out that there are barriers that lead to lack of teaching by educators and learning by learners.

7. RECOMMENDATIONS: (Maximum):

7.1) In developing management at middle level, Principals and SMTs should not let this be at the expense of instructional leadership.
7.2) The SMT, in respect of the instructional leadership, need to plan the incorporation of language and reading strategies into the time of lesson, as well as to discuss curriculum planning and overall leadership of the curriculum.
7.3) With regard to lack of leadership in curriculum delivery, teaching and learning, the SMT in the institution should appoint subject heads and give them the necessary power, support and remuneration to lead learning in particular subject areas.
7.4) Helpful instruments, tools, skills and knowledge on how to lead teaching and learning in the parameters of curriculum delivery, in a way that is required to affect teachers and impact on learner performance, is imperative.
7.5) Characteristics of Instructional Leadership, such as monitoring learners' progress through learners' books, analysis of tasks and yearly results ; maintaining supervisory visibility through monitoring educators' work, promoting academic standards, etc., are necessary for the inculcation of good governance and effective leadership (management).

8. AREAS FOR FUTURE RESEARCH: (Max 3):

8.1) A similar study needs to be conducted in other districts and possibly, also in in other provinces of the South African country.
8.2) It was suggested that in the future study, investigation may not be limited to the roles of the SGB and SMT of the school under discussion only, but would also be made into the role of these structures (SGB and SMT) in the capacity building of all stakeholders towards good governance and effective leadership and management to the rest of schools in the whole Ekurhuleni South District, including those of the whole Gauteng Provincial Department of Education.

CONCLUSION: (Maximum 2 sentences):

- The research set out to understand a series of questions related to the governance and leadership (management) approaches employed by the SGB and SMT, as well as the educators at the Edenridge High School.
- Through the researcher's observation at the Edenridge High School, it has been found out that the success that the school has experienced and the progress it has made stems directly from the way the school's principal has led his teams of educators and administrators, including the governance and leadership (management) skills he employed.

This Research Report has been summarized for GDE by:
(Name and Surname): **Madikana Joseph Monareng**

[For more detail, readers are urged to read the full report, thesis, or dissertation]

APPENDIX A9: CONFIRMATION OF EDITING SERVICE

Laureen Bertin & Associates
Documentation and Organisational Support
CC2010/006901/23
P O Box 87470 HOUGHTON 2041
Telephone 011-640 2882 / 082 685 4043
Fax 086 643 5195
laureen@lbassociates.co.za/laureenbertin@absamail.co.za

---

26 February 2016

TO WHOM IT MAY CONCERN

This serves to confirm that the Masters Research Report for Mr Joseph Madikana Monareng entitled

Governance and leadership challenges in the schools of Ekurhuleni South
District 16

was edited by myself in accordance with recognised academic principles.

Please feel free to contact the writer if further information is required.

Yours faithfully

LAUREEN BERTIN

APPENDIX B: QUESTIONNAIRES WITH SEMI-STRUCTURED QUESTIONS IN THREE CATEGORIES:

APPENDIX CATEGORY B1 : GOVERNANCE (SGB-MEMBERS):

1.1. How is your school governance structured in line with the prescriptions of District-16? (Organogram and membership composition).

1.2. How do you go about organizing various meetings as governance in your school as an educational institution?

1.3. Is efficient governance seen as a crosscutting issue within your institution in the district? Briefly motivate why you respond this way.

1.4. How do you go about planning your meetings for strategic purposes? Is your plan within the framework of that of the District?

1.5. How do you go about running SGB-meetings in your institution, in terms of strategy implementation processes?

APPENDIX CATEGORY B2: LEADERSHIP AND MANAGEMENT(SMT-MEMBERS)

2.1. How do you go about conducting SGB elections following your expertise in this field in terms of your leadership and managerial skills, respectively?

2.2. In what way does the governance strategy provided to you assist in the enablement of effective leadership and management in your institution?

2.3. In which way do you actualize the leadership style of your choice? Indicate if this leadership approach works for you or not.

2.4. How do you go about integrating your leadership and managerial skills that will ultimately lead to a one, meaningful, whole turnover?

2.5. How do you effectuate the four management functions of POLC (Planning, Organizing, Leading and controlling) in order that they give an acceptable feedback to your institution?

APPENDIX CATEGORY C3: ADMINISTRATION AND CURRICULUM MANAGEMENT (EDUCATORS)

3.1. Are you provided with a good system of school administration for the effective curriculum delivery in your institution? Motivate your answer.

3.2. How does the Ekurhuleni South District-16 assist in terms of support structures for the effectuation of a good system of administration and curriculum delivery in your institution?

3.3. Is the educational environment of your institution conducive to an acceptable teaching-learning situation as experienced by both educators and learners? Support your response with a brief explanation.

3.4. How is the curriculum delivery of your institution structured in terms of subject groupings, and, is the structure user-friendly to learners? Explain your response.

3.5. Does your institution find the current Gauteng MEC of Education, Panyaza Lesufi's way of administering paperless curriculum delivery convenient or not? Explain.
