



An exploration of the role of private sector CSI in promoting good governance in public schools: a case study of three schools in Gauteng, South Africa

P Hobe-Yabo

 **orcid.org 0009-0002-2840-5985**

Mini dissertation submitted in partial fulfilment of the requirements for the degree *Master of Arts in Development and Management* at the North-West University

Supervisor: Dr S Tanyanyiwa

Graduation: July 2024

DECLARATION

I, Phumla P. Hobe-Yabo, hereby declare that:

- This work has not been previously accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.
- This dissertation is being submitted in partial fulfilment of the requirements for the degree of Master of Development and Management.
- This dissertation results from my independent work and investigation unless otherwise stated. Other sources are acknowledged by complete referencing. A reference list is attached.
- I hereby give consent for my dissertation, if accepted, to be available for photocopying and for interlibrary loan, and for the title and summary to be provided to outside organisations.

ACKNOWLEDGEMENTS

To the Heavenly Father, I extend my deepest gratitude for granting me the strength, determination, wisdom, and resilience that seemed impossible when the path ahead seemed insurmountable. Through His grace, I have navigated this journey, contributing meaningfully to the body of knowledge.

I pay heartfelt tribute to my late parents, uMaBhayi and Dikela, my late grandparents, MamNdzotho and MaMgcina for their prayers that have undoubtedly shaped the trajectory of their grandchild.

To my aunt Guffy umaRhadebe, I express my profound appreciation for the foundational support you planted and for nurturing my dreams from a tender age. To my family, brothers and sisters, my sister in-laws your encouragement has been a constant source of strength during this journey. Thank you for believing in me and for understanding when I was absent when you needed me.

A special acknowledgement goes to my husband, Mxolisi Yabo, for being my unwavering support and cheerleader, standing by me as I pursued my dreams. To my children, Simnikiwe, Hlumelo, and Sithenkosi, your understanding, love, and words of encouragement were the pillars that kept me going when the journey felt overwhelming.

Dr. Shadreck Tanyanyiwa, my supervisor, your support, motivation, and guidance have been invaluable. I extend my appreciation to Dr Anastasia Apostolides for your professionalism and support in editing and proofreading my work. To the faculty support team, Ragel and Yvette thank you for your support. To Dr Niel Rooi, I appreciate your encouragement in pursuit of my dreams and to Lwazi Nkayi, your support did not go unnoticed thank you.

To all my friends thank you for your unwavering support and encouragement and a special mention to Nosipho Gogela. Last, I extend my gratitude to Zenex Foundation, Tshikululu Social Investments and the Department of Basic Education, the schools, and the School Governing Body members who participated in the study. Your willingness to be a part of my empirical research is deeply appreciated.

ABSTRACT

The delegation of powers to foster a multistakeholder approach in the leadership and governance of public schools in South Africa was intended to address historical injustices. However, governance challenges persist, particularly in disadvantaged communities, due to contextual issues affecting the effective implementation of this mandate.

This empirical study aimed to explore the role of private sector Corporate Social Investment (CSI) in promoting good governance in public schools, focusing on three schools in Gauteng, South Africa. Utilising a qualitative research methodology, the study employed purposive sampling to select schools that exhibited specific attributes relevant to the investigation.

Literature on governance suggests that good governance is essential for providing quality education and achieving positive learner outcomes. Schools that practice good governance are more likely to achieve good educational outcomes, while those in marginalised communities often face significant challenges due to poor governance linked to the socio-economic status of parents.

The research highlights governance challenges in schools and recommends alternative solutions through CSI initiatives to transfer knowledge, expertise, and skills to SGBs, particularly in marginalised communities where parents struggle with limited experience and awareness, hindering their ability to fulfil their responsibilities as mandated by the South African Schools Act of 1996. By bridging the gap between theory and practice, the study contributes to the literature on CSI and school governance, advocating for robust SGB communities that uphold principles of accountability, transparency, and effective management.

The research suggests that the private sector's CSI can transfer good governance practices to schools by adopting clusters of schools and supporting capacity-building training for School Governing Bodies (SGBs), with a focus on governance. Support from the private sector could include coaching, involving non-profit organisations, and co-opting unemployed graduates and professionals from employee volunteer programs to provide expertise in legal, financial, and governance matters. This would enable SGB members to perform their duties more effectively.

The findings reveal significant gaps and disparities in the governance skills and expertise of parent governors, especially in marginalized communities. These findings highlight the difficulties such schools face in fulfilling the governance mandate of the South African Schools Act, emphasizing the need for targeted interventions to support and improve governance practices in these contexts.

Keywords: Good governance; school governance; corporate social responsibility; corporate social investment; public schools.

TABLE OF CONTENTS

DECLARATION.....	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
TABLE OF CONTENTS	4
LIST OF TABLES	12
LIST OF FIGURES.....	13
TABLE OF ABBREVIATIONS	14
CHAPTER 1	15
INTRODUCTION AND BACKGROUND TO THE STUDY	15
1.1 Introduction and Background	15
1.2 Research Problem	19
1.3 Research Objectives.....	21
1.3.1 Primary Objective	21
1.3.2 Theoretical Objectives.....	21
1.3.3 Empirical objectives	22
1.4 Research Questions	22
1.5 Scope and Significance of the Study	23
1.6 Literature Review and Theoretical Framework	25

1.6.1 International Perspectives in School Governance	25
1.6.2 School Governance in South Africa	26
1.6.3 Contribution of CSI to the Education Sector	27
1.6.4 Theoretical Framework	28
1.7 Methodology	29
1.7.1 Research design	29
1.7.2 Study settings	30
1.7.3 Data Sources	30
1.8 Ethical Considerations	33
1.9 Study Limitations	34
1.10 Structure of the Study	35
CHAPTER 2	37
ROLE OF SCHOOL GOVERNING BODIES AND CORPORATE SOCIAL RESPONSIBILITY IN EDUCATION	37
2.1 Introduction	37
2.1.1 Governance Practices in the South African Context	37
2.1.2 Financial management	39
2.1.3 Human resources	40
2.1.4 School Councils in the United States of America	41
2.1.5 School Governing Bodies in the United Kingdom	41
2.1.6 Governing School Councils in New Zealand	42

2.1.7 School Governance in Australia	43
2.2 School Governance Trends in Africa	43
2.2.1 School Boards in Botswana	44
2.2.2 Board of Governors and Parent-Teachers Association in Schools, Kenya	44
2.2.3 School Governance in Zambia	45
2.2.4 School Management Committees in Zimbabwe	45
2.3 The Role of Corporate Social Responsibility in Education	46
2.4 School Governing Bodies and Role of CSI in South African Public Schools ..	47
2.5 History of governance in public schools in South Africa	48
2.6 Statutory structures.....	48
2.6.1. School Boards.....	48
2.6.2 Local Management Councils	49
2.6.3 Non-Statutory Structures.....	49
2.6.4 Parent-Teacher-Student Associations.....	49
2.6.5 Parent-Teacher-Associations	50
2.6.6 Parent Associations	50
2.7 School governance in post-apartheid South Africa.....	50
2.8 Establishment of SGBs.....	51
2.9 Functions of the SGBs.....	52
2.10 Challenges facing SGBs.....	53

2.11 Corporate Social Responsibility in South Africa.....	54
2.12 Contribution of CSI to the education sector	55
CHAPTER 3.....	57
RESEARCH METHODOLOGY	57
3.1 Introduction.....	57
3.2 Research design.....	57
3.3 Research methodology.....	58
3.4 Population.....	58
3.4.1 <i>Sample Size</i>	58
3.4.2 <i>Sampling Method</i>	59
3.5 Research Instruments.....	61
3.6 Data Collection	62
3.6.1 <i>Semi- Structured Interviews</i>	62
3.7 Data Analysis.....	62
3.8 Case study description and characteristics of the selected schools	63
3.9 Reliability and Trustworthiness	66
3.9.1 <i>Reliability</i>	66
3.9.2 <i>Trustworthiness</i>	66
3.10 Ethical Considerations	66
3.10.1 <i>Informed consent</i>	67

3.10.2 Voluntary participation	67
3.10.3 Anonymity and confidentiality	67
3.11 Chapter summary	67
CHAPTER 4	68
RESEARCH FINDINGS	68
4.1 Introduction	68
4.2 Research objectives	68
4.3 Findings from the interviews	69
4.3.1 Parent demographic profile analysis	72
4.3.2 Educator/governor demographic analysis	75
4.4 Findings from the SGB parent governors	75
4.4.1 Role and Function of SGBs	75
4.4.2 Role and Contribution of SGBs	77
4.4.3 Challenges Faced by SGBs	78
4.4.4 Private Sector CSI Initiatives in the school	78
4.4.5 Principals of the three schools' recommendations for Improvement	79
4.5 Findings obtained from the Parent SGBs:	79
4.5.1 Function of SGB	80
4.5.2. Principal's Role	80
4.5.3 Parental Role	80

4.5.4. SGB Contribution	80
4.5.5. Capacity of SGB Members.....	81
4.5.6. Governance Challenges.....	82
4.5.7. Link to Academic Performance	82
4.5.8. Private CSI Initiatives	82
4.6 Differences	82
4.6.1. SGB Contribution and Morale	82
4.6.2. SGB Empowerment.....	82
4.7 Findings from the Educator Governors.....	83
4.7.1 Composition, Role, and Functions of SGBs	83
4.7.2 Trends.....	83
4.8. Results and findings obtained from the interview with the Chief Director of Planning and Monitoring responsible for the oversight role of SGB support.....	84
4.8.1 Major challenges facing SGBs and School Governance	84
4.8.2 What are the causes of these challenges?	84
4.8.3 Addressing Challenges	85
4.8.4 Role of Private CSI.....	85
4.8.5 Key Corporate Governance Principles	85
4.8.6 Recommended CSI Initiatives	86
4.9. Results and findings from the interviews with private sector CSI.....	86
4.9.1 Perceived Challenges in School Governance	86

4.9.2 Causes of Challenges	87
4.9.3 Addressing Challenges	87
4.9.4 Role of Private CSI.....	88
4.9.6 Application of Principles	89
4.9.7 Building Capacity of SGBs	89
4.9.8 Recommended CSI Initiatives	90
4.10 Chapter Summary.....	90
CHAPTER 5	91
CONCLUSIONS AND RECOMMENDATIONS	91
5.1 Introduction	91
5.2 Summary of the Chapters.....	91
5.3 Findings of the empirical study	92
5.4Recommendations of the Study.....	94
LIST OF REFERENCES	96
ANNEXURES	104
ANNEXURE 1: PARTICIPANT INFORMATION AND CONSENT FORM	104
ANNEXURE 2: INTERVIEW QUESTIONS FOR PRIVATE CSI OFFICIALS ..	109
ANNEXURE 3: INTERVIEW GUIDE FOR SGB MEMBERS	110
ANNEXURE 4: INTERVIEW QUESTIONS FOR THE DEPARTMENT OF BASIC EDCUATION OFFICIAL	112
ANNEXURE 5: INTERVIEW QUESTIONS FOR PRINCIPALS.....	113

<i>ANNEXURE 6: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH</i>	<i>114</i>
<i>ANNEXURE 7: GDE RESEARCH APPROVAL LETTER.....</i>	<i>116</i>

LIST OF TABLES

<i>Table 1: Characteristics of the three schools</i>	<i>65</i>
<i>Table 2: Parent SGB demographic profile of School A.....</i>	<i>71</i>
<i>Table 3: Parent SGB demographic profile of School B.....</i>	<i>71</i>
<i>Table 4: Parent SGB demographic profile of School C</i>	<i>72</i>
<i>Table 5: Educator SGB demographic profile: School A.....</i>	<i>74</i>
<i>Table 6: Educator SGB Demographic Profile: School B.....</i>	<i>74</i>
<i>Table 7: Educator SGB Demographic profile: School C</i>	<i>74</i>

LIST OF FIGURES

<i>Figure 1: Type of intervention supported through private CSI.</i>	<i>56</i>
<i>Figure 2: Gender profile of parent governors for the three schools</i>	<i>73</i>
<i>Figure 3: Gender profile of educator governors for the three schools</i>	<i>73</i>

TABLE OF ABBREVIATIONS

AO	Afrikaanse Ouervereniging
BBBEE	Broad-Based Black Economic Empowerment
BEE	Black Economic Empowerment
BOG	Board of Governors
CSI	Corporate Social Investment
CSO	Civic Society organisations
CSR	Corporate Social Responsibility
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DTI	Department of Trade and Industry
ECD	Early Childhood Development
ERA	Education Reform Act
FEDSAS	Federation of Governing Bodies of South African Schools
GDP	Gross Domestic Product
HOD	Head of Department
HSEB	High School Education Boards
NGO	Non-Governmental Organisation
NPAT	Net Profit after Tax
PTA	Parent-Teacher Associations
PTSA	Parent-Teacher-Student Associations
RSA	Republic of South Africa
SA	South Africa
SAICA	South African Institute of Chartered Accountants
SASA	South African Schools Act
SDC	School Development Committees
SDG	Sustainable Development Goals
SED	Socio-economic development
SGB	School Governing Body
SIP	School Improvement Plan
TAO	Transvaalse Afrikaans Ouervereniging
TIMSS	Trends in International Mathematics and Science Study
UK	United Kingdom

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction and Background

This study explored the role of the private sector Corporate Social Investment (CSI) in promoting good governance in public schools based on corporate governance principles and practices. It must be noted that literature on corporate social investments aimed at promoting good governance in public schools is severely limited. This study therefore, aims to address this gap. This empirical study is the first to specifically investigate the role the private sector can play in enhancing good governance. However, it also acknowledges existing literature that highlights numerous challenges in the functionality and support of School Governing Bodies (SGBs), particularly in marginalised areas. To achieve the primary objective of this study which was to explore the role of private sector CSI in promoting good governance in public schools the researcher formulated specific theoretical objectives which included: Understanding of Corporate Governance, Legal and Policy Framework and CSI Practices and Trends. The legislative framework governing the schools in South Africa and the legislative framework that governs the private sector were consulted. One of the gaps identified which confines the impact of the CSI initiatives in the development of education to make a strategic and significant contribution to the public schooling in South Africa was the limited support and focus on governance capacity. It can be argued that the limitation on the support of governance capacity is not an aspect that can be viewed as out of scope for private sector CSI. This view is further supported by the “Corporate social investment theory which is about what companies do to contribute to society beyond that which constitutes their legal obligation (Blowfield and Murray, 2008).

Literature on governance suggests that good governance is crucial for delivering quality education and can significantly enhance learner outcomes. This assertion is supported by the Corporate Governance Theory which is defined as the exercise of ethical and effective leadership by the governing body towards the achievement of the following governance outcomes such as ethical culture, good performance, effective control, and legitimacy” (Institute of Directors South Africa, 2016:11); However, one of

the major challenges in majority of public schools is poor leadership and school governance. It has been observed that schools in marginalised and poor communities experience tremendous challenges because of poor governance that largely emanates from the socio-economic status of parents. Parents in these marginalised communities tend to experience low levels of education, high levels of unemployment, and low incomes (Melaphi, 2015: 36), and disproportionately lack the skills and competencies required to appropriately govern a school relative to parents in affluent communities. Schools in affluent communities have been observed to have better educated and competent governors in their SGBs which in turn place the governance of the school in an advantageous position in terms of exposure to governance principles and practices (Maringe & Prew, 2014: 79). In the study, School A, is in an affluent area, the parent body consists of a broad range of professionals who are educated the majority of them work in the private sector, some in the public sector and a small proportion run their own businesses.

Governance is primarily about efficient and effective leadership. In terms of section 15 of the South African Schools Act 84 of 1996 (SASA), every public school is a juristic person with the legal capacity to perform its functions. It is therefore argued by the IoDSA and FEDSAS (2016) that because of the provisions of section 15 of SASA, schools are therefore classified as corporate and thus are included within the ambit of King IV codes. Corporate “refers to organisations incorporated to form legal entities separate from their founders and applies to all forms of incorporation, whether as a company, voluntary association, retirement fund, trust, legislated entity or others” (IoDSA & FEDSAS, 2016). The empirical investigation was carried out in three public schools situated in Gauteng Province. Two of the three schools are in the southern suburbs of Johannesburg Soweto and Protea Glen and for confidentiality the schools are classified as Schools B and C. These two schools are non-fee-paying schools serving learners from marginalised and low-income households. The other school classified as School A is permitted to charge school fees and it is located in the Northern suburbs of Johannesburg serving learners coming from middle class and wealthy households.

Studies on corporate governance argue that the principles of corporate governance are relevant to all institutions, including public schools in pursuit of good governance.

Data from Trialogue (2019) stated that only 2% of private sector CSI funding was allocated to finance initiatives that promoted governance and functionality in public schools in South Africa. The Trialogue report argued that governance was the least supported in the education sector by both government and CSI initiatives. The role of the private sector CSI initiatives in public school governance should include supporting School Governing Bodies (SGBs) to build their capacity to discharge their duties adequately and successfully in school governance through training, coaching and mentorship among other interventions. It can be stated that there is little attention given to the governance of public schools by the CSI initiatives. This study provides a better understanding of what is observable in public schools in relation to governance and functionality of the School Governing Bodies in public schools and proposes recommendations on the role the private sector can play in supporting good governance.

In South Africa, education is managed under the public service sector and the administrative powers are jointly shared between national and provincial governments. The educational system is divided into two sectors: the Department of Basic Education (DBE), which is responsible for primary and secondary schooling; and the Department of Higher Education and Training (DHET), which provides an oversight role on the management of post-secondary school education and training public institutions (Department of Basic Education, 2013: 16). Management of individual schools is shared between the principals, the teaching staff, and parents through school governing boards, elected every three years. The DBE regards the SGB elections as one of the biggest elections in the country. Over 200 000 parent governors are elected and mandated to serve as the SGB to govern public schools and are tasked with the responsibility to promote the best interests of their schools in the quest to provide quality education for all learners (Lekonyane & Maja, 2014: 6). In conducting this mandate, the SGB provides strategic direction to the schools as per the provisions set out in the South African Schools Act 84 of 1996.

South Africa has made significant strides in addressing access to and improving the quality of education in the country (Department of Basic Education, 2013: 18). It can be argued that the South African Government is dedicated to improving the state of education in line with the National Development Plan 2030. This commitment is shown

in the national budgetary allocation for education which increased from R40 billion in 1997 to R320 billion in 2017. The 2017 national education budget constituted 36% of the total social services budget and 21% of the entire government budget (Trialogue, 2017). However, numerous challenges remain in the South African educational system. Many efforts made by the government and the private sector, have not achieved a significant positive impact on the general levels of learners' achievement, hence, inequality persists in the education sector (Spaull, 2015: 34). It is argued that South Africa's education consists of two systems schools in affluent communities catering for learners from middle class and wealthy families who can afford to subsidise educational resources; and schools in marginalised communities catering for the poor, and predominantly African learners without access to adequate learning resources (Spaull, 2015: 34). This distinction demonstrates and perpetuates inequality as it is embedded in the socio-economic status of the parents (and learners).

Several studies allude to the challenges experienced by the school governors, particularly in marginalised communities (Msila, 2012: 304). These range from a lack of capacity building (Xaba, 2011: 1) and lack of clarity on several aspects of the oversight responsibility and powers given to the SGBs (Heystek, 2011: 458). These challenges were less prominent in more affluent schools where SGBs are more assertive and influential (Maringe & Prew, 2014: 79). Consequently, learners attending historically disadvantaged schools perform far below their counterparts attending affluent schools, with many learners struggling to move beyond basic literacy and numeracy levels (Msila, 2012: 303). For example, the 2015 TIMSS report showed that over 60% of learners from affluent schools where SGBs were also presumably effective attained or surpassed the intermediate benchmark for mathematics and 14% achieved the advanced benchmark. By contrast, 75% of learners from poorly resourced schools scored below the intermediate benchmark (Reddy *et al.*, 2016: 5).

According to a report produced by Trialogue (2019: 32), about 50% of the R10.2 billion that CSI spends is dedicated to education initiatives that aim to improve the quality of education. According to these figures, education is the most supported sector. The bulk of the CSI spent by companies were on bursaries, scholarships, and university chairs (23%) and learner development initiatives (21%). Only 2% of CSI spent on

education was allocated to supporting governance initiatives in public schools (Trialogue, 2019: 84).

In South Africa, one of the critical legislative document that has shaped the character of CSI in the country is the Broad-Based Black Economic Empowerment Act of 2003 (Njenga & Smit, 2007: 11). Although the South African Government is committed and required to observe the Sustainable Development Goals (SDGs) and to contribute to the development of the country, particularly in the provision of universal access and quality education, the corporate and private sectors must also comply with the stipulations in the B-BBEE Codes of Good Practice 2003.

According to the Codes of Good Practice for B-BBEE (2003) South African companies must spend 1% net profit after tax on socio-economic development programmes and projects (DTI Codes of Good Practice, 2003). These requirements are to ensure that the private sector contributes to the development of the society. The government has a role in the advancement of education and equally depends on the private sector to assist with this enormous task. Through CSI, the private sector companies are expected to contribute to easing of social challenges that the country faces. One of these challenges is the delivery of quality primary and secondary education; including addressing governance in public schools servicing the poor under the leadership of SGBs (Modisaotsile, 2012: 2).

1.2 Research Problem

Studies on governance contend that good governance broadly is essential for the provision of quality education and that it can significantly contribute to good learner outcomes (Davids, 2020). This is supported by FEDSAS (2016), which states that good governance has the potential to improve the quality of the education offered in public schools in South Africa. According to the FEDSAS (2016:3), good governance in schools is about effective leadership that enlists the cooperative action of all stakeholders including the SGBs to deliver on its mandate. The above assertion suggests that good governance creates the conditions for positive education outcomes.

However, one of the major challenges in public schools is poor leadership and school governance (Maringe & Prew, 2014: 78). Effective governance entails the establishment of suitable frameworks and procedures that are essential for the operation of a school to guarantee long-term stability and viability (FEDSAS, 2016). It can be stated that schools that practice good governance in their administration and delivery of education are more likely to have positive learner outcomes than those that do not. It has been observed that schools in marginalised and poor communities experience tremendous challenges because of poor governance that largely emanates from the socio-economic status of parents. Parents in these marginalised communities tend to experience low levels of education, high levels of unemployment, and low incomes (Melaphi, 2015: 36), and disproportionately lack the skills and competencies required to appropriately govern a school than parents in affluent communities. Schools in affluent communities have been observed to have better educated and competent governors in their SGBs (Maringe & Prew, 2014: 79). While SGBs in marginalised communities are dominated by governors who are mostly unemployed and have low levels of education and few professionals who work as civil servants and some as domestic workers (Graaf, 2016: 9). According to Baker (2018: 26) the inequalities exhibited between schools in disadvantaged communities and affluent communities are rooted in the legacy of apartheid era discriminatory policies.

In this study, School A, which caters for affluent suburbs, the parents' body consists of a broad range of professionals. While schools B and C are in communities that were previously disadvantaged because of racial segregation and discrimination policies of the apartheid era. Most parents in these communities who serve on the parent bodies come from low-income households dominated by unemployment that negatively impacts their ability to competently contribute to the good governance of their schools (Graaf, 2016: 9; Thwala, 2010: 13). It is assumed that parents in affluent communities who are professionals and are elected to serve in the SGB are likely to bring a wealth of experience, knowledge and skills, putting the governance of the school in a favourable position, as it run by people with a high level of competence who provide oversight to the leadership of the school.

The governing bodies of the three selected schools are characterised by distinct features which has motivated the researcher to conduct an empirical study. If parent governors have such an enormous task to support the provision of excellent and quality education for the children of the country, the private sector can play a significant and critical role in promoting good corporate governance in public schools, which will ensure accountability by all those involved in the teaching and learning of the learners. This study explored ways in which the private sector CSI can help improve governance in marginalised schools and in the process improve the quality of education. However, the question is whether the SGB members serving poor schools have the level of competence and knowledge to be effective in the roles they have been appointed for. If a country's education faces multiple challenges, then a multiple approach must address such challenges and governance should form part of such approaches.

1.3 Research Objectives

Three categories of objectives primary, theoretical, and empirical were identified and presented below:

1.3.1 Primary Objective

The primary research objective of this study was to explore the role of the private sector CSI in promoting good governance in public schools in Gauteng Province.

1.3.2 Theoretical Objectives

To achieve the primary objective, the following theoretical objectives were formulated:

- Understanding Corporate Governance:
 - To conduct a comprehensive review of the literature to critically analyse its different dimensions and implications for public schools.
- Legal and Policy Frameworks:
 - To evaluate the effectiveness of the legal and Policy frameworks in ensuring good governance in public schools and highlight any gaps or challenges in the implementation.

- CSI Practices and Trends:
 - Explore CSI practices, procedures, and trends specifically related to education in South Africa. The researcher analysed how these practices aligned with or deviated from principles of good governance.

1.3.3 Empirical objectives

The study focused on addressing the following empirical objectives:

- To conduct a comparative governance analysis:
 - By providing a detailed comparative analysis of SGBs governance in two public schools in marginalised communities and an affluent community.
 - To consider factors such as decision-making processes, stakeholder involvement and transparency.
- To establish private sector CSI's role in the support of good governance:
 - Through empirical research, establish how private sector CSI initiatives influence or contribute to good governance within the SGBs of the selected schools.
- To recommend private sector Support:
 - By extending the empirical objectives to propose specific and practical ways the private sector could support good governance in under-resourced public schools in Gauteng, such as policy recommendations partnerships or capacity building initiatives.

1.4 Research Questions

The overarching research question for this study was: What role can the private sector CSI play in promoting good governance in public schools in Gauteng Province?

The research questions guiding the empirical research include the following:

- What factors are affecting governance success and failures in public schools?
- What is the importance and impact of governance on learner outcomes?
- Which framework governs corporate governance and CSI?
- What proposed guidelines can the private sector consider supporting SGBs to promote good governance in public schools?

1.5 Scope and Significance of the Study

In this study, the researcher focused the investigation on two non-fee-paying public schools and one fee-paying public school in Gauteng Province. The targeted schools are within the basic education sector and are all governed by the same legislative framework that governs the South African public schools. Regarding the content of the study, the focus was on school governance and the role of the private sector in contributing towards good governance in schools through CSI initiatives. The data for the study was gathered through semi-structured interviews with selected respondents in SGBs and selected private sector companies with CSI initiatives implemented in schools. Additional data was gathered through a literature review of research reports and other relevant studies to obtain information on the body of knowledge about good governance and CSI initiatives in supporting governance in public schools.

This study was intended to suggest recommendations on how private sector companies can assist in promoting governance in public schools through their CSI initiatives. The underlying assumption is that there are good governance practices that these companies can transfer to schools through adopting a cluster of schools and supporting initiatives that can tailor capacity building of SGBs with a specific focus on governance to ensure best practices are implemented for effective and efficient governance of schools. Private sector initiatives could also include coaching and mentorship of SGB members to adequately and effectively perform their duties. This study is significant because it sought to provide means for transferring knowledge, expertise, and skills to SGBs, especially those in marginalised communities where parents face difficulties due to their limited access to information, lack of awareness and insufficient abilities to fulfil their responsibilities. As discussed above many challenges face the education system and the promotion of good governance often receives less attention on school improvement initiatives.

As an academic exercise, the study has generated insights that add to and enrich the body of knowledge on school governance, particularly in a private-public sector partnership context. Given that governance challenges in schools are widely known and acknowledged, this study contributes towards seeking alternative solutions

embedded within the CSI initiatives in schools driven by private sector companies. Thus, the study inspires or encourages further research on CSI in school governance thereby increasing the likelihood of finding sustainable solutions that could lead to positive educational outcomes.

It must be cited that literature in the specific field of study of corporate social investments regarding promoting good governance in public schools was severely limited. This study will, therefore, add to the gap of literature in this field of study. This mini dissertation is the first to specifically explore the role the private sector can play in promoting good governance. However, this does not overlook the literature that has revealed the myriad of challenges that exist in the functionality and limited support for the SGBs in most public schools particularly those in marginalised areas. A study conducted by Tsotetsi, van Wyk and Lemmer (2008) focused on the experience of and the need for training of school governors in rural schools in South Africa. The empirical research finding concluded that the significance of the role played by SGB structures, as mandated by SASA, cannot be overstated. Nevertheless, even with legislation in place, stakeholders serving on school governing structures may struggle to fulfil a substantial role if they do not possess sufficient expertise in education. In a study conducted by Xaba (2011) on the possible cause of school governance challenges in South Africa, he deduced that SGBs are not effectively addressing the challenges associated with their roles and responsibilities. The potential root cause for these challenges, according to him, lies in the specialised nature of most prescribed functions.

In this background, the researcher was inspired to investigate and conduct an empirical study that juxtaposes not only the challenges but sustainable solutions that can be explored to promote good governance with support from the private sector CSI already supporting initiatives in schools, with little attention given to the support of SGB members. Therefore, the contribution of this research to the literature is to find common ground between theory and practice, and how the CSI initiatives can assist in building a robust SGB community that can apply principles of accountability, transparency, and effective management to enhance educational outcomes (De La Harpe, Rijken, & Roos, 2008).

1.6 Literature Review and Theoretical Framework

A literature review was conducted from various sources to obtain insight into the body of knowledge specifically focusing on corporate governance. The literature review entailed the identification and analysis of primary and secondary sources, such as books, newspaper articles, publications, relevant journals, and reports. The literature review also included the review of international, regional, and local perspectives on private sector CSIs and SGBs.

In order to secure access to up-to-date, pertinent and trustworthy information, the researcher referred to various internet search engines, including Google Scholar and SA ePublications, as well as relevant scientific publications and research studies undertaken by government entities, universities, and international organisations. The researcher also explored how the private sector can assist public schools to apply and implement the relevant principles that could contribute to the effective governance of public schools in Gauteng, particularly those serving learners from marginalised communities. The legislative framework governing the schools in South Africa and the legislative framework that governs the private sector were consulted. The gaps that could augment the impact of the CSI initiatives in the development of education were identified, to make a strategic and significant contribution to the public schooling in South Africa.

1.6.1 International Perspectives in School Governance

The link between school governance and learner achievement is receiving increasing attention. According to Plough (2014: 41), evidence suggests that school boards influence student achievement in the United States of America. This is because school boards are better placed to relate with the communities in which the schools are located and know what is needed in schools. A study by Williams, Kirst and Haertel, (2010: 46) found that academic achievement can be effectively supported when school boards respond to the academic needs of learners and follow through with accountability for student outcomes and provision of required resources. This is supported by Hermosilla, Anderson and Mundy (2014: 2) who state that effective school leadership and management are critical for quality education in schools.

According to FEDSAS (2016: 3), good governance enables good decision-making and builds the “confidence of internal and external stakeholders – such as learners, educators, non-educators, parents, the national and provincial departments of education and local communities in the school environment - thereby securing the commitment of vital partners and providing assurance to stakeholders that the organisation is being run appropriately and responsibly, with due regard for their interests.” The role of school principals (head teachers) in managing schools in both developed and developing countries is also a key area of focus by researchers (Hermosilla *et al.*, 2014: 3). A study in Malaysian schools conducted by Ibrahim and Don (2014: 1) supports the idea that school principals (head teachers) are critical for spearheading school governance to improve student performance and overall school development. However, a study on governance in schools in England concluded that for school boards to be effective the selection process and recruitment should be improved, and governors should have clarity of their roles and responsibilities (McCrone, Southcott & George, 2011: 6).

1.6.2 School Governance in South Africa

The South African Schools Act (RSA, 1996) stipulates that the governance of a school is entrusted to its elected governing body. Therefore, it is implied that the functionality and effectiveness of an SGB depends on the successful operation and performance of a school (Joubert & Prinsloo, 2008: 78). Proponents of corporate governance argue that effective governance is the foundation of all healthy organisations, yet most public schools lack the fundamental skills and knowledge to effectively administer good governance in these schools.

It is argued that governance in South Africa has two common elements, which include political and institutional power to facilitate an oversight role in the efficient management of resources to ensure expansion and growth (Maile, 2002). The primary purpose of the school governors is to provide an oversight role on behalf of the school to benefit the community to ensure that constructive teaching and learning take place in a conducive environment (DoE, 2011: 20). Therefore, these governors are entrusted with an immense task and thus trust and accountability are a significant factor in such a position, and they must fulfil this mandate (Mncube & Naicker, 2011: 54).

Ahrens (2002: 131) argues that school governance structures can be considered only operative if they apply and implement policies as per the legislative framework. It has been maintained that SGBs are key to improving the quality of education in a school (Duma, 2010:120). Considering the various interpretations of what governance means in a school context, one central aspect clear from what has been highlighted above is that the SGBs have the fundamental responsibility to plan and develop governance functions as stipulated in the statutory framework (SASA) and it is the responsibility of the principal (head teacher) to implement and manage these, and that governance is essentially about effective leadership.

1.6.3 Contribution of CSI to the Education Sector

Over and above the education spend accounted for by the National Treasury, Trialogue (2019: 32) reported that total CSI funding for 2019 was estimated at R10.2 billion. The CSI spend is based on Trialogue's investigation of the CSI disbursement of big South African corporate and public sector initiatives. Of this amount, almost half goes towards educational initiatives and this includes bursaries and scholarships, infrastructure and facilities, additional learner programmes, teacher development and curriculum development with only a small fraction going towards school governance and functionality (Triologue, 2019:84). The private sector is expected to contribute to the development of communities by complying with the King Codes on good corporate citizenship. The King Codes promote good corporate governance and incorporates the key principles of effective governance and international best practice (KPMG: King IV. 2017). The principles of governance are relevant to all institutions, including public schools in pursuit of good governance. If only 2% of CSI funding is allocated to support school governance and functionality of public schools (Triologue, 2019:84), clearly this means that there is little attention given to governance of public schools. This study, therefore, provides a better understanding of what is observable in public schools in terms of governance and the functionality of the SGBs in public schools and proposes recommendations for the role the private sector can play in supporting good governance.

1.6.4 Theoretical Framework

The theoretical framework for this empirical study exploring the role of CSI in promoting good governance in South African public schools draws from a range of relevant theoretical perspectives and frameworks as described below:

- **Corporate social investment Theory**, is about what companies do to contribute to society beyond that which constitutes their legal obligation (Blowfield and Murray, 2008);
- **Corporate governance Theory**, is defined as the exercise of ethical and effective leadership by the governing body towards the achievement of the following governance outcomes: ethical culture, good performance, effective control, and legitimacy (Institute of Directors South Africa, 2016: 11);
- **Good governance Theories**, refers to the legal compliance and the impartial management of resources, free of abuse and corruption (IMF, 2007: 128);
- **Public sector**, consists of government owned and operated departments and entities established to provide government services (Adams, 2014);
- **The private sector** is defined as the part of the national economy not under direct state control and is driven by the motive to make a profit (Davies, 2011).

The basic concepts of good governance, as defined and debated in the literature, encompass transparency, accountability, participation, and the rule of law, effectiveness, efficiency, consistency, and coherence (Smit, 2015: 1).

According to Yusoff and Alhaji (2012: 53), corporate governance focuses on three essential aspects the social, political, and legal frameworks in which the corporate system functions. Scholars further claim that corporate governance leads to effective business performance; it is required for every other organisation to adopt corporate governance strategy to fulfil a stated purpose. Yusoff and Alhaji (2012: 59) conducted a comprehensive examination of many governance theories, such as agency, stakeholder theory, resource dependency theory, stewardship theory, social contract theory, legitimacy theory and political theory. The writers argued that the first theories of corporate governance begin with the agency theory and extend to stewardship. Yusoff and Alhaji (2012: 59) contend that integrating multiple ideas will facilitate the

attainment of an effective and efficient practice of good governance, as opposed to conceptualising corporate governance based on a single theory.

According to Risteska, Mickovska and Kraja (2010: 5), good governance in the education sector should mean that state actors and citizens are responsive and accountable and act transparently to fulfil their responsibilities. Mavuso and Duku (2014: 454) asserts that school governance encompasses all pertinent stakeholders, including parents, educators, and learners in Grade 8 and above in deciding on running the schools in compliance with the provisions of the SASA.

1.7 Methodology

According to Neuman (2014:8), research methodology deals with research methods and the tools to be used. It deals with specific tasks at hand. It looks at the specific phases in the research process and the most suitable processes necessary to address the research objectives (Leedy & Ormrod, 2013: 12). This section describes the research methodology specifically focusing on the study design, sampling, data collection, data analysis, and ethical considerations.

1.7.1 Research design

Punch (2013: 206) describes research design as a strategy of how one proposes to investigate or research. It is an action plan outlining the methods and procedures used by researchers to gather and analyse the data required. According to Cooper & Schindler, (2011: 138-139) the research design must be scientifically grounded and reliable. Based on the objectives of the study an exploratory design was adopted. This design is appropriate given that the overarching aim of the study is to explore the role of private sector CSI in promoting good governance in public schools in Gauteng Province in South Africa. This study followed a case study method with a qualitative approach. A case study is a systematic and in-depth investigation of a particular phenomenon in a specific context to generate knowledge (Yin, 2014: 16; Rule & John, 2011: 4). In this case the three public schools form the case study to generate knowledge regarding the role of the private sector in promoting good governance in public schools.

The qualitative approach was appropriate for this study as it enabled the researcher to describe in greater detail the setting of each of the three selected schools investigated in the study. According to Holliday (2016: 6), qualitative research focuses primarily on the quality of social life. It traces the study within a particular setting which gives prospects for determining all possible social variables and setting manageable boundaries. Leedy and Ormrod (2015: 98-99) further contend that in a qualitative approach, researchers are determined to improve insight into complicated situations and that their effort is more investigative, and its main aim is to describe and enlighten, explore interpret and build theory. The findings are communicated in words and are narrative. The data collection methods used by the researcher included a literature review and interviews. The interviews were conducted with a small purposively sampled number of respondents to gather in-depth knowledge (Creswell, 2014: 239) about good governance in the three schools.

1.7.2 Study settings

The study was conducted in three public schools in Gauteng, South Africa. The three schools were purposively selected to represent characteristics of fee-paying schools and non-fee-paying schools. The fee-paying school is classified as a Quintile five school. This means that the school may charge school fees and thus receive a minimal proportion of subsidy from the Provincial Department of Education. Other key role players in the study included the DBE, private sector CSI, SGB members and two private non-governmental organisations whose strategic focus is to implement education programmes to contribute to the improvement of educational outcomes.

1.7.3 Data Sources

1.7.3.1 Sampling

According to Hair, Babin, Anderson & Tatham, (2010: 20) there are two main sampling strategies probability sampling and non-probability sampling. A purposive sampling method which is a non-probability sampling strategy was used for the study. The purposive sampling method is described as a method of selecting typical or interesting cases (Neuman, 2014: 273). In this study, purposive sampling was ideal as the intention was to deliberately select schools that met certain specific attributes.

Face-to-face and virtual interviews were conducted in three schools with diverse backgrounds and diverse set-ups and structures in the Gauteng Province. A sample size of 24 respondents was purposively selected. The study sample included nine SGB parent representatives from the three schools (three from each school), the three principals (head of schools), nine Educator SGB members (three from each school), two officials from the private sector CSI focusing on education initiatives and one senior official from the National Department of Basic Education Chief Directorate Planning and Monitoring Support, who was accessed through the office of the Director General. The SGB members were accessed through their respective schools, while officials from the private sector were accessed through the CEO of the organisation and the Social Investment Head of the respective organisation.

1.7.3.2 Data collection methods

Arkar, Krumar and Day (2007: 84) outline various methods of data collection which entails primary data collection and secondary data collection. Primary data is collected for the actual research data at hand. The data for the research study was collected through semi-structured interviews using an interview guide with open-ended questions (Flick, 2015: 140). A hybrid model of face-to-face and online or virtual interviews using interview guides consisting of open-ended questions was conducted. The hybrid model was implemented due to Covid-19 restrictions as the researcher was instructed by the Provincial Department of Education to strictly follow the country's COVID-19 regulations. A qualitative interview aims to understand the investigated phenomena from the perspective or viewpoint of the participant (Maree & van der Westhuizen, 2007: 5). It is argued that the aim of using this technique is always to obtain useful and valuable data that would help the researcher to appreciate the participant's articulation of their knowledge and their realities. According to Bless, Higson-Smith & Kagee (2006: 110), guided interviews are useful in investigative research when a researcher is convinced as to what he/she wants to know but still wants to leave some room for exploration as the interview proceeds.

In this study, the articulation and understanding of parent governors, principals, and educators regarding governance were explored through guided face-to-face and

virtual platforms (Merriam, 1998: 23 cited in Mestry (2006:30). The advantage of face-to-face interviews is that the researcher may improve response rate. Each interview was scheduled, for about 45 minutes. This allowed the researcher to gain the participant's cooperation by establishing an understanding with them. Nieuwenhuis (2007: 87) explains that guided interviews are commonly used in research projects to corroborate data emerging from other data sources. Nieuwenhuis (2007: 87) further explains that the advantage of guided interviews is that the process requires little time and allows for probing for more details. All the interviews were recorded with permission of the participants.

Secondary data was gathered through a detailed literature review of school governance, the history and performance of SGBs in South Africa and the involvement of private sector CSI in education broadly. The data was gathered from academic reports and journals, and other published reports in the public domain in both print and electronic format. More secondary data was collected from SGB, and school reports were shared with the researcher to establish the level of functionality of the school specifically focusing on governance issues and how decisions were arrived at.

1.7.3.3 Data analysis

Data analysis entails the processes of gathering, categorising, coding, and transforming data (Neuman, 2011: 246). The data gathered through face-to-face interviews and virtual interviews was analysed using the content analysis method. The interview questions were open-ended and were amenable to this form of analysis. The steps followed in conducting content analysis are described by Babbie and Mouton (2010: 493-495) as follows:

- “Step 1: Data categorisation and analysis - collected data is organised into categories according to themes and sub-themes. The emerging patterns are noted and explained to complete the analysis;
- Step 2: Data presentation - this involves presenting the data according to the themes and in direct response to the research objectives;

- Step 3: Data validation and interpretation - data transcripts are verified for accuracy of data. The data is then interpreted based on the themes and emerging patterns to reach conclusions”.

Qualitative data analysis for this study was undertaken and data was grouped, analysed categorised and interpreted. The secondary data derived from the literature is presented with the study findings.

1.8 Ethical Considerations

The study observed ethical considerations. Following academic conduct, the researcher sought permission and was granted ethical clearance to conduct the study from the Ethics Committee at North-West University. The researcher then sought permission from the Provincial Department of Basic Education to conduct the study in the selected schools. Upon receipt of the written approval from the Provincial Department of Education, the researcher submitted a formal request to the three selected schools. The request outlined the purpose of the study and the need to engage with teachers and parents who are SGB members. The request was also accompanied by a letter of authorisation of the research from the Gauteng Provincial Department of Education. All three schools gave the researcher permission to conduct the study within the schools.

The researcher further requested permission from the National Department of Basic Education to engage with a senior official responsible for the Policy development and its implementation. The permission was granted and the senior official who agreed to participate in the study further granted consent for his name to be used in the study. The senior official is the only respondent whose name is mentioned in the study as Mr Ndlebe. The researcher further requested permission to engage with officials from the private companies running CSI initiatives in schools and permission was granted. Ethics about their anonymity and confidentiality were considered.

In the schools, the SGB members to be interviewed were purposively selected to participate in the interviews. Their availability was confirmed ahead of time. Officials from the private sector were also purposively selected. The researcher requested informed consent of individual participants before interviews were conducted.

Informed consent suggests that participants are briefed about the study purpose and accorded sufficient time to seek clarity before they can agree to participate. The researcher emphasised that the study was for academic use (Maree & Westhuizen, 2007: 41, 42). In addition to informed consent, the participants were informed that their participation was voluntary. Thus, participants were not compelled, coerced, or incentivised to take part in the study. However, they were encouraged to participate given the significance of the study to the education sector. Participants agreed to participate in the study, and they signed consent forms before the interviews.

In the schools, the interviews were conducted in the principal's office. The researcher explained the need to close the door for privacy as part of the requirements to ensure confidentiality.

The researcher further sought and was granted permission to audio record the interviews with the participants within schools. This was intended to ensure that the researcher captured all the relevant information as articulated by participants.

1.9 Study Limitations

This section explores any limitations that could affect the validity and reliability of the study. In the study, the researcher focused the investigation on two non-fee-paying schools and one fee-paying school in Gauteng. All the schools are governed by the same legislative framework that governs the South African public schools. The researcher chose purposive sampling to target a specific group of schools that would demonstrate a diverse contextual background and have different interpretations about their understanding of corporate governance in schools and how it relates to school governance.

The second limitation of the study is the reliance on the qualitative approach to data collection. While this approach is relevant to the study, the study could have considered using additional quantitative methods to complement and enable triangulation and validation of data.

The other potential limitation is that the study findings could be affected by the impact of resources on school governance. It may be that SGBs in marginalised communities may do their best in terms of governance but with limited resources they may not fulfil all their responsibilities adequately. However, due care was taken during data collection and analysis to ensure that factors affecting school governance were isolated without undermining the impact of access to resources. To mitigate against these limitations, the literature review was conducted in a manner that provided adequate context and evidence to support and complement the qualitative data collected for the study.

1.10 Structure of the Study

This dissertation is structured as follows:

Chapter 1: Introduction and Background

This chapter provides the research background, describes the problem statement, and research objectives, states the hypotheses, and provides a preliminary discussion of the literature on the role of CSI initiatives and legislative framework that govern CSR in South Africa.

Chapter 2: Literature Review

This chapter extensively reviews the literature to critically analyse the different dimensions and implications of corporate governance for public schools. It explores the legal and policy frameworks to gain insights into the gaps and challenges in their implementation. Last, the chapter summarises the role of SGBs and Corporate Social Responsibility in Education. Examples from different countries globally and in the region are provided. It further discusses SGBs in South Africa.

Chapter 3: Research Methodology

This chapter outlines the background information for the study area. It detailed the research methodology and research design and described the case study approach. It describes the selection criteria for the schools and how they represent a diverse context. Last, it outlines the data collection methods and justifies the researcher's logic for choosing such methods.

Chapter 4: Research Findings, Analysis, and Interpretation

This chapter focused on the analysis of data through content analysis, interpretation of results and discussion about the research objectives. Results are presented by the qualitative approach.

Chapter 5: Conclusion and Recommendations

This chapter concludes the analysis, interpretation, and discussion of the findings. The proposed study on the role of the private sector in promoting good governance in public schools is presented as recommendations for guidelines that can be considered by private sector CSI towards the promotion of good governance in public schools. Limitations of the study area acknowledged and areas for further research suggested.

CHAPTER 2

ROLE OF SCHOOL GOVERNING BODIES AND CORPORATE SOCIAL RESPONSIBILITY IN EDUCATION

2.1 Introduction

This chapter reviews the literature on the role of SGBs globally and in the African region. Selected countries have been reviewed to highlight the trends in school governance globally and in the African context. The chapter also summarises the trends in CSR in the education sector. The review discusses the form of CSR initiatives in different countries across the globe.

2.1.1 Governance Practices in the South African Context

The dawn of democracy in South Africa brought about an array of reforms designed to tackle the social and economic problems caused by racially motivated discriminatory laws during apartheid. Reforms in the education sector aimed to ensure equitable access to high-quality education for learners in historically marginalised black communities. Furthermore, the importance of adequately trained teachers, appropriate curriculum, and educational resources was highlighted, with school governance being identified as a crucial factor in student success (Hermosilla, Anderson & Mundy, 2014: 2).

Section 16(1) of the South African Schools Act (SASA) of 1996, states that the authority and management of each school is entrusted to its School Governing Body (SGB). The SGB is responsible for governance oversight. Furthermore, according to SASA, 20(1)(i), there are some obligations that must be fulfilled. These obligations includes financial management and budgeting, recommending suitable candidates for

the hiring of teachers, ensuring the upkeep and enhancement of school facilities, and advocating for the schools' best interests.

Moreover, it is incumbent upon SGBs to advocate for the school's best interests in terms of teaching and learning, professional growth, and the provision of high-quality education to all learners. The SGBs is also required to submit recommendations concerning school policies that should align with the National Education Act (Department of Education). The roles and responsibilities of SGBs are outlined in sections 20 and 21 of the South African Schools Act.

In essence, the SGB is by and large granted authority than any other party regarding financial affairs, school infrastructure, overall school policies, and school enhancement (Dibete, 2015:21). One of the responsibilities of the SGB of a public school, regarding finances, is to make every effort within its capacity to enhance the resources provided by the government, with the aim of enhancing the quality of education for all learners at the school (as stated in Section 36(1) of the SASA. One way to accomplish this is by implementing school fees or by engaging in alternative methods of fundraising (Dibete, 2015:21).

According to the Department of Education (1997a:49), SGBs are mandated to assist in the formulation of school policies. This is accomplished by directing the behaviour of all stakeholders in a school to accomplish educational objectives. Policy formulation should be carried out through a democratic process (Guidelines for Capacity Building of School Governing Body Members, 2015:17). I therefore argue that to fulfil these requirements, there is an assumption that the SGB members have some level of expertise and competency that they bring to add value to the role they have been elected to occupy for the duration of their governance term. It may well be argued that such an assumption failed to recognise the limited capacity to govern by a majority of SGBs in many public schools serving marginalised communities and how that could significantly affect teaching and learning in these public schools.

2.1.2 Financial management

The South African Schools Act No. 84 of 1996, states that schools are required by law to handle school finances and ensure they have systems in place to ensure financial accountability. This entails ensuring the efficient and transparent utilisation of finances and resources within schools, including financial controls to circumvent any illegal and unproductive spending. This asserts that effective administration of school finances is crucial for the achievement of educational goals and the efficient operation of schools. According to Section 37(1) of the South African Schools Act, the SGB of a public school is required to create a school fund and manage it in line with instructions given by the Head of Department.

School Governing Bodies have the authority to raise finances for schools, oversee how these resources are used, and develop and publish the school budget. According to Section 36(1) of the South African Schools Act (SASA) of 1996, the school SGB is required to take reasonable actions, within its capabilities, to enhance the quality of education provided by the school to all learners. This includes fundraising efforts within the prescripts of the Act. Additionally, according to section 39 (1) of SASA, the SGB is authorised to establish and collect school fees at a public school in line with a resolution to do so as per the approval by a majority of parents present at the meeting.

It can be argued that this section of the Act may be an attributing factor to creating inequality within the affluent public schools that have a parent body that has ability to afford any approved amount of fees to enable the provision of sufficient resources for the best interest of the learners. Contrary to this, a parent body that struggles to afford to charge school fees in a public school is bound to depend on the state provision with constrained resources. I can further argue that this section of the Act fails to recognise the limitations of SGBs of marginalised schools in their fundraising efforts which are often constrained by the socio-economic context of the school community. While SGBs of schools in affluent areas, utilise their social capital to augment their fundraising efforts with fundraising interventions that are not constrained by socio economic context of learners.

According to the South African School's Act, section 43 subsection (1) mandates that the governing body shall adhere to specified accounting processes when maintaining its records and must provide an annual report on its financial activities to the province Head of Department. Furthermore, Section 38(1) of the South African Schools Act stipulates that the SGB of a public school is required to create an annual budget.

It can be argued that both section 43 subsection (1) of the Act and Section 38(1) assumes that the SGBs of all schools are well equipped to implement the provisions of this Act. Ntsele (2014:5) states that the training provided to SGB members does not sufficiently equip them with the skills needed to effectively manage their responsibilities which may include unfamiliarity with meeting procedures, language commonly used in meetings, inability to interpret the relevant legislation governing their responsibilities, feeling intimidated by more knowledgeable SGB members, and perceiving their roles as merely endorsing decisions made by those dominating the meeting.

2.1.3 Human resources

School Governing Bodies (SGBs) are also confronted with the task of managing the appointments of educators in schools. Section 20(1) of the SASA states, that the School Governing Body is required to propose to the Head of Department the hiring of educators at schools. However, Dyantyi (2014:52) argue that several parents lack sufficient understanding of the complexities of the teaching profession and do not possess the necessary skills to assess the selection and appointment of professional educators. As a result, the hiring of educators is marked by a significant prevalence of nepotism. It can be argued that such conduct is misaligned with the school's best interests and are therefore in conflict with section 20 (1) (a) of the SASA, which mandates the School Governing Body to prioritise the school's growth by providing high-quality education to all students and promoting the school's best interests.

Numerous instances have been documented where the management of the school and the SGBs have experienced intense conflicts. The ineffective governance inside the SGBs leads to increased frustration and stress, ultimately leading to reduced productivity (Baruth, 2013:119).

2.1.4 School Councils in the United States of America

In the United States of America, SGBs are referred to as councils and they are a significant aspect of the education system. The major thrust for the school councils is focused more on managing resources at the school level. The specific roles of the school councils, however, vary from state to state (NASBE, 2022). As stated by Caldwell and Spinks (2013), school governance advocates for the involvement and capacitation of school level stakeholders to manage the school to enhance performance and contribute towards positive educational outcomes for the learners. The school councils have decision-making powers regarding budgeting and managing school finances, and human and physical resources. The delegation of authority to the school councils is based on the notion that school level stakeholders have a better understanding of the needs of the learners and the community than the district level structures.

The school councils typically include the principal, educators, learners, community members and the administration staff (OECD, 2016; PISA 2015 Results Volume II). The school councils are expected to develop their policies based on and in alignment with the state education policies. The guidelines for the education system in the USA are developed at the district level, including the curriculum guidelines. The schools are required to deliver the curriculum at the school level. However, the schools can modify or supplement the curriculum without deviating from the core content suggested. The devolution of authority to the school councils has empowered schools to manage their own budgets, staffing and day-to-day management of the schools (NASBE, 2022).

2.1.5 School Governing Bodies in the United Kingdom

In the United Kingdom (UK), as in many parts of the world, school councils are referred to as SGBs. The legislation guiding the functions of SGBs was promulgated in 1988 and is known as the Education Reform Act (ERA). Under this Act, the SGBs have responsibility over the schools' finances, and human and physical resources (OECD, 2016, PISA 2015 Results Volume II). The SGBs consist of the principal, elected parents, community members, teaching and support staff members, and learners in

the secondary schools. The elected parents typically dominate the SGBs indicating the need for parental participation in deciding on the functioning of schools.

In England, school governors fulfil three primary roles to provide strategic leadership and accountability in schools. This include ensuring clarity of vision, ethos and strategic direction, holding senior leaders accountable for the education performance of the school and its pupil and overseeing school's financial performance to ensure funds are used effectively (Wilkinson and Long, 2019). Wilkinson & Long (2019) contends that, to effectively hold schools accountable, governors are responsible for asking challenging questions, reviewing school data in comparison to national benchmarks.

2.1.6 Governing School Councils in New Zealand

As in other countries around the world, SGBs in New Zealand were borne out of legislation focused on devolving authority from the national to the school level. The decentralisation process was initiated by the commission of the Picot Report of 1988 (OECD,2016, PISA 2015 Results Volume II). Following the release of the Picot Report the Government of New Zealand adopted most recommendations including “ the devolution of power, resources and decision-making responsibilities from the national government to schools and their communities” (OECD,2016, PISA 2015 Results Volume II). These recommendations were then set out in the Tomorrow Schools White Paper released by the government leading to the passing of the Education Act of 1989.

The Education Act 1989 provided for the establishment of governing school councils to manage school affairs (Caldwell & Spinks, 2013). The composition of the governing school council included the principal, educators, learners, and parents. The parents were disproportionately represented in the governing school councils to underscore the importance of their involvement in running the schools. The Education Act gave the governing school councils substantial financial and administrative responsibilities and authority. This meant that they could decide on budgeting and management of financial resources; appointing educators and staff; dismissal of staff; and the maintenance of school buildings and grounds (Caldwell & Spinks, 2013).

2.1.7 School Governance in Australia

There are various states in Australia implementing school governance initiatives albeit at various levels. Local level school governance is also based on government legislation supporting the devolution of authority to the school level regarding managing school resources and curriculum delivery. The most prominent changes introduced by the government of Australia in school governance include the School Improvement Plan (SIP) and a budgeting programme in all government departments (Caldwell & Spinks, 2013). The SIP was chiefly designed and intended to promote and support collaborative practices between parents, students, and teachers in schools. The SIP also provides for school evaluation to enable schools to improve school-based management as envisaged by the government.

The foregoing discussion shows that international governments have devolved the running and management of schools to local governance structures within the schools. This is based on the perception that local level stakeholders are keenly aware of the needs of the schools, and they can play a significant role in the running and management of these schools. This development is seen to have empowered the schools to manage their finances and human and physical resources. It is also evident that parents are represented in large numbers in these governance school councils or SGBs. Parents are viewed as key stakeholders in the schools given that they have a vested interest in the success of their children as learners in these schools. However, the governance school councils and SGBs are tasked with the responsibility of ensuring that the schools are effectively managed and run, and that the curriculum is delivered with a focus on improving educational outcomes for the learners.

2.2 School Governance Trends in Africa

Having discussed the international trends in school governance, it is also necessary to juxtapose this with trends in the African region. This section provides an overview of the school governance characteristics in selected countries with a focus on how these are constituted and run.

2.2.1 School Boards in Botswana

The history of school governance in Botswana dates to the early 1980s when the government provided for the establishment of school boards (Moswela, 2007). The purpose of these school boards was precisely to involve local communities in the management of the schools. Involving parents in the management of schools was seen as a way of promoting stakeholder participation in education. The school boards were expected to manage the school's finances and infrastructure to ensure efficient running of the schools. However, it became apparent that most of the school boards lacked the requisite knowledge and expertise in governance to effectively run the schools (Moswela, 2007). In response, the government relieved these SGBs of certain responsibilities that required professionals but allowed the involvement of parents to continue at the local level.

The school boards effectively became more ceremonial structures whose presence was visible on the school calendar including prize-giving ceremonies. The boards also participated in fundraising events and the celebration of anniversaries (Moswela, 2007). Despite not having substantive authority in running the schools, the boards are seen to have been influential in improving the welfare of teachers through facilitating the building of staff houses; school development through the building of school kitchens for school feeding programmes and improving boarding facilities; and fundraising for the purchase of school equipment and supplies to enhance the running of the schools (Moswela, 2007).

2.2.2 Board of Governors and Parent-Teachers Association in Schools, Kenya

In Kenya, school governance is implemented through the dual structures of the Board of Governors (BOG) and Parent-Teacher Associations (PTAs). The BOGs were established through the Presidential Directive of Kenya and the members are appointed by the education ministry (World Bank, 2008). The BOGs have significant authority and responsibilities in the running of the schools including setting school fees for secondary schools by government guidelines; mobilisation and management of the school's financial resources; authorisation of expenditure; overseeing management of school infrastructure; and monitoring school performance (World Bank, 2008).

The PTAs were established after the Presidential Directive of Kenya that established the BOGs (World Bank, 2008). However, the PTA members are volunteers, and they have minimal authority in the running of the schools. Part of their responsibility includes the support of fundraising efforts in schools to supplement the school's financial resources (World Bank, 2008).

2.2.3 School Governance in Zambia

Governance in the education sector in Zambia follows a tier system with High School Education Boards (HSEB), linking upper and lower secondary schools with ministry offices and local civil administration (World Bank, 2008). According to Bennell and Sayed (2002), the HSEB members represent the district education office, the local administration, and the school, while the PTA meets the basic needs of schools. The PTA also oversees financial and general school management.

2.2.4 School Management Committees in Zimbabwe

The involvement of parents in the running of schools in Zimbabwe is premised in the Education Act of 1987 (Zvobgo, 1996). The Education Act (1987) provides for the regulation of the involvement of parents in schools both in the public and private sectors. School Development Committees (SDCs) were established in 2006 and these structures were designed to serve as school management boards. The key responsibility of the SDCs has been to raise funds for school infrastructure and equipment through levies paid by parents and through donations from corporations and civil society.

Although parental involvement in Zimbabwe has evolved, parents have significant authority in the manner the schools are run and managed. The level of education of parents in Zimbabwe has been high over the years, thereby enabling them to play a key and influential role in the effective management of schools.

The foregoing examples of school governance in the African region demonstrate that the need for parental involvement in the running of schools is universal. The

government has also been seen as crucial in promulgating legislation to guide the establishment of school management bodies. The examples show that while members of the SGBs are elected, in other countries the members are volunteers. The Botswana case demonstrates one challenge faced by parents selected to participate in school boards. The lack of knowledge and expertise influences the ability of the school boards to effectively run the schools. Therefore, parental involvement in Botswana shifted from being in a position of authority to playing a supportive role.

However, in other countries, parents wield influential authority in the SGBs. Although every country has different roles assigned to their various PTA structures, they all have a participatory role and aim to improve the quality of education for their children, whether the role is authoritative or supportive.

2.3 The Role of Corporate Social Responsibility in Education

The rise of CSR to global prominence has taken several decades. As described by Michelson, Waring and Naude (2016:4), the concept and practice of CSR have been driven by the increasing willingness of corporations to accept that their responsibilities go beyond making profit for the shareholders to contribute towards addressing societal challenges. Corporations have committed large amounts of money and implemented CSR initiatives across many sectors, including education. Globally, studies on the role of CSR in education show that most of the research has been conducted at higher institutions of learning, particularly in Western countries (Naeem & Peach, 2011; Borel *et al.* 2011). In Germany, research shows that private sector CSR has tried to integrate environmental issues into school activities (Mathar, 2011). In China, CSR efforts have been geared towards incorporating sustainable development into basic education curricula (Wang 2011). Although corporations are keen to make contributions to the education sector, the relationships between businesses and the school community are still to be understood. The CSR initiatives promoted by the private sector are rarely aligned with the expectations of communities, including schools (Lee, 2008).

It can be argued that the forms of CSR programmes vary widely in different countries across the globe. In Japan for example, CSR programmes in the education sector include environmental curriculum development and supporting field visits for students

(Chikami & Sobue, 2008). In Indonesia, financial assistance has been extended to students in need through CSR initiatives (Mitsui & Co, 2012). Employment opportunities have also been created through CSR initiatives in the Philippines by hiring students in call centres in a programme designed to improve the quality of English teaching in technology institutions (Keitel 2008).

In Malaysia, CSR programmes have included contributing funds to schools to finance expenses to improve the physical infrastructure and facilities, such as the fences, canteens, walls, and landscape of schools (Ismail, Fauzi & Joharp, 2014: 326). Other initiatives by Malaysian companies have included ICT enhancement in schools and scholarship programmes.

The foregoing indicates there are a variety of CSR programmes in the education sector in many countries across the globe. The greater focus is on the learners through the provision of scholarship programmes, and the provision of technical equipment to enhance learning to create employment opportunities. The schools also receive support through infrastructure development. It can be argued that this view aligns with the Corporate Social Investment Theory which is about what companies do to contribute to society beyond that which constitutes their legal obligation (Blowfield and Murray, 2008).

Governing school councils and SGBs play a significant role in the running of schools. And yet there is a paucity of literature on CSR initiatives targeted at governance in schools. This is despite the acknowledgement that private sector companies are regulated by local and international legislation on good governance. It can be argued that this view is supported by the Good Governance Theory which refers to the legal compliance and the impartial management of resources, free of abuse and corruption (IMF, 2007:128).

2.4 School Governing Bodies and Role of CSI in South African Public Schools

This section reviews the literature on governance in public schools in South Africa. The discussion commences with a review of the historical evolution of governance in public schools and discusses the same in post-apartheid South Africa. The chapter

explains the membership, functions and challenges faced by SGBs. The chapter discusses CSI in South Africa providing its background and related legislation. The contribution of CSI towards the education sector is discussed including highlighting the potential for private sector companies to contribute towards strengthening governance in public schools.

2.5 History of governance in public schools in South Africa

School governance has historically been viewed as a strategic aspect of the education system designed to create a learning environment where learners can excel. The government actively put in place legislation and statutes to empower school structures and guide them through managing schools. Outside the school system parents and civic society organisations (CSOs) also volunteered themselves to support schools' governance efforts through informal and loosely organised alliances with school administration.

2.6 Statutory structures

Globally, statutory structures created to support school governance efforts have been referred to in various ways including advisory councils, governing bodies, school committees or management councils (OECD, 2016, PISA 2015 Results Volume II). Two main examples of statutory bodies are the school board and the local management council.

2.6.1. School Boards

A school board consists of up to 12 elected members representing various institutions. The school board was constituted as a legal entity with administrative and maintenance functions of provincial educational institutions at the local level (Mahlangu, 2008). However, their roles did not extend to the professional functioning of the educational institutions working in association with the education department. The role of the school board was limited and may have been structured to play a complementary role to avoid overlapping and potential conflict arising. However, it remains clear that school governance was seen as an important aspect that could not be left to school authorities alone.

2.6.2 Local Management Councils

As cited by Mahlangu, 2008, a local management council consisted of representatives of parents selected by the school principal to advance the interests of the school. The involvement of parents meant that community views and opinions on the educational needs of their children could be taken to the management council for deliberation and if approved incorporated into the running of the school. The parent representatives organised educational activities of the school and mobilised communities to participate in such activities. It can also be deduced here that through their organising role, the local management council had the potential to influence the direction that a school could take. Other specific roles of the local management council include ensuring infrastructure maintenance at schools, collection, and management of school funds. The local management council reported to the school board and although not involved directly in the running of the school, they could make certain recommendations to the board (Mahlangu, 2008).

2.6.3 Non-Statutory Structures

There were also informal structures or networks formed outside the school system but designed to create links between schools and the communities in which they are located. Some structures were intended to encourage parents to be involved in the education of their children (Mahlangu, 2008). These structures were in three main categories: parent-teacher-student associations, PTAs, and parent associations.

2.6.4 Parent-Teacher-Student Associations

As the name suggests, Parent-Teacher-Student Associations (PTSA) comprised of representatives of parents, educators, and learners (Mahlangu, 2008). These PTSAs were established in secondary schools. In primary schools, learners were not represented in the associations because of age so these were called PTA. Despite the PTSAs being voluntary formations, they were recognised by the Education and Training Act (1979). However, in other communities these bodies were viewed as an extension of the apartheid government (Ndlela, 2015). The PTSAs were resisted or not supported by local communities. In addition to being structures to give voice to communities regarding the education of their children, the PTSAs also played a

political function helping marginalised communities to pressure the apartheid government to have inclusive policies. However, it is stated that these structures never functioned optimally because of the contestations of power and the anti-apartheid struggle (Van Wyk, 2004). Yet, the PTSAs remained a symbol of the desire for democracy.

2.6.5 Parent-Teacher-Associations

The PTAs were found in White schools during apartheid. The PTAs functioned at the school level and worked with other education institutions at regional, provincial, and national levels. However, their duties were confined to school matters, such as fundraising, entertainment and sporting events and they could not participate in decision-making at the level of educational policy (Ndlela,2015).

2.6.6 Parent Associations

Parents often organised themselves into groups intending to take part and influence the management of schools in their communities. Although the parent associations mostly operated at the local or school level, they also organised themselves at the provincial and national levels creating a network of parents' associations. Examples in the Afrikaner community include the Afrikaanse Ouer Vereniging (AO) established in 1983 (Ndlela,2015) and the Transvaalse Afrikaans Ouervereniging (TAO) established in 1998. These parent associations worked through sub-committees established to implement smaller tasks. These sub-committees were designed to assist the association in executing its functions through a division of roles and responsibilities. The provincial and national level committees are comprised of representatives chosen from the local level. These committees could engage with the Department of Education on matters raised by parents at both provincial and national levels (Ndlela,2015).

2.7 School governance in post-apartheid South Africa

The new democratic dispensation in South Africa ushered in a plethora of reforms aimed at addressing social and economic ills caused by racially motivated discriminatory policies during apartheid. In the education sector, reforms sought to ensure that learners in Black communities previously discriminated against had

access to quality education. In addition to the need for well-trained educators, relevant curriculum and teaching and learning materials, school governance was viewed as a critical component for learner achievement (Hermosilla, Anderson & Mundy, 2014: 2). There is evidence to suggest that those tasked with the responsibilities of governing schools can influence learner education outcomes due to their proximity and ability to respond to learner needs (Plough, 2014:41). It can be argued that this assertion is aligned with the Corporate Governance Theory which highlights the effective leadership by the governing body towards the achievement of good performance and effective control (Institute of Directors South Africa, 2016:11). Therefore, the need for the establishment of SGBs in South Africa could not be overemphasised. Effective school leadership and management were necessary and complemented other interventions to guarantee education of good quality in public schools.

2.8 Establishment of SGBs

Lack of effective community participation in education in public schools continued to be a major issue in the empowerment narrative in Black communities. The introduction of SGBs offered parents a legally recognised means to engage in the decision-making processes of schools in the respective communities (Mahlangu, 2008:24). The establishment of the SGBs has its roots in the White Paper on Education and Training (1995:71-78) which was intended to champion transformation in the education sector. In 1996 the South African Schools Act (SASA) was passed and gave legal provisions for the formation of SGBs in public schools. It was deemed necessary to provide legislation to guide the formation and implementation of school governance.

The membership of SGBs consists of elected governors encompassing parents, educators, non-educators and secondary school learners. There is also a provision to include co-opted community members. The school principal is elected as an ex officio member of the SGB (Maringe & Prew 2014:77). The inclusion of learners was considered given their historical role in the anti-apartheid struggle. In the SGB formation, the governors were elected by and represented their constituency. The SGB elections are held every three years. These elections are regarded as the largest elections in South Africa given the sheer numbers of governors appointed to serve on SGBs.

2.9 Functions of the SGBs

According to section 20(1)(a) of the School Act, “the major role of the SGB is to promote the best interests of the school and to strive to ensure its development through the provision of quality education”. Thus, the SGBs are tasked with a mandate to provide strategic direction to schools as prescribed to promote the interests of schools (Squelch, 2001:140). The specific functions of the SGBs are provided in section 20 of the Schools Act 1996 as follows:

- “Providing quality education for all learners;
- Developing and adopting a constitution for the school;
- Adopting a mission and vision for the school;
- Adopting a code of conduct for learners;
- Developing and adopting policies for the school, including admissions policy and language policy;
- Making recommendations to the Provincial Head of Department on the appointment of educators following interviews”.

The optional functions of SGBs are applied when they possess the requisite skills to discharge such duties. According to section 21 of the SASA (RSA, 1996a: 16), a governing body may apply in writing to the HOD to be allocated these functions. In the same token, the HOD has the right to refuse if there is reasonable ground to demonstrate that the SGB does not have sufficient capacity to fulfil such functions. These optional functions include the following:

- “Maintaining and improving school property;
- Determining the extramural curriculum and choosing subject options in terms of the provincial curriculum;
- Purchasing textbooks and teaching and learning materials;
- Paying for services to the school”.

The functions of the SGBs are articulated. The diversity and specificity of these functions also point to a need for the skill and capacity of governors to fulfil their roles (Maringe & Prew, 2014:78). Although well intended, the SGBs were initially occupied by governors with no training and experience to adequately run these boards thereby casting doubt on the success of community participation in school governance.

Deemed to be teething problems, various interventions were put in place to mitigate these challenges. However, over time other challenges emerged and have continued to date. The challenges faced by SGBs are discussed in the following section.

2.10 Challenges facing SGBs

From the outset, SGBs were fraught with challenges. At the time of their establishment, the SGB members lacked training in the delivery of their multiple functions (Xaba, 2011). The SGB members once elected assumed their roles with no official training (Mabasa & Themane, 2002: 112). SGB members had no familiarity with meeting procedures or how to participate, had inadequate knowledge of legislation and could not cope with the paperwork required to implement decisions (Xaba, 2011:201). In many disadvantaged communities the low literacy levels, especially among the parent governors were a major challenge (Maile, 2002:239) and they also lacked the skills and experience to conduct themselves appropriately in exercising the powers assumed in their positions in the SGBs (Van Wyk, 2004:50). However, another challenge is that most SGBs lacked the financial management skills and experience required to manage the school finances (Mestry, 2004: 126). According to Maringe and Prew (2014: 79), principals and educators often undermined SGBs with such parent governors. Parent governors in SGBs in more affluent schools tend to be assertive and influential due to their superior skills given that most are employed in senior or management positions in the private or civic sector organisations. However, the relationship between the SGB members and the school principals was often constrained because of the unwillingness to share power and responsibilities by school principals or fear of losing their power to other SGB members.

Recognising the lack of skills and experience among SGB members, training materials were developed to support their orientation regarding their roles (Maringe & Prew, 2014: 78). Earlier studies indicated that the training for SGBs was inadequate with no follow-ups to evaluate the performance of SGB members (Van Wyk, 2004: 54). More recent studies indicate that the 'cascade model' developed to build the capacity of SGBs failed dismally (Maringe & Prew, 2014: 78). The idea was to train district officials who would then train SGBs in clusters. The result was that the training at the SGB

level was ineffective. New SGB members had to be trained every three years after every election of new members.

2.11 Corporate Social Responsibility in South Africa

Corporate Social Responsibility (CSR) refers to the voluntary investment or participation in the social development of communities in which private companies operate. In South Africa, CSR is used interchangeably with CSI. Although CSR is a voluntary initiative, in other contexts, such as in South Africa where there is legislation governing aspects of CSR, companies may be legally obligated to contribute towards social development activities as an extension to their core business (Porter & Kramer, 2011). In post-apartheid South Africa CSI gained prominence with the introduction of the BBBEE Codes of Good Practice in 2003 designed to address the legacy of economic inequality in the country. The B-BBEE Codes stipulate that 75% of the obligated 1% net profit after tax socio-economic development spend by companies must benefit historically disadvantaged communities (Triologue, 2017:11).

There are a variety of pieces of legislation that implicitly require companies to engage in CSI (Kabir, Mukuddem-Petersen & Petersen, 2015: 284) including the following:

- Mineral and Petroleum Resources Development Act 28 of 2002;
- Promotion of Access to Information Act 2 of 2000;
- Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000;
- National Water Act 36 of 1998;
- Employment Equity Act 55 of 1998;
- Skills Development Act 97 of 1998;
- National Environmental Management Act 107 of 1998;
- Labour Relations Act 66 of 1995;
- Occupational Health and Safety Act 85 of 1993;
- Mine Health and Safety Act 29 of 1996.

The B-BBEE Act 53 of 2003 is a crucial legislation that significantly influenced the nature of CSI in the country. However, the South African King III Report on Corporate Governance also plays a major regulatory function by providing guidelines on how businesses should report on their social, economic, and environmental performance

in addition to financial reporting. The King Codes are also recognised within the international community (Kabir, Mukuddem-Petersen & Petersen, 2015: 284).

Beyond the legislation, CSI in South Africa is driven by the need to redress the economic imbalances arising from the country's historical past. However, civil society organisations, labour unions, and the government also continue to pressure companies to engage with and support the communities in which they operate. This study seeks to add momentum to the CSI practice in South Africa by exploring how companies can contribute towards improving governance in public schools.

2.12 Contribution of CSI to the education sector

The CSI expenditure by the corporate sector was estimated to be R10.2 billion in 2019. This demonstrates a 5% increase in CSI expenditure from R9.7 billion in 2018 (Trialogue, 2019:30). The trend in CSI shows that expenditure has increased in the last decade from R1.5 billion in 1998. The trend also shows that the education sector is by far the most supported sector with 50% of CSI expenditure by 94% of companies being channelled to school level programmes and higher education in 2019 (Trialogue, 2019:183). Other development sectors supported include social and community development (15%), food security and agriculture (9%) and health (7%) (Trialogue, 2019:30).

Within the education sector, a greater portion of the CSI spend (28%) was allocated to further education and training (FET); 28% to tertiary education; 22% to general education; 17% to early childhood development (ECD); and 1% for adult education (Trialogue, 2019:183). Regarding the specific interventions supported bursaries, scholarships and university chairs received the largest allocations at 23% followed by learner development initiatives (21%); teacher development (12%); and infrastructure, facilities, and equipment support (10%). These figures are presented in Figure 1 below.

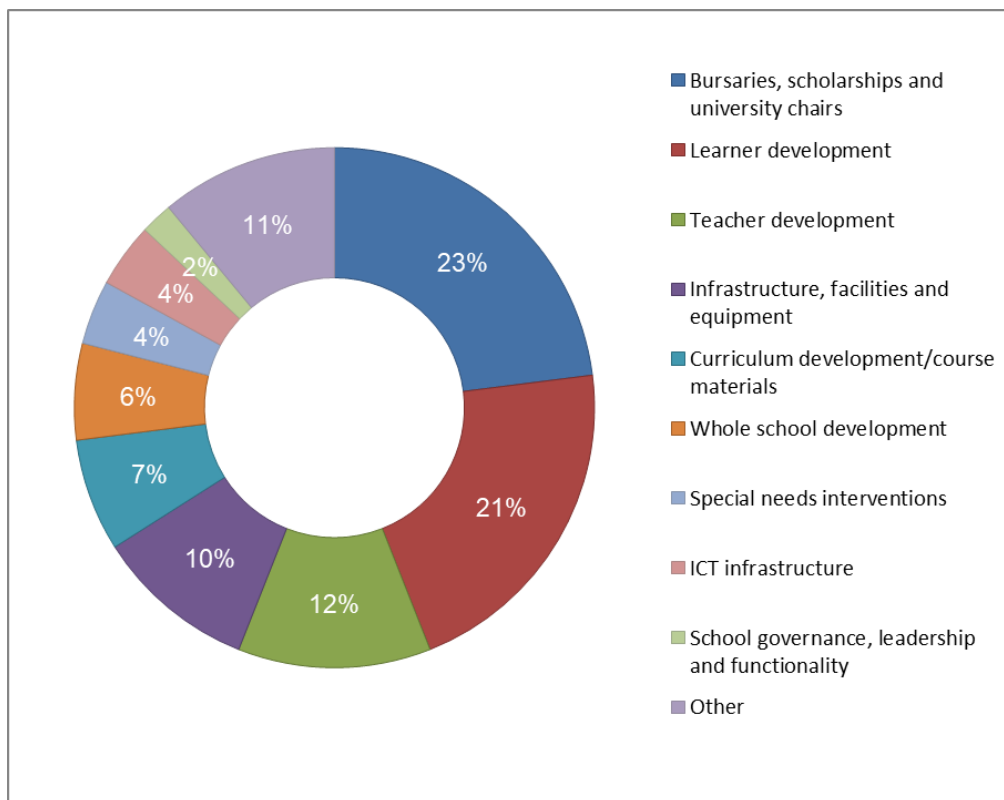


Figure 1: Type of intervention supported through private CSI.

Source: Trialogue (2019:185)

School governance and functionality received the least support with only 2% of CSI expenditure being allocated towards schools (Triologue, 2019:185). Given the magnitude of challenges faced by SGBs in schools discussed in section 3.2.3.3, there is a need for more targeted support by the private sector towards strengthening school governance. It is acknowledged that private companies are more adept at implementing governance practices than public sector institutions because of the competitive environment in which they operate. Therefore, it is proposed that private companies can transfer governance skills and expertise to SGBs through customised CSI initiatives.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

To explore the role that private sector CSI can play in promoting good governance in public schools, the researcher employed a qualitative research method. The qualitative research method focuses on understanding how individuals experience situations and their emotional responses to those experiences. This method provides participants with the opportunity to articulate a range of ideas and perspectives. The qualitative research approach is grounded in theory. This chapter outlines the study's design and execution, encompassing details about data collection methods and the research design. In this chapter, the researcher delves into a more detailed exploration of the qualitative approach. The research methodology articulates the processes, steps and techniques used to gather and analyse data (Neuman 2014:8).

3.2 Research design

The research design forms the framework or foundation of the research (Stephen, 2016:203). The research steps and actions taken to accomplish the research are based on the research design (Barbie & Mouton, 2011:74). The research design also influences the choice of the research methods adopted in a particular study. Therefore, the research design must be grounded in appropriate scientific theory (Cooper & Schindler, 2011:138-139). There are a variety of research designs typically used including experimental, descriptive, explanatory, and exploratory. This study adopted an exploratory research design given that the study sought to explore the role of private sector CSI in promoting good governance in public schools in Gauteng Province.

Within the exploratory design, the study also adopted a case study approach as the study is focused on comparative analysis and description of the schools. The case study is designed to facilitate the in-depth understanding of phenomena within particular contexts (Yin, 2014:16). This approach is relevant for this study as the researcher sought to gather knowledge on how private sector CSI could promote good governance in public schools considering the decentralisation of decision-making authority to individual schools. The public education sector creates a specific context

which differs in many respects from private and independent schools. Therefore, the findings from the study are specific to public schools and cannot be generalised to cover other schools in different contexts.

3.3 Research methodology

This study adopted a qualitative method. The qualitative method is suitable for the exploratory research design and the case study approach. This method is suitable for gathering information from research participants based on their experiences and their subjective interpretations of these experiences (Delport & de Vos, 2011:65). In this study, the researcher sought to gather the knowledge, perceptions, and experiences of each SGB members in the selected public schools regarding governance issues. The study also sought to understand the subjective perceptions and experiences of officials in the private sector regarding their participation in funding school governance and related activities. A unique feature of the qualitative method is that it relies on gathering information from small samples (Creswell, 2014:239). The small samples coupled with the subjective nature of the method facilitate the collection of detailed information from research participants (Leedy & Ormrod, 2015:98-99).

3.4 Population

In research studies a population is defined as a group of individuals that conform to specific criteria to which we intend to generalise the results (McMillan & Schumacher, 2014:64). For this study, the population comprises SGB representatives, school principals from three public schools in Gauteng, a government official from the national DBE; and officials from private sector companies that fund CSI initiatives in public schools.

3.4.1 Sample Size

According to Singh and Masuku (2014:6), sample size refers to the actual number of research participants from which information will be collected. As already stated in section 3.4 above, sample sizes in qualitative studies are small. For this study, a sample size of 24 participants was selected and invited to participate in the study. The study included three public schools that were purposively selected: school principals (three), School Governing Body parent members (nine) Educators serving in the SGB (nine) and a senior government official with oversight responsibility for the school

governance at the national level (one). In addition to the schools, one foundation that provides CSI funding for education initiatives was invited to participate in the study, one CSI Agent that manages and designs CSI fund strategies for private sector companies was also invited and a senior government official with oversight responsibility for the school governance at national level (one) participated in the study. All participants in the study were from Gauteng. A total of 22 respondents participated in the study out of the 24 that were invited to participate.

3.4.2 Sampling Method

The selection process of the research participants from the research population is referred to as sampling (Neuman, 2014:246). The sampling process can either use a probability or non-probability approach. A probability approach is typically adopted in quantitative studies for the selection of large and representative samples whereas non-probability sampling is used in qualitative studies to subjectively select smaller samples of research participants. This study adopted a non-probability sampling method namely purposive sampling and convenience sampling approach to deliberately identify and select participants (Aaker, Krumar & Day, 2007:393) who are principals or SGB members at the three selected public schools; and officials in the private sector involved in CSI initiatives in public schools and a senior government official whose duties are relevant to the study.

Due to the Coronavirus Pandemic (COVID-19) in 2021/2022, virtual meetings via Zoom and Teams were scheduled in 2022 for the SGB members from the fee-paying school. However, participants from the two non-fee-paying schools in the township were interviewed in 2023 due to unavailability and constant requests to defer the interviews as schools were prioritising the learning losses attributed to the COVID-19 pandemic.

The unforeseen delays affected the study schedule as a result an extension of the ethical clearance from the Gauteng Department of Education was sought and granted to the researcher and thus face-to-face semi-structured interviews were conducted. Electronic notes and transcribed interviews were analysed using both thematic analysis and descriptive statistics. Consideration was taken to ensure trustworthiness by attending to dependability, credibility, authenticity, and transferability (Creswell &

Creswell, 2018). The SGB members were accessed through their respective schools while officials from the private sector were accessed through the executives of the private companies with written requests for permission. The two officials from the private sector were not necessarily implementing CSI initiatives in the selected schools.

3.4.2.1 Purposive Sampling Approach

The purposive sampling method is often utilised where sampling is conducted with a particular purpose in mind (Maree, 2007:178). The criteria employed to select the sampling size was informed by the SASA on the composition of the SGB. Section 23 of Chapter 3 of the Schools Act outlines the composition of SGBs in all public schools. The act provides for the composition of the parents and clearly states that parents should constantly form the majority in an SGB (Joubert & Prinsloo 2008:75). Section 29 (2) gives mandate to the SGB to elect the office bearers consisting of the chairperson, treasurer, and a secretary (Assistant Secretary and Deputy Chair positions are optional). In the three selected schools, the researcher developed a criterion to select the proposed participants for the study. The primary goal for developing a criterion was to ensure a full representation of the voices with a voting right in the SGB. The following criteria were used:

- Principal as an ex-officio member of the SGB
- Two educators with one serving as a secretary which means she or he is part of the office bearers
- Three out of the six parent SGB
- Chairman of the SGB
- SGB member not serving in the executive committee (non-office bearer)

The aim was to engage many parents SGB in the sample size to gain valuable insights about the perceived successes and challenges in their respective schools to enable the researcher to gather information on governance functionality and contrast that with the principals 'and educators' perspectives and compare that with literature to present empirical evidence to inform recommendations for the private sector to play a meaningful role in promoting good governance. The selected participants were considered capable of providing meaningful information about their roles. Therefore,

in consideration of this, the researcher observed the characteristics of a sample and drew inferences about the characteristics of the larger population from which it was derived.

3.4.2.2 Convenience Sampling

This approach applies to circumstances whereby population elements are chosen based on their easy and convenient accessibility (Maree, 2007:177). The researcher identified four companies that fund CSI initiatives to participate in the study. Out of the four companies, only two responded positively. The other two companies indicated that they could not participate due to capacity constraints and were compelled to prioritise work deliverables as they were short-staffed. The researcher relied on her experience and knowledge of the CSI sector having worked in the sector for more than ten years. The researcher sent a formal written request to the Chief Executive Officer, and the second company, permission was requested from the Head of Social Investments. Both these executives granted permission and they assigned a senior CSI manager and a director to participate in the study.

3.5 Research Instruments

Research instruments refer to the tools used to gather data and information from research participants. In this study semi-structured interview guides with open-ended questions were used to gather information from the research participants (Valenzuela & Shrivastava, 2009:5). Two interview guides were developed: one for the school principals (Appendix 1), SGB representatives (Appendix 2); DBE official (Appendix 3) and for private sector CSI officials (Appendix 4). The interview guides were constructed based on the research questions and the findings from the literature review in Chapter 2.

The interview guide for the principal and SGB representatives is organised as follows:

- Demographic profiles
- Roles and responsibilities in school governance
- Experiences in school governance
 - Perceptions regarding schools' governance in public schools
 - Key issues in schools' governance at the school
 - Major challenges being faced

- Causes of these challenges
- Effect of the challenges in running the school
- Perceptions of CSI initiatives in public schools
- Experiences with CSI initiatives at the school
- Possible solutions to governance challenges

The interview guide for the private sector CSI officials is organised as follows:

- Perceptions regarding governance in public schools;
- Major challenges in school governance;
- Causes of these challenges;
- Motivation for CSI initiatives in schools;
- Impact of CSI on school governance;
- Sustainability of CSI initiatives in public schools.

3.6 Data Collection

The data collection process included the tools and ways through which data is collected from the research participants (Sani, 2013:40). Data collection for this study was conducted through semi-structured interviews with the selected participants in the three public schools in Gauteng. According to Maree(2007), the semi-structured interview is popularly utilised in research projects to verify data emerging from other sources and it allows the researcher to probe and seek clarity.

3.6.1 Semi- Structured Interviews

A hybrid method of face-to-face and online Zoom was conducted. The interviews were guided by the semi-structured interview guides and enabled participants to respond to questions based on their experiences with no limitations. The digital platform Zoom further enabled the researcher to record the interviews to ensure that all the information shared was captured verbatim.

3.7 Data Analysis

Upon the successful gathering of data, the interview records were transcribed into a Word document for analysis. According to Neuman (2011:246), data analysis involves processes designed to transform data to give it meaning. The qualitative data gathered from the interviews was analysed using the thematic content analysis method. The

process included data classification or categorisation; analysis; and presentation and validation (Babbie and Mouton, 2010:493-495). Thematic content analysis was performed as follows:

Step 1: Understanding the data.

To gain an understanding of the data and the messages being conveyed, the researcher read the transcripts and noted the trends or recurring themes.

Step 2: Identify major themes.

Based on the observations made in the first step, the researcher highlighted the initial broad themes emerging from the data. These themes are defined or stated to respond to the research questions.

Step 3: Review themes and sub-themes

The researcher reviewed the interview transcripts again this time noting and highlighting statements corresponding to the themes. The researcher then revised the themes by noting if there was sufficient data to support each of the themes. It may be that some themes may be too broad and need to be disaggregated into sub-themes.

After the data analysis process, the researcher narratively documented the findings in response to the research questions. The findings were collated with the findings from the literature review to provide a holistic picture of the findings.

3.8 Case study description and characteristics of the selected schools

Case study research is described as a methodical exploration of a particular event or a cluster of interlinked events, intending to depict and explain the phenomenon under examination. The scholar further argues that case studies provide a multifaceted analysis, wherein the investigation includes not only the viewpoints of one or two participants in a situation but also considers the perspectives of other pertinent groups of individuals and the dynamics of their interactions (Maree, 2007: 75).

It is argued that schools are not isolated entities. Instead, they operate within a community and are shaped by the larger local community and broader spheres of influence, including various socio-economic and political factors within the country,

which impact the operation of a school (van Rooyen, 2013:50). Contextual factors contribute to the uniqueness of a school and the socio-economic conditions play a significant role in how the school functions. This is attributed to the historical context of the segregated education systems based on racial groups in the country, along with the diverse socio-economic conditions that defined the people. In order to address economic disparities and promote a more equal education system, the schools were categorised into five quintiles. This categorization aimed to give targeted support and established a standardised framework for basic education. The quintiles are established based on the poverty status of a school and its surrounding community. Post 1994, the government granted permission to schools whose communities could afford to charge school fees to enable the government to put more financial resources into the previously disadvantaged Black schools (Chaka, 2008:14). This contextual background for the holistic view of these schools is imperative in comprehending the full spectrum of their fundamental uniqueness and factors contributing to each school's distinctiveness.

To ensure confidentiality and anonymity is protected and maintained, the schools have been classified as school A, B and C. Accordingly, school A is a public fee-paying school and is classified as a Quintile 5 school. It is in the Northern suburb of Johannesburg and is surrounded by affluent suburbs. The parent body consists of a broad range of professionals who are educated and majority of whom work in the private sector, some in the public sector and a small proportion run their own businesses. The school is under the education district of Johannesburg North. School B is in Soweto in Johannesburg South. The school is under the Johannesburg Central District, and it is categorised as a Quintile 2, thus it is a no-fee-paying school. Most parents are unemployed, including some of the SGB members. The characteristics of school C are similar to that of school B, school C is in Protea Glen, which is an extension of Soweto with a few new township developments and a mall about 2km from the school. The principal shared that the school was incorrectly classified as a Quintil 5 school attributing this to the surrounding area of the school with new homes that are part of the extension of the Soweto Township. However, the school is exempted from charging school fees and is treated as a Quintile 2 school. On the other side of the mall, there are informal settlements with shacks. The school draws its learners from the surrounding areas and the majority reside in the informal settlement.

It can be noted that both schools B and C are in communities where most people are previously disadvantaged. Most parents in these communities who serve on the parent bodies come from low-income households dominated by unemployment that negatively impacts their ability to competently contribute to the good governance of the schools (Graaf, 2016:9& Thwala, 2010:13). It is assumed that parents in affluent communities who are professionals and are elected to serve in the SGB are likely to bring a wealth of experience, knowledge and skills, which puts the governance of the school in a favourable position as it gets to be governed by people with a high level of competence to provide oversight to the leadership of the school.

The governing bodies of the three selected schools are characterised by distinct features, which has motivated the researcher to propose a study in this area of interest. If parent governors have such an enormous task to support the provision of excellent and quality education for the children of the country, one can argue that the private sector can play a significant and critical role in promoting good corporate governance in public schools, which will ensure accountability by all those involved in the teaching and learning of the learners. Therefore, this study seeks to explore how best the private sector CSI can help improve governance in marginalised schools and in the process improve the quality of education.

Table 1: Characteristics of the three schools

Characteristics	School A	School B	School C
Quintile	5	2	5
Public school	Yes	Yes	Yes
Fees paid per annum	R55 000 - R60 000	R0	R0
Number of learners	1200	1680	1593
Number of educators	59	37	44
Number of educators paid by SGB	21	0	0
Number of non-teaching staff	10	0	0
School Psychologist	2	0	0
School Social worker	1	0	0

3.9 Reliability and Trustworthiness

For qualitative studies, the reliability and trustworthiness of the study processes are important to ascertain the credibility of the findings. These concepts of reliability and trustworthiness are described below.

3.9.1 Reliability

Reliability refers to the degree to which the same constructs in a research instrument will yield consistent results when applied in other contexts or at different points in time (Tavakol & Dennick, 2011: 447). This definition suggests that the interview guides ought to achieve consistent results when used in similar environments. To order to confirm reliability of this study, the researcher performed pilot testing on the interview guides and made minor modifications to the questions (Salkind, 2012).

3.9.2 Trustworthiness

Trustworthiness in research guarantees that the research process is carried out with sufficient rigour to attain reliable and credible findings. Trustworthiness is comprised of four key elements: credibility, dependability, confirmability, and transferability. The study's credibility was upheld by engaging in peer debriefing with a seasoned academic specialising in school governance. This assured that the research methodology was robust and that data was accurately interpreted (Polit & Beck, 2012:594). The researcher further provided the research design, methodology and data collection processes to ensure the element of dependability (Thomas & Magilvy, 2011). To fulfil the aspect of confirmability, which relates to the objectivity of the study, the researcher triangulated the data by interviewing the 22 participants across the three public schools (Yin, 2014:121). The researcher similarly described the background and context of school governance and the data analysis procedures to ensure transferability (Polit & Beck, 2012: 596).

3.10 Ethical Considerations

The researcher has been granted permission by the Northwest University Ethics Committee to conduct the study. This followed the ethical standards required when conducting research (Hill, 2011:124). The researcher furthermore sought permission from the National Department of Basic Education and the Provincial Department to conduct research in the three public schools. Upon receiving approval and permission,

the researcher approached the schools and sought the informed consent of the principals and the SGB representatives. The researcher further requested permission to interview the government official from the office of the Director General and permission was granted in writing. The government official further provided consent for his name to be mentioned in the study. For the private sector CSI, permission was requested and granted by the CEO and the Head of Social Investments, respectively.

3.10.1 Informed consent

Informed consent refers to the willingness of an individual to participate in a study with full knowledge and voluntarily doing so (Creswell, 2013:92). The researcher sought the informed consent of the participants before they were interviewed. The researcher further explained the purpose of the study and provided all the relevant information to ensure that participants made informed decisions to participate in the study.

3.10.2 Voluntary participation

Participants were not promised any rewards or offered any incentives to participate in the study. All participants were informed that their participation was voluntary and that they could terminate such participation at any stage during the interview (Creswell, 2013:92).

3.10.3 Anonymity and confidentiality

The researcher did not use the actual names of participants. During the analysis, the individuals and schools are represented by code names. No names were used in the presentation of the findings to ensure confidentiality. In addition, the findings were not ascribed to individual participants making sure they remain anonymous (Creswell, 2013:92).

3.11 Chapter summary

Chapter 3 presents the methodology for the collection of data employed for this study. Chapter 4 presents the research findings, and Chapter 5 presents conclusions, discussion and recommendations for future research and describes the methodology employed in the study by discussing each segment of the research process.

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

The empirical findings of the study are presented in this chapter. The researcher describes and interprets the collected data using qualitative analysis to address the problem statement. The empirical research was to explore the role of private sector CSI in promoting good governance in public schools: a case study of three schools in Gauteng, South Africa.

The study adopted a qualitative research approach. Chapter 3 discussed the methodology and research design employed in conducting the study. In this chapter, the researcher presents the findings of the data collected from a sample of 22 respondents. The names of the schools and respondents who participated in the study are not revealed to protect their identity. In presenting the findings and analysis, this chapter begins by outlining the research objectives and research question followed by an overview of the demographic data and offering a summary.

4.2 Research objectives

As discussed in Chapter 1, section 1.3.1, the primary research objective for this study was to explore the role of the private sector CSI in promoting good governance in public schools in Gauteng. These empirical objectives were formulated to guide the empirical study and the instruments developed by the researcher to collect the data and interpret the findings.

- To conduct a comparative governance analysis:
 - By providing a detailed comparative analysis of the governance in two public schools in marginalised communities and an affluent community.
- To establish private sector CSI's role in the support of good governance:
 - Through empirical research, establish how private sector CSI initiatives influence or contribute to good governance within the SGBs of the selected schools.
- To recommend private sector Support:

- By extending the empirical objectives to propose specific and practical ways the private sector could support good governance in under-resourced public schools in Gauteng.

The instruments developed by the researcher aimed at responding to the following research questions:

- What factors are affecting governance success and failures in public schools?
- What is the importance and impact of governance on learner outcomes?
- Which framework governs corporate governance and CSI?
- What proposed guidelines can the private sector consider supporting SGBs to promote good governance in public schools?

4.3 Findings from the interviews

Face-to-face and virtual semi-structured interviews were conducted with the parents serving as School Governing Body members, the educators serving in the SGB, principals of the three selected schools. In addition, a senior official from the National Department of Basic Education was invited to participate in the study as it is stipulated in the SASA that the government will provide support and capacity building to the SGB. Other participants included a director with the Zenex Foundation (funds and manages education initiatives) and a CSI Specialist from Tshikululu Social Investments a non-profit company that manages CSI funds and initiatives across various sectors.

The population of the respondents included 9 parents from the three SGBs , principals from the three schools (3), educators serving in the SGB (7), National Department of Basic Education official (1) and respondents from the private sector (2).

Purposive non-probability sampling was adopted for the study as highlighted in section 3.3.3.1 in Chapter 3. Purposive sampling was deemed suitable for the study as it entailed the deliberate selection of objects or individuals to ensure the most essential information relevant to the subject being investigated (Leedy & Ormond, 2013:152).

The semi-structured interview instruments for the parent SGB members were divided into four sections: (Annexure A).

Section A: Demographic profile:

The demographic profile was to ascertain the parents' professional background, level of education, experience, and skills they possess, which could contribute to the exercise of the duties and functions of the SGB as stipulated in the South African Schools Act of 1996. The researcher further intended to compare the demographic profile of parent governors from two non-fee-paying schools in an urban area to parent governors of a fee-paying school in an affluent school which are both governed by the same legislative framework. Last, the instruments requested respondents to indicate their age group to establish the balance of age and experience and if the age factor does not present dynamics between the governing structure and the professional staff of the school.

Section B: Composition of the SGB

This section intends to gather information about the composition of the SGB and to establish if it is by the legal framework set out to govern the SGB structures. This section aimed to establish if the SGB members were clear about their roles as governors of the school.

Section C: Capacity Building

Questions in this section intended to establish if there was a right balance of skills and experience to inform decision-making processes for the formulation and implementation of school policies about finance management, the appointment of teachers addressing the needs of the school, and the provision of resources for learning.

Section D: School governance and CSI interventions

This section intended to establish if any shortcomings were experienced by the governors, which could be attributed to a lack of capacity in the execution of their duties. In addition, to determine how this could affect the overall function of the governing body in supporting the school to ensure teaching and learning are taking place for quality outcomes to be achieved.

Table 2: Parent SGB demographic profile of School A

Gender	Male	Female	Male
Age	45-50	42-45	50-55
Profession/career/job	Trained as a Lawyer	Engineer	Business Management
Employment	Chief Commercial Officer	Lecturer	Managing Consultant
Position in SGB	Chairman	Member	Deputy Chairman
Years serving in SGB	6 years	4years	2years

Table 3: Parent SGB demographic profile of School B

Gender	Male	Male	Female
Age	55-58	49-52	36-39
Profession/career/job	Works for a government entity	Previous government employee	Previous general worker
Employment	Assistant Director	Unemployed	Unemployed
Position in SGB	Chairman	Member	Member
Years serving in SGB	3 years	1	2

Table 4: Parent SGB demographic profile of School C

Gender	Male	Male	Male
Age	55-58	46-49	50-55
Profession/career/job	Activist	Political activist	Entry level Manager
Employment	Unemployed	Unemployed	Works in construction
Position in SGB	Chairman	Member	Member
Years serving in SGB	2yrs	11 years	3 years

4.3.1 Parent demographic profile analysis

The analysis of the demographic data of the parent governors revealed that all three schools have a diverse mixed gender of parent governors. Regarding age range, school B demonstrated a wider age range compared to Schools A and C. In terms of professional background and qualifications, each school has a diverse set of professions among the parent governors, including law, engineering, business management, government service, activism, and construction. However, the data further revealed that four out of six parents between School B and School C were unemployed. The parent governors from School A have professional backgrounds, qualifications, and experience. These differences may influence the perspectives and contributions of the parent governors to the SGBs. It may be argued that such experience is adding value to the functioning of the SGB and is putting the school in an advantageous position in terms of their understanding of the SASA mandate and interpretation and exercising their authority and implementation of best practices.

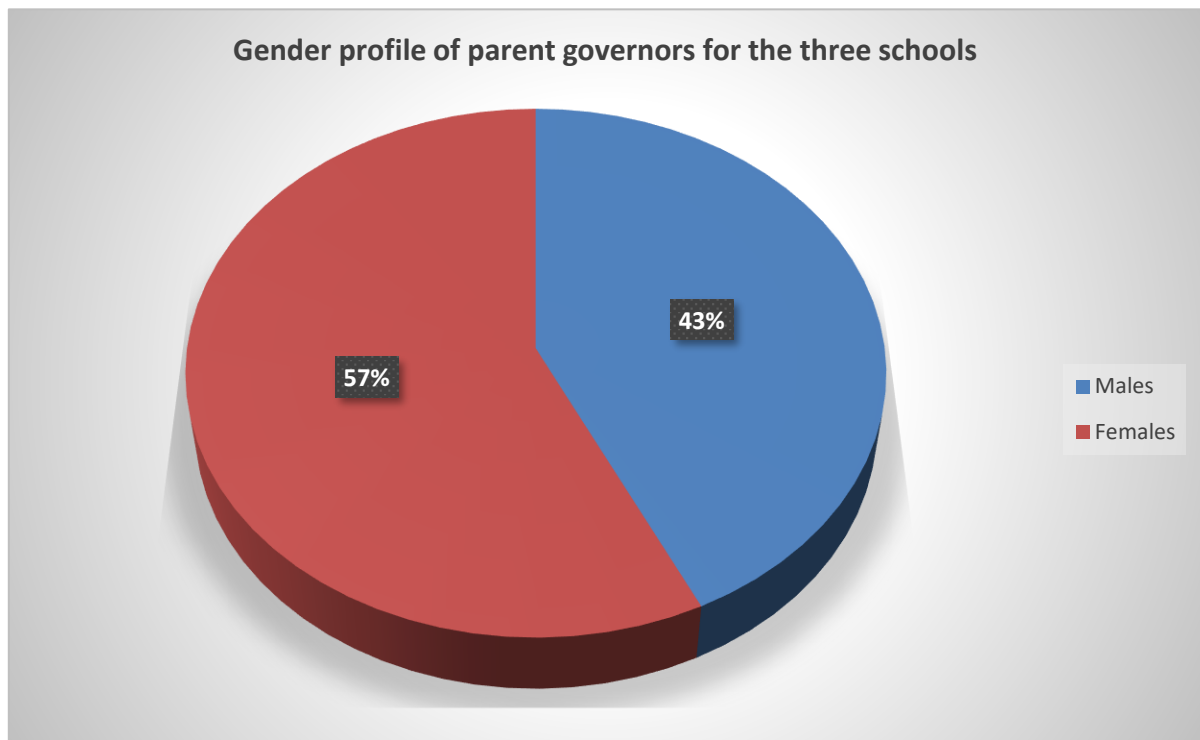


Figure 2: Gender profile of parent governors for the three schools

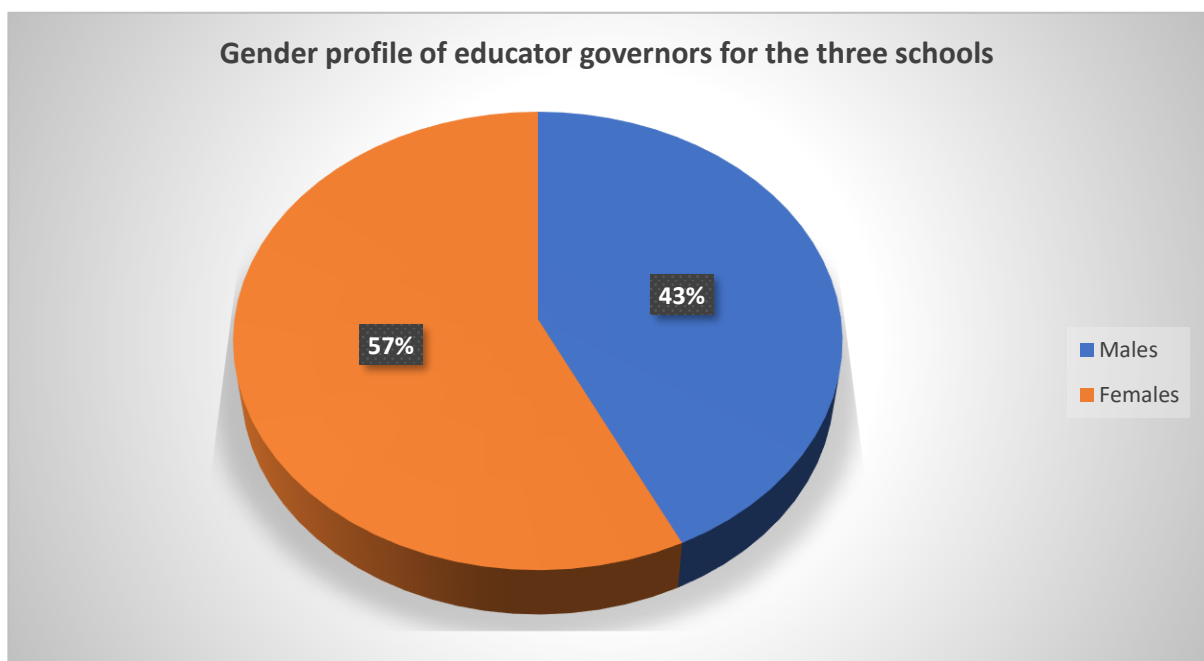


Figure 3: Gender profile of educator governors for the three schools

Table 5: Educator SGB demographic profile: School A

Gender	Female	Female	Female
Age	67-69	38-41	26-29
Profession/career/job	Educator	Head of Department	Educator
Position in SGB	Educator representative	Secretary of the SGB	Educator representative
Years serving in SGB	4yrs	6years	1

Table 6: Educator SGB Demographic Profile: School B

Gender	Male	Female
Age	48-51	49-52
Profession/career/job	Head of Department	Post-level one educator
Position in SGB	Secretary of SGB	Educator representative
Years serving in SGB	1	3

Table 7: Educator SGB Demographic profile: School C

Gender	Male	Male
Age	52-55	48-51
Profession/career/job	Educator	Head of Department
Position in SGB	Secretary of the SGB	Educator representative
Years serving in SGB	6 years	6 years

4.3.2 Educator/governor demographic analysis

The data revealed that each school has a diverse mix of educator governors, contributing to gender diversity. School A has a broader age range among educator governors. Three of the seven educator governors serve in the Senior Management of the School as their designations stipulate that they are Head of Departments in their respective schools (HOD). These differences may influence the dynamics and perspectives within the SGBs in each school.

4.4 Findings from the SGB parent governors

Comparative analysis of principals' responses on School Governance: School B, School C, and School A.

The following section provides a comparative analysis of the responses from the three respondents of school principals from School B, School C and School A about the role, contribution, challenges, and potential improvements related to SGBs. The focus is on school governance and the interaction between SGBs and private sector CSI initiatives.

4.4.1 Role and Function of SGBs

The principal of School B acknowledged the multiple functions of the SGB at the school.

Principal from School B cited:

“The role and function of the SGB is to govern the school, to support all stakeholders and to fundraise and to provide support for curriculum delivery to ensure teaching and learning takes place.”

He further indicated:

“The SGB is also responsible for policy development, however I feel excluded from decision making processes and I feel undermined as a principal of the school by the SGB”.

The researcher probed and asked what the reason for the exclusion could be. The principal attributed this to the fact that he was in an acting role as his predecessor had retired.

The principal from School C highlighted:

“The SGB are the governors of the school and they are an important stakeholder.”

However, the principal of School A shared this view:

“The role of SGB is to ensure good governance and to play a supportive role to me as the principal”.

The principal further indicated:

“The SGB play a crucial role in the finance management of our school and they bring a wealth of experience on finance, legal and human resources issues.”

This view was further supported by a parent governor of School A:

“The SGB members of the school have wealth of expertise and in finance, auditing and accounting skills and we have engineers as well and these skills add so much value to the governance of the school.”

The principal from School A emphasised the importance of ensuring good governance and saw the role of a principal as a supportive and neutral role recognising the strength of School A's SGB members' expertise.

The views expressed by the principals of the three schools on their understanding of the roles and functions of an SGB provided insights on the role as perceived by the principals. These responses revealed a broad understanding of the role of governors however none of the principals elaborated on what governance concept means. The responses revealed the benefit of having SGB members who have expertise and knowledge in areas of finance, legal and human resources. It can be argued that SGB members with these competency levels add value to the functioning of the SGB and understanding of the role the governors play in a school. Literature defines and debated the concept of good governance to encompass transparency, accountability,

participation, the rule of law, effectiveness, efficiency, consistency, and coherence (Smit, 2015: 1).

4.4.2 Role and Contribution of SGBs

School B described the SGB as not supportive, with a low contribution rate of 40%. The principal feels unsupported in the acting role despite 15 years of service.

Principal of School B indicated:

“I feel undermined, unsupported and excluded by the SGB on decision making processes of the school. I am really not clear on the contribution they are making at the school.”

However, principal of School A shared a different view:

“I am privileged that our SGB has diverse expertise which alleviates pressure on me as I can focus on the managerial and leadership roles of the day-to-day running of the school with full support from the SGB.”

Principal of School C shared:

“We have a supportive SGB who contributes positively to the 9 focus areas of the school despite the challenges of the turnover we experience in the SGB and it negatively affects the smooth running of governance and stability”

Contrary to this challenge shared by School B Principal, the principal of School A recognised the SGB as adding to the skills base that the school requires, such as that of legal when certain issues arise needing the legal expertise.

According to Risteska, Mickovska and Kraja (2010:5), good governance in the education sector should mean that state actors and citizens are responsive and accountable and act transparently to fulfil their responsibilities. Mavuso and Duku (2014: 454) asserts that school governance encompasses all pertinent stakeholders, including parents, educators, and learners in Grade 8 and above in deciding on running the schools in compliance with the provisions of the SASA.

4.4.3 Challenges Faced by SGBs

The principal of School B shared:

“Our primary challenge pertains to controls and systems of financial management, lack of support for teacher development, and lack of understanding of issues of policy development.”

The respondent further identified rapid changes leading to SGB member resignations as a key challenge.

School A described a distinctive view on the challenges highlighted by School B and School C.

Principal of School A indicated:

I’m not sure whether it is a challenge or not but the main issue in our SGB can be described as a challenge of a potential over-representation of certain skills in the SGB, as all governors are professionals in various sectors.”

4.4.4 Private Sector CSI Initiatives in the school

The principal of School B cited:

“I am aware of the Motsepe Foundation that donated resources at our school however I am not clear about the relationship between SGB and the Motsepe Foundation as I was not in the leadership role when that relationship was established with the school.”

While the principal of School C listed various initiatives, including support from Siemens, Norway, Telkom, and Coca-Cola he indicated:

“Our SGB serves as the accounting officer for donated funds, ensuring accountability.”

Whereas the principal of School A recognised partnerships with the Allan Gray Orbis Foundation and the Epoch and Optima Trust. The respondent saw potential benefits in gaining support for infrastructure projects and advocating for teacher initiatives to be supported by the private CSI initiatives.

4.4.5 Principals of the three schools ‘recommendations for Improvement

Both respondents of Schools B and C advocated for support for the capacitation of SGB members, while respondents recommended that private sector CSI initiatives focused on imparting knowledge and skills to ensure functional SGBs in no fee-paying schools.

Principal from School B cited:

“Our SGB members need to capacity building initiatives and maybe private sector initiatives can help to ensure a well-functioning SGB that can focus on its role more effectively.”

Contrary to this view, the respondent from School A cited that no support was required for school governance improvement.

Principal from School A indicated:

“Our school has no shortcomings demonstrated to require external intervention. The SGBs are well-capacitated and have all the skills required to perform their duties.”

Principal from School C highlighted:

“External intervention from the private sector CSI to support our governors will add tremendous value and it will reduce the pressure on my side of having to step in and train the new governors on their roles owing to the lack of support from the department.”

4.5 Findings obtained from the Parent SGBs:

This section presents the findings of the data collected from the nine parent governors from School A, which is a fee-paying school and the two non-fee-paying School B and School C in Gauteng. To protect the confidentiality and ensure the anonymity of the respondents, the findings are presented through common themes that emerged from the data collected and analysis.

Common Themes

4.5.1 Function of SGB

All respondents stated that the function of the SGB is seen as helping to govern the school and ensuring its smooth functioning.

“The role of the school governing body is to govern the school.”

However, the concept of governance was not elaborated on and the above quote was shared by four parent SGB members across the three schools.

4.5.2. Principal's Role

The principal's role involves providing guidance, being a conduit between the school and governors, and ensuring accountability for the operational running of the school.

4.5.3 Parental Role

Parents in the SGB are expected to play a role in governing the school, providing support for curriculum delivery, and contributing to the overall governance leadership.

4.5.4. SGB Contribution

The SGBs are expected to contribute positively to the schools, although there are variations in the perceived level of support and effectiveness.

SGB Member of School B cited:

“Our contribution to the school is to support the teachers and the principal to ensure that there is discipline at the school as most of us as SGB members are unemployed so we are always at the school to ensure teaching and learning is taking place and we deal with issues of discipline at the onset. always around the school to ensure that we focus on issues of infrastructure and security and that learners are in classrooms and that teachers are teaching.”

This view was further supported by another parent SGB from the same school B:

“I am unemployed and I am always at the school as an SGB member to ensure that we focus on issues of infrastructure and security and that learners are in classrooms and that teachers are teaching.”

“Our availability at the school as unemployed SGB members enables us to attend to issues that require our immediate attention such as attending to requests that need our approval and signature. The principal does not need to call us we are already here.”

The views shared by the parent SGB respondents for School B revealed the realities of the experiences of the governors on the ground. These parents are unemployed and view their role as that of a day-to day operation in the school premises.

One of the responsibilities of the SGB of a public school, regarding finances, is to make every effort within its capacity to enhance the resources provided by the government, with the aim of enhancing the quality of education for all learners at the school (as stated in Section 36(1) of the SASA.

According to the Department of Education (1997a: 49), SGBs are mandated to assist in the formulation of school policies. This is accomplished by directing the behaviour of all stakeholders in a school to accomplish educational objectives. Policy formulation should be carried out through a democratic process (Guidelines for Capacity Building of School Governing Body Members, 2015:17). The researcher therefore argues that to fulfil these requirements, there is an assumption that the SGB members have some level of expertise and competency that they bring to add value to the role they have been elected to occupy for the duration of their governance term. It may well be argued that such an assumption failed to recognise the limited capacity to govern by a majority of SGBs in many public schools serving marginalised communities and how that could significantly affect teaching and learning in these public schools.

4.5.5. Capacity of SGB Members

There were varying opinions on the capacity of SGB members, in particular for School B and School C. Some members are seen as capacitated, while others may require coaching or training.

4.5.6. Governance Challenges

Common challenges include a lack of financial support for School B and School C. Issues in budget planning were highlighted by respondents from School B and School C, in addition to these challenges the respondents cited a lack of understanding of policy development.

4.5.7. Link to Academic Performance

While there might not be a direct link, some respondents suggested that a supportive SGB could positively influence academic performance.

4.5.8. Private CSI Initiatives

Private sector CSI initiatives are acknowledged, however, the relationship between SGBs and these initiatives was not always clear. Some initiatives involve infrastructure support, scholarships, and additional resources.

4.6 Differences

4.6.1. SGB Contribution and Morale

At School B, the principal mentioned low morale and a perception that the SGB is not fully supportive. While at School A, the SGB is viewed more positively as a supportive and challenging entity. School C parent governors detail a positive and functional SGB.

4.6.2. SGB Empowerment

Respondents from School C highlighted ongoing capacity building and training for SGB members, while respondents from School B noted a lack of balance in knowledge and experience. Respondents from School A expressed satisfaction with the existing skills and experience and have not cited a need for SGB empowerment.

While the three schools share commonalities in recognising the importance of SGBs in school governance, they differ in their experiences, challenges, and responses to private sector CSI initiatives. School C stands out for its positive portrayal of the SGBs

role and active engagement with external initiatives. School B faces challenges in SGB support and collaboration, while School A highlights a well-balanced SGB with specific expertise. The analysis emphasises the diverse nature of SGB experiences and the potential impact of private sector initiatives on school governance.

4.7 Findings from the Educator Governors

This section presents the findings of the data collected from the nine parent governors from School A, which is a fee-paying school and the two non-fee-paying School B and School C in Gauteng. To protect the confidentiality and ensure the anonymity of the respondents, the findings are presented through common themes that emerged from the data collected and analysis.

4.7.1 Composition, Role, and Functions of SGBs

All respondents confirmed adherence to the South African Schools Act of 1996 and highlighted a balanced SGB with a focus on learner interests. The respondents viewed the SGB roles as responsible for the budget and financial management, providing support, ensuring learner interests, and supporting the principal.

Educator governors from School A provided valuable insights into the functioning of SGBs regarding School A and this finding corroborated with the findings of the SGB parent and principal respondents of School A. While one of the educator governors highlighted a smooth operation with minimal challenges, the second educator addressed complex socio-economic issues. Their perspectives reflect the diversity of challenges faced by schools and the potential impact of private sector CSI initiatives on addressing these challenges. Contrary to the views shared by the respondents from School A, educator governors from School B and School C cited common challenges, which included imbalance of skills in financial management, lack of clarity on SGB roles and financial challenges.

4.7.2 Trends

Data collection from the respondents revealed a need for training in financial management, disciplinary processes, and procurement. Respondents cited that the private sector initiatives can enhance skills and knowledge for effective governance.

4.8. Results and findings obtained from the interview with the Chief Director of Planning and Monitoring responsible for the oversight role of SGB support.

Mr Ndlebe defined the role of the government as one that develops legislation that gets to be presented and develops policies and supports schools through training and monitoring.

4.8.1 Major challenges facing SGBs and School Governance

The researcher asked about the major challenges faced by school governance. The respondent said:

“In majority of our schools, our SGB members lack understanding of the governance concept. There are misconceptions about the SGB composition and decision making processes. For example a principal of a school when in an SGB meeting he is one of the governors and he or she cannot be excluded from decision making processes. The other main challenge is poor parental support in school meetings.”

The researcher probed and asked a follow-up question on whether these challenges were observed in all public schools or certain areas. Mr Ndlebe responded:

“Challenges in marginalised areas exist and are observed despite training and capacity building, especially in rural areas. Most challenges are generally observed in no fee-paying schools and not in affluent areas and even in such areas they vary. We do recognise that affluent areas are much more capacitated by virtue of the skills, experience and expertise they have from serving in various sectors.”

The respondent further explained that fee-paying schools had minimal challenges as far as governance was concerned.

4.8.2 What are the causes of these challenges?

The question aimed to establish whether a common trend could be attributed to these challenges. The respondent cited the following as fundamental causes of these challenges:

“There is lack of understanding, operational effectiveness, personal interests and politicisation and parental behaviours from other environments.”

4.8.3 Addressing Challenges

The respondent suggested four possible interventions which included:

- Provision of training and support.
- Emphasise decisions for the learner's benefit.
- Link between Governance and Academic Performance.
- Parental involvement.

4.8.4 Role of Private CSI

This question aimed at establishing the role and value that the private sector can add to the promotion of good governance. Mr Ndlebe accentuated the following areas as the potential role of private sector CSI:

- “Corporates should provide skills, not just financial support;
- Facilitate skills transfer, foster accountability, and ongoing support;
- Coach and mentor SGB on corporate governance principles.
- Emphasise decision-making, appointment processes and governance understanding;
- Build relations with the government to understand gaps;
- Collaborate with the government for impactful training;
- Raise awareness of the significance of every financial decision.”

4.8.5 Key Corporate Governance Principles

This question aimed at determining the key corporate governance principles that are applicable to public schools?

Mr Ndlebe cited:

There are a few corporate governance principles which are commonly known and acknowledged to be applicable to public schools and that includes transparency and that ensures that all relevant information about the school's operations in issues of

financial management and governance practices is available and accessible to all stakeholders in a school community. This transparency has potential benefit to help prevent fraudulent activities and financial mismanagement.” The other principles include accountability, high professional ethics, and democratic consultation which ensures that the views and interests of stakeholders are considered before making significant decisions and that in a school context, learners and schools best interests should be at the core of decision making.”

The respondent further alluded that in majority of the schools particularly those in marginalised communities these principles are not always applied. This assertion aligned with the view shared by the Principal of School B who cited that he was excluded in decision making including policy formulation by the SGB of the school as cited in section 4.4.2 of this study under the role and contribution of SGBs.

4.8.6 Recommended CSI Initiatives

- Collaborate with the government for impactful training.
- Raise awareness of the significance of every financial decision.
- Tailor-made training, especially in marginalised areas.

4.9. Results and findings from the interviews with private sector CSI

This section analyses the results obtained from the interviews conducted with the two Private Sector CSI Respondents. Semi-structured interviews were conducted virtually for both respondents.

4.9.1 Perceived Challenges in School Governance

Both respondents highlighted challenges in school governance, emphasising issues such as neglect, operational functionality, and socio-economic challenges. Identified problems included a lack of parental involvement, political influences, and a general misunderstanding of governance principles.

4.9.2 Causes of Challenges

Respondent A cited the following when asked about the causes of the school governance challenges in public schools as they highlighted in 4.9.1:

“South Africa does not have a strong governance framework applicable to schools. There is no clear understanding of what governance is and what it is not. It is a political terrain in the greater community. Majority of elected SGB members or school governors have no governance background or have no exposure to proper governance processes and how its applied in a school context. SGB members lack capacity and the right knowledge of what governance is.”

Respondent B cited:

Majority of the SGB members especially those serving in marginalised communities do not understand the power vested in them by the South African School Act.

The respondent further highlighted that:

“In most cases, the people who serve or participate in school governance do not always put the interest of the school first and this issue could be attributed to some of the challenges we observe in governance dysfunctionality. We also have governors who are not capacitated and this could create a loophole for principal to dominate its governors.”

Both respondents identified systemic issues rooted in historical legacies, pointing out a lack of formal understanding of governance. Respondents mentioned a lack of understanding of the powers vested in SGBs and a tendency for principals to dominate.

4.9.3 Addressing Challenges

On the question of how these challenges can be addressed, the respondents cited capacity building as a key recommendation for addressing challenges, with a focus on continuous training and development.

Respondent A cited:

We need a paradigm shift in how we support governance in our public schools. Government should move away from a tick box approach and should focus on a tailor made capacity building approach or interventions for schools in marginalised communities.”

Respondent B highlighted:

“School governing Body members are currently getting superficial capacity development. If we are serious about supporting governance in schools, we would conduct skills audit and design capacity building interventions that addresses the gaps that exist in our schools that relate to governance issues”

Proposals that the two respondents highlighted include allocating budgets for training, leveraging existing organisations, such as School Governing Body Associations and creating partnerships to share the SGB function load.

4.9.4 Role of Private CSI

On the question of the role of private sector CSI in promoting good governance in public schools.

Respondent A cited:

There is a massive role that private sector CSI can play in supporting governance and that can include leadership and governance courses for the SGB members including principals.

Respondent B indicated:

“The private sector is hesitant to support governance initiatives in schools due to the political control over this area.”

The respondent further elaborated by saying:

“However, the reluctance of the private sector CSI does not mean it does not have a role to play. There are strategic approaches that can be designed such as putting a cluster of schools together and conduct a needs analysis to identify gaps to inform suitable interventions for that cluster. Other interventions the Private Sector CSI could implement could be designing systemic programmes that they can allocate to each private sector company such as the provision of legal support for a cluster of schools, and the other one could take responsibility for the financial management and this for example could be done by the South African Institute for Accountants”.

Both respondents acknowledge the role of private CSI in promoting good governance. Suggested initiatives included training on budgeting, providing legal and financial management expertise, and collaborating with clusters of schools.

4.9.5 Corporate Governance Principles

Both respondents identified key principles applicable to public schools, such as transparency, accountability, constitutional adherence, financial controls, and democratic participation.

4.9.6 Application of Principles

Transparency and accountability were emphasised by both the respondents and further cited that as the SGBs are required to manage school finances they need to be transparent about financial management matters and controls that are put in place to mitigate mismanagement of finances.

Strong relationships between education authorities and SGBs are proposed for inculcating these principles.

4.9.7 Building Capacity of SGBs

Private CSI is encouraged to take an active interest in school governance and impart skills and knowledge.

4.9.8 Recommended CSI Initiatives

Both respondents suggested specific initiatives, such as the SAICA budgeting initiative and Old Mutual financial support, as practical ways for private CSI to contribute to improved school governance. Recommendations included supporting initiatives like Partners for Possibility and SAICA and collaborating with the government for insights into existing gaps.

4.10 Chapter Summary

Chapter 4 has presented qualitative research findings addressing the four research questions of this study. Chapter 5 provides a thorough analysis and a summary of conclusions, discussion, and recommendations for future research.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter 5 provides conclusions based on the research findings from the data collected on the exploration of the role of private sector CSI in promoting good governance in public schools: a case study of three public schools in Gauteng. The chapter further provides discussions conclusions and recommendations for future research. This chapter will review the purpose of the study, research questions, literature review and findings.

To conduct this investigation, the researcher established the following research objectives:

- To conduct a comparative governance analysis:
 - by providing a detailed comparative analysis of the governance in two public schools in marginalised communities and an affluent community.
- To establish Private Sector CSIs role in the support of good governance:
 - through empirical research, establish how private sector CSI initiatives influence or contribute to good governance within the SGBs of the selected schools.
- To recommend private sector Support:
 - by extending the empirical objectives to propose specific and practical ways the private sector could support good governance in under-resourced public schools in Gauteng.

5.2 Summary of the Chapters

Chapter 1 of the study presented the background and an orientation to the study. A problem statement that persuaded the researcher to investigate this empirical research was presented.

The primary purpose of this study was to explore the role of private sector CSI in promoting good governance in public schools. This was done through empirical

research. The researcher formulated primary research objectives for the study, theoretical objectives, and empirical objectives to guide the research questions that enabled the development of the instruments used in conducting the empirical study. Chapter 1 further outlined the research methodology that the study intended to follow. The study followed a qualitative methodology with a case study approach as a research design.

Chapter 2 presented an in-depth literature review conducted on the governance challenges in public schools and the role of private sector CSI in promoting good governance. A theoretical outline of the literature on corporate governance and its implications for public schools was presented. It further provided legal frameworks and gaps and challenges in their implementation. In addition, the chapter explored CSI practices and trends specifically related to education in South Africa. It analysed how these practices align or diverge from principles of good governance, provided a global perspective on school governance and education in South Africa. It further discussed the gaps that exist and lack of support from private sector CSI.

Chapter 3 presented the research methodology and reach design. A qualitative approach was adopted with a case study approach. A sampling size of three public schools was purposively selected. A total number of 24 participants were invited to participate in the study. However, 22 parent governors, principals, educator governors, government officials and two private sector officials were available to participate.

Chapter 4 presented the results and findings obtained from the empirical research through the semi-structured interviews.

Chapter 5 provides conclusions and recommendations based on the findings and results obtained from the empirical study.

5.3 Findings of the empirical study

The research problem of the study as discussed in Chapter 1 was to explore the role of private sector CSI in promoting good governance in public schools. The following objectives were achieved through the in-depth literature review.

5.3.1 To conduct a comparative governance analysis by providing a detailed analysis of the governance in two public schools located in marginalised communities and an affluent community.

A thorough comparative analysis of the governance successes and challenges of the three schools in the marginalised and affluent communities was conducted. The results and findings of the study revealed many gaps, disparities and inequalities in the governance experience, expertise and skills required by parent governors in performing their duties as governors of the respective schools. The results obtained in Chapter 4 section 4.6.5 and section 4.6.6 revealed this challenge when compared to the findings of section 4.8.1. Section 4.9.1 confirmed this finding. It can be argued that schools in marginalised communities particularly those with low levels of education experience challenges with the execution of the mandate given by the South African Schools of 1996.

The study revealed that the decentralisation of decision-making by the South African Schools Act of 1996 is much more complex than it was envisaged. It can be argued that the decentralisation approach adopted the neoliberalism philosophy and has the potential to perpetuate inequalities among the public schools governed by the same legislative framework. The responses from private sector CSI officials reveal a shared understanding of challenges in school governance and a consensus on the importance of capacity building, collaboration, and targeted initiatives. Data collected further reveal there is a call for a more active role of private CSI in supporting schools, especially in providing expertise and training. The emphasis on partnerships and tailored interventions reflects a nuanced approach to address the multifaceted issues surrounding school governance. It can be argued that these findings confirmed the views expressed by Mr Ndlebe.

5.3.2 To establish Private Sector CSIs role in the support of good governance through empirical research, establish how private sector CSI initiatives influence or contribute to good governance within the SGBs of the selected schools.

Findings of the empirical study as outlined in Chapter 1 and Chapter 2 of the research study revealed that the private sector does have a fundamental role to play in promoting good governance in public schools.

5.3.3 To provide recommendations for Private sector Support by extending the empirical objectives to propose specific and practical ways in which the private sector could support good governance in under-resourced public schools in Gauteng.

The empirical study and results from the semi-structured interviews gave sufficient ground for the study to propose the following recommendations:

5.4 Recommendations of the Study

Recommendations 1: The private sector and government to partner in designing effective interventions that will address the inequalities between schools in marginalised communities and those in affluent communities.

Recommendation 2: The private sector to leverage its existing staff volunteer programmes to encourage staff to adopt a school and dedicate a minimum percentage of their time for a certain period to impart skills transferrin areas of financial management, auditing, development of controls and budgeting for SGB policy development.

Recommendation 3: The private sector to create opportunities for the office bearers to be exposed to programmes, such as taking an SGB to the private sector office and observing how meetings are structured decision-making processes are conducted in a practical setting and what processes are followed to formulate policies. Foster better communication and collaboration between SGB members and other stakeholders.

Recommendation 4: Government and private sector to foster collaborations between functioning SGBs and those in marginalised communities for transferring skills and coaching.

Recommendation 5: Foster better communication and collaboration between SGB members and other stakeholders.

Recommendation 6: Private sector CSI to collaborate with development service providers to coach, mentor, train, and support SGB on governance and leadership processes and practices.

5.5 Conclusion

A summary of the findings and recommendations of the empirical research were presented in this chapter. This chapter further demonstrated that the study objectives as outlined in chapter 1 were achieved.

The study revealed that despite the huge task entrusted in the School Governing Body to promote the best interest of the school, there is lack of support given to the SGB particularly those with limited experience and skills that contribute to the effective running of the SGB. The study further revealed that the process of decentralising decision-making as mandated by the South African Schools Act of 1996, is more complex than it was envisaged.

The feedback provided by the officials in the private sector CSI indicates a collective recognition of the difficulties in school governance and a unanimous agreement on the significance of enhancing capabilities, fostering collaboration and implementing focused efforts. Data further revealed a need for more involvement of private sector CSI interventions in assisting schools particularly in offering specialised knowledge and training.

LIST OF REFERENCES

- Aaker, D.A.,Krumar, V. & Day, G.S. 2007. Marketing research. 9th ed. Hoboken NJ: Wiley.
- Adams, R. A. 2014. *Public sector accounting and finance*. (4th ed.). Lagos: Corporate Publishers Ventures.
- Ahrens, J. 2002. *Governance and economic development. A Comparative institutional approach*. New York: Edward Elgar Publishing Limited.
- Arshed& Danson, 2015. The Literature Review. In O’Gorman, K. and MacIntosh, R. (Eds), *Research Methods for Business & Management* (2ndedition (: A guide to writing your dissertation. The Global Management Series: Goodfellow Publishers Ltd.
- Babbie, E. & Mouton, J. 2010. *The practice of social research*. Cape Town: Oxford University Press.
- Baker, I. 2018. The nature of parental involvement in school governing bodies: A comparative study of four primary schools in the Western Cape. Thesis presented in fulfilment of the requirements of the degree of master’s in education in the Department of Education Policy Studies in the Faculty of Education at the University of Stellenbosch. Stellenbosch University: Cape Town.
- Baruth, G.D. 2013. Exploring the experiences and challenges faced by School Governing Bodies in secondary schools in the province of KwaZulu Natal. Unpublished Doctoral Dissertation. University of South Africa, Pretoria.
- Bless, C., Higson-Smith, C. &Kagee, A. 2006. *Fundamentals of Social Research Methods: An African Perspective*. Cape Town. Juta and Company Ltd.

- Blowfield, M. & Murray, A. 2008: Corporate Responsibility. Third Edition. Oxford University Press. United Kingdom
- Bullock, A.& Thomas, H. 1997. Schools at the centre: A study of decentralization. London and New York: Routledge.
- Chaka, T. 2008. School Governance. *Issues in Education Policy* 2(10). Johannesburg: Centre for Education Policy Development.
- Caldwell, B.J.&Spinks, J.M.2013: The Self -Transforming School. London: Routledge
- Cooper, D. and Schindler, P. (2011) Business Research Methods. 11th Edition, McGraw Hill, Boston.
- Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed method approaches*. 4th Edition. Los Angeles, CA: Sage.
- Creswell, J.W. & Creswell, J.D. 2018. Research design: qualitative, quantitative & mixed methods approach. 5thed. Thousand Oaks, CA: Sage.
- Dauids, N.(2020). *Governance in South African schools: Democratic advancement or hinderance? Educational Management Administration & Leadership*,50(3). <https://journals.sagepub.com/doi/10.1177/1741143220937306>
- De La Harpe, S., Rijken, C. & Roos, R. 2008. Good Governance. P.E.R volume 2. <http://www.saflii.org/za/journals/PER/2008/7.html>: [accessed 31 May 2018]
- Department of Basic Education. 2013. General education system quality assessment: Country report South Africa. Parliament of the Republic of South Africa: Cape Town.
- Department of Education. 2011. *South African Schools Act* (No. 84 of 1996). Pretoria: Government Printer.
- Department of Education. 1995. White Paper on Education and Training. Notice 196 of 1995. Parliament of the Republic of South Africa: Cape Town.

Department of Education. 1997(a). *Understanding the South African Schools Act*.

Pretoria: Government Printer.

Dibete, K.J. 2015. The roles of the Governing Bodies in Managing finances in no-fee schools in the Maraba circuit of Limpopo province. MEd dissertation. Pretoria: University of South Africa.

Duma, M.A.N. 2010. An investigation into rural school parent governors' understanding of the legislations that impact on school governance. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 1(2).

Dyantyi, B.J. 2014. An assessment of the training provided to School Governing Bodies by the Department of Education in Fort Beaufort District: A case study of 3 schools. Med. Dissertation. University of Fort Hare.

Flick, U. 2015. *Introducing Research Methodology: A beginners guide to doing a research project*. 2nd ed. Los Angeles: Sage.

Graaf, J. 2016. Governance in the Poorer Public Schools in South Africa from the Perspective of the Parent Governor. *Stellenbosch Economic Working Papers*, Research on Socioeconomic Policy (ReSEP): Stellenbosch University.

Guideline for capacity building of school governing body members. 2015.

Mpumalanga Department of Education.

Hermosilla, M.F., Anderson, S. & Mundy, K. 2014. *Education Management and Leadership: A Rapid Review of the Literature*. Ontario Institute for Studies in Education University of Toronto, Canada.

Hair, J.F., Babin, B.J. Anderson, R.E. & Tatham, R.L. 2010. Antecedents and outcomes of consumer environmentally friendly attitudes and behaviour. *Journal of Multivariate Data Analysis. A global perspective*. (7).

- Harvard Business School: Harvard Business Review on Corporate Governance
2000. Harvard Business Press.
- Heystek, J. 2011. School Governing Bodies in South African Schools: Under Pressure to Enhance Democratisation and Improve Quality. *Educational Management Administration & Leadership*, 39(4) 455-468.
- Holliday, A. 2016. *Doing & Writing Qualitative Research*. London. Sage Publications
- IMF. 2007. Manual on Fiscal Transparency, IMF, Washington DC, Glossary.
- Institute of Directors Southern Africa and Federation of Governing Bodies of South African Schools.(2016). *Governance in Public Schools: A guide to the application of the King principles in public schools* (2nd edition).
- ISASA Publications. 2012. *A guide to effective school governance. Gauteng, South Africa*. ISASA Publications.
- Joubert, R. & Prinsloo, S. 2008. *The law of education in South Africa*. Pretoria: Van Schaik Publishers.
- Ibrahim, I.B. & Don, Y.B. 2014. Servant Leadership and Effective Changes Management in Schools. *International Journal of Scientific and Research Publications*, 4(1): 1-9.
- KPMG: King IV Summary Guide. 2017. <http://www.kpmg.co.za>.: [accessed 2 June 2018]
- Leedy, P.D & Ormrod, J. E. 2015. *Practical Research: Planning and Design. England*. Pearson Education Limited.
- Leedy, P.D. & Ormrod, J.E. 2013. *Practical research: planning and design*. 10th ed. Upper Saddle River, NJ: Prentice Hall.
- Lekonyane, B.C. & Maja, M.F.2014. Financial management of schools in the Ekuruleni North District in Gauteng Province. A paper delivered to the

- Proceedings of the First Asia Pacific Conference on Global Business, Economics, Finance and Social Sciences on 1 –3 August. Singapore.
- Maree, K. ed. 2008. First steps in research. Pretoria: Van Schaik.
- Maree, K. & Van der Westhuizen, C.2007. Planning and research proposal In Maree, K.ed. 2008. First steps in research. Pretoria. Van Schaik)
- Maile, S. 2002. Accountability: An essential aspect of school governance. *South African Journal of Education*, 22(4): 326-331.
- Maringe, F. & Prew, M. 2014. *Twenty years of education transformation in Gauteng 1994 to 2014*. An independent Review. Gauteng: African Minds for the Gauteng Department of Education.
- McCrone, T., Southcott, C. and George, N. 2011. *Governance Models in Schools*. Slough: NFER.
- Mestry, R. 2006. The functions of school governing bodies in managing school finances. *South African Journal of Education*, 26 (1):27-38.
- Mestry, R. 2004. Financial accountability: the principal or the school governing body? *South African Journal of Education*, 24 (2): 126-132
- Mncube, V. 2009. The perceptions of parents of the role in the democratic governance of schools. *South African Journal of Education* 29: 83-103.
- Mouton, J. 2001. *How to succeed in your Master's & Doctoral Studies: A South African Guide and Resource Book*. Pretoria. Van Schaik.
- Modisaotsile, B.M. 2012. The Failing Standard of Basic Education in South Africa. Africa Institute of South Africa, AISA Policy Brief, Number 72.
- Mncube, V., & Naicker, I. (2011). School governing bodies and the promotion of democracy: a reality or a pipe-dream?. *Journal of Educational Studies*, 10(1), 142-161.

- Msila V. 2012. Black parental involvement in South African rural schools: Will parents ever help in enhancing effective school management? *Journal of Education and Social Research*, 2(2) 303-308.
- National Association of State Boards of Education (NASBE) (2022), State Education Governance Matrix, 2022.
- Ndlela, B.P, 2015. The role of school governance in the democratization of public school with reference to KwaCeza circuit in KwaZulu Natal Province. Mini Dissertation. University of Free State.
- Njenga, S. & Smit, A.2007. *Leading the way through CSI: A guidebook for Corporate Social Investment practitioners*. Johannesburg: Knowres Publishing
- Neuman, W.L. 2011. *Social research methods: Qualitative and quantitative approaches*. Boston: Allyn & Bacon.
- Neuman, W.L. 2014. *Social research methods: qualitative and quantitative approaches*. 8th ed. New Jersey: Pearson.
- Nieuwenhuis, J. (Ed.). 2007. *Growing human rights and values in education*. Pretoria: Van Schaik.
- Ntsele, C.N.2014. Accountability and transparency in managing school finances at primary schools in Johannesburg South. MEd dissertation. University of South Africa, Pretoria.
- OECD (2016), PISA 2025 Results (VolumeII): *Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris.
- <http://dx.doi.org/10.1787/9789264267510-en>
- Plough, B. 2014. School Board Governance and Student Achievement: School Board Members' Perceptions of Their Behaviors and Beliefs. *Educational*

- Leadership and Administration: Teaching and Program Development*, Volume 25. California Association of Professors of Educational Administration.
- Potgieter, J.M., van der Bank, A.J., Mothata, M.S. & Squelch, J.M. 1997. Understanding the Schools Act: What Public School Governors' need to know. Pretoria: Department of Education.
- Punch, K.F. 2013. *Introduction to social research: Quantitative and qualitative approaches*. London: Sage.
- Reddy, V., Isdale, K. Juan, A., Visser, M., Winnaar, L. & Arends, F. 2016. TIMSS 2015: Highlights of Mathematics Achievement of Grade 5 South African Learners. Human Sciences Research Council (HSRS).
- RSA (Republic of South Africa). 1996a. *The South African Schools Act No. 84 of 1996*. Pretoria: Government Printers.
- Smit, M.H. 2015. School governing body election deficiencies: Deliberative democracy knocking at the door. *PER* 18(6). Potchefstroom.
- Spaull, N. 2015. Low quality education as a poverty trap. Stellenbosch: University of Stellenbosch.
- Triologue (2017): *The Business in Society Handbook 20th edition*. Cape Town: Triologue publication.
- van Wyk, N. 2004. School Governing Bodies: The experience of South African Educators. *South African Journal of Education*, 24(1): 49 – 54.
- Xaba, M.I. 2011: *The possible cause of school governance challenges in South Africa*. *South African Journal of Education*, (31):201-211
- Yusoff, W.F.W. & Alhaji, I.A. 2012. *Insight of Corporate Governance Theories*, *Journal of Business & Management*, 1(1): 52-63.

Williams, T., Kirst, M.W.& Haertel, E. 2010. *Gaining Ground in the Middle Grades: Why Some Schools Do Better*. Mountain View, CA: EdSource.

Wilkinson, N., Long, R. 2019. School Governance: House of Commons Library, Briefing Paper.

Yin, R. K. 2014. *Case study research design and methods* (5th ed.). Thousand Oaks, CA: Sage. 282 pages.

ANNEXURES

ANNEXURE 1: PARTICIPANT INFORMATION AND CONSENT FORM



Private Bag X05, Noordbrug
South Africa 2522

Tel: 018 299-2000
Fax: 018 299-2999
Web: <http://www.nwu.ac.za>

Faculty of Humanities

(Arts) Research Ethics Committee

Tel: 0182991647
Email: Lynnette.Fourie@nwu.ac.za

PARTICIPANT INFORMATION AND CONSENT FORM

Title of the research: An exploration of the role of private sector CSI in promoting good governance in public schools: a case study of three schools in Gauteng, South Africa

Principal investigator: Phumla Hobe-Yabo

Address: No 19 Denton Place, Kibler Heights, Mondeor, 2091

Contact number: 072 942 4684

You are being invited to take part in a research project that forms part of my Master's Degree in Development and Management (CSR). Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. Your participation is entirely voluntary, and you are free to decline to participate. You are free to withdraw from the study at any point, even if you initially agreed to take part. In the event of withdrawing, all your responses will be discarded.

This study has been approved by the Faculty of Humanities (Arts) Research Ethics Committee of the North-West University (NWU-01023-20-A7) and will be conducted according to the ethical guidelines and principles of the International Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council.

This study will be conducted using the digital platform TEAMS and will involve semi-structured interviews with the principal, SGB Educators and 3 SGB members. Seven participants per school will be included in this study.

The objectives of the research are:

- To compare and contrast SGB governance in two public schools located in marginalised communities and one public school located in an affluent community in Gauteng.
- To explore the role of private sector CSI in promoting good governance in SGBs of the schools in question.
- To propose role of the private sector in supporting good governance in under-resourced public schools in Gauteng.

You have been invited to participate because you are one of the SGB members mandated to contribute to the governance of the school and for the enormous task you have been entrusted with to support the provision of excellent and quality education for the children of the country. You therefore have better insights to share in how this mandate is carried out and what solutions can be crafted to provide better support where such is required.

You will be expected to participate in 45 minutes (max.) research interview on a date agreed upon with the school SGB Chairperson is 15 November 2023.

Anonymity/Confidentiality will be ensured, the participants will not be identified by their names for anonymity. Instead, the researcher will use codes to refer to participants. The audio recordings and subsequent data transcripts derived from the interviews with

participants will not be shared with any third parties and will be kept at the university in a lockable cabinet for the duration consistent with the university requirements. The audio recordings and data transcripts will be stored according to university provisions before being disposed.

Reporting of findings will be anonymous, however there is no reason which can prevent the researcher from sharing the information and findings with participants after the research has been completed. The study intends to provide possible solutions to school governance issues that impact on academic performance; therefore, the participants are entitled to peruse the research outcomes.

Only the researcher and the study promoter Dr S. Tanyanyiwa will have access to the data. Data will be kept safe and secure. Data will be stored for two years or the duration consistent with the university requirements.

You can contact **Phumla Hobe-Yabo at 072 942 4684(phumlahobe@gmail.com)** if you have any further queries or encounter any problems.

You will receive a copy of this information and consent form for your records.

Declaration by participant

By signing below, I agree to take part in a research study titled: **An exploration of the role of private sector CSI in promoting good governance in public schools: a case study of three schools in Gauteng, South Africa:**

I declare that:

- I have read this information and consent form, and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.

- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

Signed at (*place*) on
 20.....

Signature of participant

Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to

- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.
- I did/did not use an interpreter.

Signed at (place) on
..... 20.....

Signature of researcher

Signature of witness

ANNEXURE 2: INTERVIEW QUESTIONS FOR PRIVATE CSI OFFICIALS

1. What is the role of CSI in schools – public and private?
2. In your opinion, what are the challenges in school governance in public schools?
3. What are the causes of these challenges?
4. How can they be addressed?
5. What role can private CSI play in promoting good governance in public schools?
6. What are the key corporate governance principles applicable to public schools?
7. How can these principles be applied in public schools?
8. How can private CSI build the capacity of SGBs to promote good corporate governance?
9. What private sector CSI initiatives would you recommend to improve school governance by SGBs?

ANNEXURE 3: INTERVIEW GUIDE FOR SGB MEMBERS

Name.....

(Optional)

School.....

a) Demographic profile

1. Gender:
2. Age:
3. What is your profession/career/job?
4. What is your position in the SGB?
5. How many years have you been part of the SGB?

b) Composition, role, and functions of SGBs

6. Is the composition of your SGB according to the South African Schools Act of 1996? Is there a right balance of knowledge, skills, and experience?
7. Does the school have governing body sub-committees? Mention them
8. In your opinion, what do you think is the role and key functions of the SGB in the school?
9. What is your role in the SGB?

c) Capacity building

10. Are you and other SGB members clear about their roles, responsibilities, and duties on the SGB?
11. Do you feel equipped to perform your duties on the SGB?
12. In your opinion is the SGB capacitated to deal with matters of school governance and leadership as envisaged by the South African Schools Act of 1996?
13. Specifically, does the SGB have the right balance of knowledge, skills, and experience to perform the following school governance functions:
 - a) Accounting and financial management
 - b) School infrastructure and assets management
 - c) Personnel management
 - d) Procurement of learning materials and services
 - e) Extracurricular Activities

f) Conducting disciplinary proceedings.

14. Have you or any member of SGB received training in performing your functions? If yes, what training have you received?

15. Do you or other SGB members need training to enable you to effectively perform your duties? What kind of training do you need?

d) School governance issues and private CSI initiatives

16. In your opinion, what major governance challenges is your school facing?

17. What is the cause of these challenges?

18. How can these challenges be addressed?

19. Are you aware of any private CSI initiatives in public schools? Please explain

20. Are there any private CSI initiatives being implemented in your school?
Describe the initiatives?

21. In your opinion, in what ways can school governance benefit from private sector CSI initiatives?

22. What private sector CSI initiatives would you recommend to improve school governance by SGBs?

**ANNEXURE 4: INTERVIEW QUESTIONS FOR THE DEPARTMENT OF BASIC
EDUCATION OFFICIAL**

1. What is your position and role in the school governance of public schools?
2. How long have you occupied this position?
3. What is the role of DBE in school governance?
4. What is the role of parents in the SGB?
5. In your opinion are the SGB members fully capacitated to perform their duties?
6. What are the major challenges facing school governance in public schools?
7. What do you think are the causes of these challenges?
8. How can they be addressed?
9. Is there any link between the school governance and the school's general academic performance, Matric in particular?
10. What role can private Corporate Social Investment/Responsibility play in promoting good governance in public schools?
11. What are the key corporate governance principles applicable to public schools?
12. How can these principles be applied in public schools?
13. How can private CSI build the capacity of SGBs to promote good corporate governance?
14. What private sector CSI initiatives would you recommend to improve school governance by SGBs?

ANNEXURE 5: INTERVIEW QUESTIONS FOR PRINCIPALS

1. What is the function of an SGB?
2. What is your role in the SGB?
3. What is the role of parents in the SGB?
4. How would you describe the role and contribution of the SGB at your school?
5. Are the SGB members fully capacitated to perform their duties?
6. Is there a balance of knowledge, skills and experience among the SGB members?
7. What are the key governance challenges faced by the SGB?
8. Is there any link between the SGB and the school's general academic performance, Matric in particular?
9. Are you aware of any private CSI initiatives in public schools? Please explain the relationship between SGB and CSI?
10. Are there any private CSI initiatives being implemented in your school? Describe the initiatives?
11. In your opinion, in what ways can school governance benefit from private sector CSI initiatives?
12. How best can private sector CSIs contribute to the success of SGBs?
13. What private sector CSI initiatives would you recommend to improve school governance by SGBs

ANNEXURE 6: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

Yabo

Mrs Phumla Hobe-
No 19 Denton Place
Kibler Heights
Mondeor
2091

Dear GumaniMukatuni

Re: Research Project in three public schools in Gauteng

North-West University Student: Mrs P. Hobe-Yabo

Student Number: 31388477

Qualification: Master of Development and Management

Specialisation: Corporate Social Responsibility

I wish to apply for permission to conduct research in the Department of Basic Education in three public schools in Gauteng. The details of the research study have been included in Addendum B.

Furthermore, I request your permission to conduct interviews with School Governing Body members and educators serving in the governing bodies of the three schools.

This research forms part of my Masters Programme in Development and Management in my chosen topic of **An exploration of the role of private sector Corporate Social Investment in promoting good governance in public schools: a case study of three schools in Gauteng, South Africa.**

Kindly be advised that, the participants will not be identified by their names for anonymity and no confidential information would be used in the study unless consent is given.

I further confirm that this study has been approved by the Faculty of Humanities (Arts) Research Ethics Committee of the North-West University (**NWU-01023-20-A7**). I attach hereto a confirmation letter from the North-West University for your records.

Looking forward to your favourable response

Yours sincerely

A handwritten signature in black ink, appearing to read 'Phumla Hobe-Yabo', enclosed within a thin black rectangular border.

Student: Phumla Hobe-Yabo.

ANNEXURE 7: GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	12May 2021
Validity of Research Approval:	08 February 2021– 30 September 2021 2019/639 A
Name of Researcher:	Hobe-Yabo P
Address of Researcher:	No 19 Denton Place Kibler Heights Mondeor
Telephone Number:	060 551 6526 / 011 631 0993
Email address:	phumlahobe@gmail.com
Research Topic:	An exploration of the role of private sector CSI in promoting good governance in public schools: a case study of three schools in Gauteng, South Africa.
Type of qualification	Master's degree in Development and Management (CSR)
Number and type of schools:	3 Secondary Schools
District/s/HO	Johannesburg South and Johannesburg North

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 to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

[Signature] 12/05/2021
The following conditions apply to GDE research. The researcher 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:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za