

SCHOOL SPORTS IN SOUTH AFRICA NO LONGER HAVING ANY ROLE TO PLAY IN EMPOWERING THE STUDENTS ON DIFFERENT SPORTING CODES UNDER THIS DEMOCRATIC GOVERNMENT

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Abstract: By almost any measure, all public schools in South Africa do not have enough time for sports under democratic dispensation which is another blow to the youth of the country as this may lead to loitering on the streets during the day unlike those years when sports were taken seriously to the country. Magasela (2023) cites that back in the day, school-going children would not be found loitering in the streets during the day unless it was Sports Day where there would be movements in township and rural areas either to football grounds or race tracks. School sports in Zizi Kodwa's priority list to make sure that the country finds that missing chord in the sports, arts and culture sector.

The dawn of democracy placed children's education in the hands of parents so that they could reap the benefits of their own intentions and hard work on their children's education, as the government in power in the country believes that people shall govern, and indeed, parents govern in this aspect of education (Maluleke, Cassim & Karodia, 2016:1). Parents have got a huge responsibility in getting all other major stakeholders on board to resuscitate the spirit of different sporting codes in the country that produced the legends in different sporting codes emanating from school tournaments which saw our flag raised on various levels during those years.

Therefore is the primary objective of this study to explore the affiliation between parents, learners, teachers, department of sports, department of education and government in order to produce the dedicated ready oriented athletes, soccer players, swimmers, netball players, cricket players, rugby players and others to be absorbed into senior national teams as they would be prepared enough from their respective schools by which such will make them fit in at easy at national level where they would be expected to represent their country to compete with other countries at global show piece and win trophies as done before by rugby team in 1995 and national soccer team in 1996. All the stakeholders mentioned above should not be concerned about only teaching and learning at school to an extent that extracurricular activities are compromised to the core by not given any attention though during the apartheid era sports was the mainstay of schools starting from primary to high schools ultimately to universities.

Keywords: School governing bodies (SGBs); governors; parents; sports; learners; students; teachers; schools; universities; departments.

1. Introduction and Background

The Department of Education in South Africa has taken steps to improve the quality of school-level education in public schools by establishing school governing bodies (SGBs). The successful achievement of the envisioned vision and mission for education requires the active participation of various stakeholders, including parents, government, and schools, with a particular focus on promoting both quality education and extramural activities, such as different sporting codes. However, it is observed that the primary teachers, who are the parents, are often left behind in the

school governance process. Consequently, local communities may not be sufficiently encouraged to participate in school governing activities, leading to inadequate governance systems that could negatively impact the quality of education in public schools. A lack of robust measures to evaluate the effectiveness of teaching, learning, and extramural activities further hinders the improvement of these aspects (Mestry, 2018: 385-400).

Prominent figures like Minister of Sports, Arts and Culture, Zizi Kodwa, pleaded with stakeholders to do introspection and look themselves in mirrors and ask what did they do in making sure that the sport returned to the right path where South Africa always had representatives in the Olympics-something that began in 1992 in Barcelona where Masibulele “Hawk” Makepula was South African flag bearer (Magasela, 2023:3). This country has produced legends that were spotted from school sports tournaments like Teboho Molozi from North-West province formerly known as Bophuthatswana and Doctor Khumalo from Daliwonga secondary school in Soweto, Gauteng province are some of the few legends from the football fraternity; Chester Williams from Cape Town in Western Cape is a living testimony of school excellency in producing superstars despite the oppression meted out upon blacks by apartheid regime then in which sports were categorized based on race he managed to make it from school level to the professional rugby team in a sport that was regarded as for white people and Siya Kolisi who graduated from Grey Junior school to Grey High school through scholarship after he was scouted by rugby scouts in Port-Elizabeth in Eastern Cape are amongst the few from rugby fraternity; Shaun Pollock and Hashim Amla both hail from Durban schools made it to the top flights as some of the legends from cricket fraternity just to mention few who hailed from school levels of their respective regions.

Local community members and parents have to take their roles seriously enough and must have adequate representation in SGBs (Maluleke, 2023:189). According to Magasela (2023:3), Minister Zizi Kodwa certainly laid a foundation verbally by urging all stakeholders to contribute towards solidifying it. Such a measure is essential to protect the basic rights of pupils and their parents. Study conducted by Mestry (2018: 385-400) shows that an SMT should create positive atmosphere that is welcoming to local community members and parents in order to partake in school activities. Community members as recipients of bad or good results from the school have to embrace the welcoming atmosphere from the SMT and governors in order to make their school a useful institution which has to benefit the society as a whole in terms of quality education, school initiatives, school sports and temporary jobs for matric graduates and university graduates alike who may serve voluntarily or employed as teacher assistants and general assistants as a means of ploughing back to the school and by doing that the school will be embarking on what is known as corporate social responsibility (Maluleke, 2023:190).

Athletics and football were the mainstay of high school for decades. “We must build a good young person so that we put an end to crime. School sport plays an important role in that regard. If we master that we will be able to deal with social ills like drugs and alcohol because young people do not have appropriate sporting fields to go to. The value of school sports extends beyond physical activity, with its potential to contribute to building a good, well-rounded young person and addressing societal challenges like crime and substance abuse. Proper infrastructure and a conducive learning environment are essential to ensure effective engagement of all stakeholders and raise the quality of education (Magasela, 2023:3; Mestry & Grobler, 2007:178).

This implies creating the necessary climate, processes and support mechanism for engendering genuine participation and involvement. This is essential if all stakeholders are to be involved in raising the quality education (Mestry & Grobler, 2007:178). Studies by Squelme & Lemmer (1994) and Heystek & Louw (1999) cited by Mestry and Grobler (2007:178) explain that active participation involvement improves learner performance, reduces drop-out rates, causes a decrease in delinquency and fosters a more positive attitude towards the school. The main assumption of the stakeholder theory is that an organization’s effectiveness is measured by its ability to satisfy not only the shareholders, but also those agents who have a stake in the organization (Freeman, 1984).

Despite the potential benefits of school sports, there are concerns that sports are not being prioritized as they were in the past. School sports in Zizi Kodwa’s priority list to make sure that the country finds that missing chord in the sports, arts and culture sector (Magasela, 2023:3). It seems as the long serving minister of the Department of Basic Education does not see sports as mainstay for school in this democratic dispensation hence our national soccer team does not do well because what used to happen during those dark years do not happen at our schools to the disadvantage of the country as a whole. When schools do participate in sports only the few go to sports grounds

and no enough funding allocated to this extramural activity as used to be done during those years. Without these sports activities at the school level given enough time like what used to be as country we should forget to have our national teams thrive at the global spectacles which could be soccer world cup, Olympics and others.

1.1 Objectives of the study

- To assess and evaluate the quality of partnership among all affected parties, including parents, government, and schools, to ensure effective teaching, learning, and extramural activities. The focus is on fostering collaboration and cooperation between these stakeholders to benefit all parties involved
- To assess and evaluate the performance of learners and teachers throughout the academic year within the existing education system. The study aims to determine whether the intended results are achieved and whether they meet the satisfaction of the school community as a whole. This evaluation seeks to identify areas of improvement and potential strategies to enhance overall performance.

2. Literature Review

2.1 Governance's role in getting the department to bring infrastructure for teaching, learning and extramural activities at school

“South Africa is a country divided into two nations, the relatively prosperous whites, and the blacks and poor people living under grossly underdeveloped conditions.” The white nation, “relatively prosperous regardless of gender or geographical dispersal, it has ready access to a developed economy, physical, educational communication and other infrastructure”. The former president Thabo Mbeki goes on to say: “The larger nation of South Africa is black and poor, with the worst affected being women in rural areas, the black rural population in general and those with disabilities. And this nation lives under conditions of a grossly underdeveloped economic, physical, educational, communication and other infrastructure.” My parting shot is that the structural realities embedded in our society, characterized by inequality, unemployment and apartheid spatial engineering, will have huge consequences that would otherwise have been avoidable or at least manageable (Botha, 2020:17).

Study by Mbele (2020:13) contends that while pupils in former “model C schools enjoy activities such as swimming, decent sports grounds and camping, activities that offer life skills, build character and confidence, pupils in township school are left with the embarrassment of having to relieve themselves out in the open in thick bushes or behind dirty mobile toilets. The playing fields are definitely not equal, nothing around the schooling environment of a black child says, “I want to be a doctor”, “I want to be an economist”. “There is no security at the school, criminals do as they wish”. Mbele further stated that while children in suburban schools die from extra-mural activities like swimming, the children in township schools die from falling into pit toilets.

Study by Msizi (2018:5) cites that the challenged regulations are derived from SASA 5A, which states as follows: “5A norms and standards for basic infrastructure and capacity in public schools, (1) the minister may, after consultation with the Minister of Finance and the Council of Education Ministers, by regulation prescribe minimum uniform norms and standards for:

- (a) School infrastructure;
 - (b) Capacity of a school in respect of the number of learners a school can admit; and
 - (c) The provision of learning and teaching support material.
- (2) The norms and standards contemplated in subsection (1) must provide for, but not be limited to the following:
- (a) In respect of school infrastructure, the availability of –
 - (i) Classrooms;
 - (ii) Electricity;
 - (iii) Water;
 - (iv) Sanitation;

- (v) Library;
- (vi) Laboratories for science, technology, mathematics and life sciences;
- (vii) Sport and recreational facilities;
- (viii) Electronic connectivity at a school; and
- (ix) Perimeter security;

The principal should be in a good position to utilize the available means in order to achieve the goals of the school by assigning resources to the staff accordingly with clear mandate assigned to them. Studies by Poston, Stone & Muther (1992:25) argue that a timetable is the means by which resources are marshalled to provide the best possible educational opportunities and alternatives for learners in the most cost-effective manner. The more effectively our limited resources are utilized, the better the education opportunities are for the greatest number of children.

(i) Extra- & Co-Curricular

- To serve on recruitment, promotion, advisory and other committees as required.
- To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organized by community bodies and other departments working with education department.

According to a study by Kruger et al. (2002:22), learner extracurricular experiences are not separate from their curricular activities, but rather complement the formal educational curriculum and contribute to the child's overall education. Healthy school discipline is essential for the school's curricular and extracurricular programs to succeed. Discipline in the classroom and at school does not happen by accident. According to Yika (2019:4), education is the most powerful weapon to unlock closed doors, therefore, there are young people who use it to empower the nation; there are extramural activities such as chess, soccer, rugby, cricket, netball and debates for them to show off their hidden talents. According to Germeroth, Bodrova, Samara, Day-Hess, Barker, Clements & Layzer (2019:183), in early childhood education, educators debate how to balance play with formal classroom instruction.

The school has an obligation to create several committees which has to assist management to be effective in carrying out its core professional duties invested upon them in terms of SASA 84 of 1996, section 16(3). The researcher is of the view that an advisory committee should be created in order to render advisory duties to the management of the school to ensure that effective teaching and learning is done within the parameter of the law as well as to ensure that the rights of all stakeholders are given the respect they deserve within the institution. Some important committees like recruitment or appointment committee, finance committee, performance committee, curricula committee, LTSM committee, QLTC committee, fund raising committee, cultural committee, sports committee, awards and incentives committee, remedial committee, and discipline committee will be explained in detail later in the study, with the inclusion of all stakeholders like the role played by governors and departments to those committees.

(ii) Stakeholder relations, Communication & Monitoring

- To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the SA Schools Act, 1996.
- To participate in community activities in connection with educational matters and community building.
- To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth-running school.
- To meet with parents concerning learners' progress and conduct.
- To co-operate with the school governing body with regard to all aspects as specified in the SA Schools Act, 1996.
- To liaise with relevant structures regarding school curricula and curriculum development.
- To maintain contacts with sports, social, cultural and community organizations.

- To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- To liaise with other relevant government departments as required and to co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.
- To liaise with Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, and others concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.

Study by Mncube and Mafora (2013:15) argues that there is, for example, evidence that suggests that listening to parents, encouraging their participation, and giving them more power and responsibility (that is, greater democratization) can enhance school effectiveness and facilitate school improvement. The effective school culture includes many of the core values associated with democracy, such as tolerating and respecting others, participating and expressing views, sharing and disseminating knowledge, valuing equity and equality and the opportunity for students to make judgements and choices. Democratic school governance is introduced by a structure that involves all the stakeholder groups in active and responsible roles to encourage tolerance, rational discussion and collective decision-making (Kanana, 2015:3). We need more community involvement in our schools. Mentoring of pupils by upstanding community members can bring about role modelling that is a missing link at present. Let's claim back our schools. Accountability must be denuded by the school from parents and the other way round. Our schools will dissipate into drug dens if we just sit and watch (Maimane, 2020:11).

2.2 ESTABLISHMENT OF COMMITTEES IN THE SCHOOL

For the school to run properly, it should have various school committees which are created to assist the management to carry out its professional duties without difficulties. Further concern is expressed by Bush and Heystek (2003:136), that research done in Gauteng reveals that most SGBs have not been proactive in formulating the necessary policies and committees to govern schools. Many policies and committees are not in place, including the SGB constitutions because they lack the confidence or skills to do so themselves. Instead, the parents rely on the principal to do the work for them because of their low literacy level. Beckmann & Visser (1999:159) argued that the success of all the programmes and committees should be assessed and be refined regularly. The researcher is of the view that to have committees which are established to support the management to carry out professional duties, governors should be educated or having rudimentary education to sit in some of these committees like finance committee whereby the treasurer is the chairperson of this committee and has to sit each and every month to have a look at the school state of affairs financially (Maluleke, 2023:192). Someone from the school community as former soccer player could be co-opted also to serve in the sports committee in order to give the necessary expertise to the committee when imparting their extramural responsibilities within the school for the benefit of the learners, school and the community at large ultimately the country.

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

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

Study by Van Shalkwyk (1990:96) further stated that each of these committees may appoint subcommittees as and when circumstances required this. Most of the committees should be led by members from SGB in order to foster

active participation and responsibility in the school affairs. Studies by FEDSAS (2019:13) posit that the benefits of SGB committees are that they reduce the workload of the SGB, thus the SGB has the authority to establish necessary SGB committees as may be required. It is, however, important to note that the establishment of the committees does not relieve the SGB of its responsibilities. The researcher does support this notion of establishing finance committees with co-option of school community members to ensure that school finances are spent for the benefit of the school and are being managed properly to the utmost best of the school and society (Maluleke, 2023:193).

2.2.1 Sports and ground committee

In accordance with the Employment of Educators Act 76 of 1998, PAM, Chapter A, regulation 4.4(e) (iii) to assist the principal to play an active role in promoting extra and co-curricular activities in school and in its participation in sports and cultural activities organized by community bodies. The deputy principal has to make sure those sports and cultural activities do happen at the school in collaboration with other stakeholders from the school community. Human nature and the human condition require that we depend on others, that we be independent with others, in satisfying our individual needs (Dana, 1995:5). The researcher believes that no human being could able to do things himself or herself without relying on the support of others, the same applies in this case, for sports activities to happen at the school the headmaster has to rely on the deputy principal in getting things done.

The organizing committee is at the centre of the sports events planning. Taking mainly an organization theory perspective through integrating organizational behaviour and other perspectives throughout (Parent, 2015:1). Organizing committee is involved in the sports industry and its goal is directed as the organizing committee workforce work together to plan and implement a sport event and it has an identifiable boundary to distinguish those who are part of the organizing committee or not part of the organizing committee at school level (Parent, 2015:4). The researcher believes that this envisaged organizing committee must plan and see to it that there is time allocated for this activity at school and more importantly to have a sports ground that is viable for sports and cultural activities at the school. Such sports grounds should be maintained and taken care of by the school committee dealing with sports activities working together with the school community. The sports committee should ensure that sports resources are purchased by the school in support of the school-community in order to achieve the objective of the committee ultimately of the school and of the government through the department of sports, arts and culture (Maluleke, 2023:200).

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

Study done by Okoye (2019:3) cites that from leading his team to victory in the 1995 Rugby World Cup and leaving his footprint on the country’s rich history, Francois Pienaar has new goals now to find leaders who will take the country to new heights. There are a lot of young leaders in South Africa in every town, young leaders who just need the support and opportunity to help his or her community. The researcher posits that the above sentiment is so rich and needs people like educators to embrace this idea by supporting the little ones at school level after they have realized that they have got talent which they could use to take their schools and their communities to the next level in the country and internationally. In support of the above, under 20-Amajita coach Thabo Senong said they would take their third-place play-off against Nigeria in the 2019 Afcon in Niger as seriously as any other game they play when the sides meet (Ntsoelengoe, 2019:45).

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

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

Publication by Sobuwa (2020:7) posits that Mafunda also enjoyed a variety of extramural activities that WSU had to offer to students, an experience that earned him a lot of friends and leadership skills. "Sports gave me a lot of opportunities. I was the first student to ever complete two terms of chairperson of USSA boxing. I also gained a broader perspective on social and life skills through the many friends I made playing sport." Mafunda said he also enjoyed the support he had received from his lecturers and department at WSU. "They always supported and embrace new ideas from us as students. I can proudly say that this is what contributed to me registering a business as a student." Businessman and WSU alumni Lonwabo Mafunda will clear students' debts of between R3000 and R10,000 to enable them to graduate. "I had to reflect on my own days as a student and the experience I have had at the university made me question whether I would like to see current students going through the same struggles I went through. I couldn't let that happen, especially because I am in a position to help," Mafunda said. About 300 indebted students at the Walter Sisulu University (WSU) in the Eastern Cape will be able to graduate in two months, thanks to the intervention of a good Samaritan. The researcher is of the view that irrespective of where someone graduated the issue of ploughing back to our schools is very important hence this sentiment.

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

2.2.2 School marketing and communication

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

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

A habit of communicating consistently across this medium sustains your marketing efforts and helps you grow enrolment. Social media builds levels of trust and awareness, with daily one-on-one contact, your school improves interpersonal relationships. This helps your audience trust you more and solidifies brand loyalty. Furthermore, by maintaining a social media presence, you grow brand recognition, more people in your community have an opportunity to see and learn about your school. The social media can expand your school community and reach, as well as to improve transparency between the clients and the school (Brooks, 2017). Feedback is the information which the sender gets from the recipient after a message has been sent, and from which the sender can determine the success of the communication (Maluleke, Worku & Muchie, 2023:242). The school has to know who they are communicating with in that respect, the message they are communicating and why are they supposed to be communicating with such people for that matter and which method of communication the school will explore to reach such customers. To survive, an industry must identify the needs of its potential clients and develop products or services which meet these needs as a price which the customers can afford to pay (Harvey & Busher, 1996:27).

Studies by Ehlers & Lazenby (2007:123) argue that competitors are organizations' that produce goods and services similar to a particular organization's goods and services and compete for the patronage of the same customers. Competition boils down to organizations catering for the same customers. In competitive arenas, localities where several schools are trying to attract the same students' population, schools may want to attract some parents in preference to others (Harvey & Busher, 1996:30). The researcher posits that any school should be mindful that they are not operating in a monopoly environment and therefore has to heed the call to attract the prime clients to bring consumers to their schools in order to have business in the market.

To increase knowledge about a school and to promote its image among its clients, that is parents as well as pupils, and the communities it serves is not a gloss but is integral to the work of the school (Marland and Rodgers, 1991:1). Studies by Harvey & Busher (1996, 30) cite that schools must first plan where they want to go, analysing the four Ps-product, place, promotion and price of the original market mix as well as the other three Ps-people, process and the physical evidence of the production. The school is not operating in isolation or a vacuum but in a society, which has needs and demands which differ based on the ideology of an individual or family unit has in the state of the community and of the country. The researcher believes that in order to achieve this the department should work with school communities in order to get the culture, customs, beliefs, rituals and expectations of the school community so that they could provide such services to the local area in terms of the curriculum.

The school must make sure they attract all these clients to their school in order to stay relevant to the target group though they view things differently. Any school wishing to serve the whole community can use the same processes to identify the specific needs of all its potential client's groups, allowing it to differentiate its provision to each of them (Harvey & Busher, 1996:30). Studies by Cant, Strydom, Jooste & Du Plessis (2006:468) argue that marketing public relations is the management function that identifies, establishes and maintains mutually beneficial relationships between an organization and the various publics on whom its success or failure depends. The researcher is of the view that if the school has got good governors this aspect could be addressed at easy by assisting school to do field work on the ground and report back to the school for improvement.

Parents are still complaining about their children being exposed exclusively to Christian doctrine, despite the High Court in Johannesburg ruling three years ago that Gauteng public schools must align their policies with the

constitution, which did not allow the exclusive promotion of a single religion. Despite Laerskool Menlopark, Pretoria East, openly promoting Christianity as a pillar of its mission and vision, the school's head of marketing, Annete Grobbelaar, said the school was compliant when it came to promoting religion. "Christianity is basically integrated into the day-to-day activities of the school, starting from the first class where they have a morning prayer," parent said (Hlatshaneni, 2020:5). Researcher believes that the marketing message was not dispersed to the clients fully to an extent that the vision and mission of the school are based on Christianity, hence this complaint.

Teachers' concerns are usually with the quality of education experience which they provide to students and only rarely and reluctant with the commercial or marketing aspects of their work (Harvey & Busher, 1996:31). This means that the school should designate a press officer who can be the contact person with the press. All material for publication should be dealt by the press officer. This person should have a flair for writing and the ability to decide what would be newsworthy and positive for the school (Kruger et al, 2002:101). The marketing of schools presupposes that education managers understand how to employ marketing strategies effectively. Furthermore, schools that are interested in a marketing approach should employ education managers who are competent in both education and education marketing (Kruger et al, 2002:102) cited Michael (1990:28). The researcher supports the sentiment of press officer amongst the staff particularly from support staff who is well-informed about the local environment of the school that will be able to deal with queries and press issues whilst educators are busy teaching.

Corporate social responsibility is the commitment of businesses to contribute to sustainable economic development by working with employees, their families, the local community and society at large to improve their lives in ways that are good for business and for development (Slack, Chambers & Johnston, 2010: 634). The researcher is of the view that the school community has some expectations in return which they have for supporting the school by providing them with their children to get education in their school of which one of the benefits is to get jobs for them and their children who graduated from the school concerned. The school could hire local people as one of the mechanisms of marketing the school to the school-community and society at large. The school could employ teachers from the society to teach at their school and press officer from the society who will deal with this matter of social media, communication, and news publisher, marketing the school, engaging potential clients and dealing with publicity of the school. The well resource schools could hire sports coordinator to deal only with all sporting codes within the school to ensure that extramural activities at the school is given the necessary attention to take the school to the next level for the benefit of both parties, school and learners. Indeed, to enhance community esteem requires self-evaluation, and both strengthen the work of the school in all its aspects (Marland and Rodgers, 1991:1). Overall, the literature review emphasizes the need for effective governance, strategic planning, and community engagement to address the challenges faced by South African schools. By focusing on infrastructure development, extracurricular activities, and effective communication, schools can work towards achieving equal opportunities and improved educational outcomes for all students.

3. Research Methodology

A qualitative research method and a quantitative methods would prevail in this study though quantitative would be applied mainly in the study than qualitative method, people like School Governing Body members, school clerks, educators, principals, circuit officials and circuit managers, could be used to give information through tested means like interviews and Delphi technique method in a form of questionnaires as these people mentioned above have got good accounts for incidents which take place in their operation of control and all the above schools to be used do have different scenarios in terms of how the SGB has played their roles in improving the performance of their respective schools.

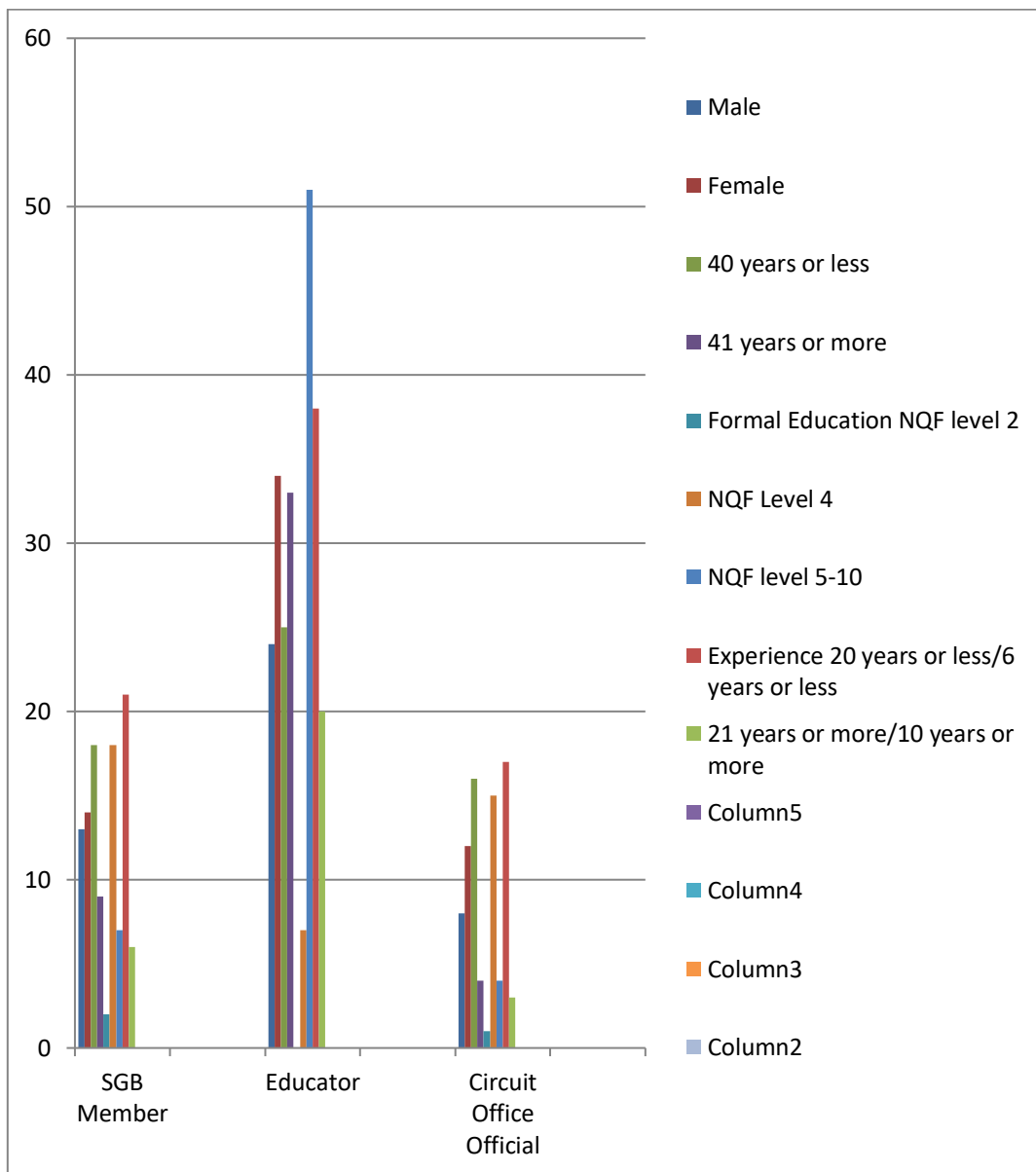
Quantitative research methodology being regarded as realism or positivism in uncovering the existing truth in explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics (Aliaga & Gunderson:2000). The results produced by different schools to be used in gathering data will explore this method in comparing the performance of those four schools in similar period since 2014 up to now in studying and analysing the pattern of how they performed in a decade. Data was then captured in Statistical Package for the Social Sciences (SPSS) then data analysis commenced (Bayat, Louw & Rena, 2014:186).

Qualitative research design that is exploratory, descriptive and contextual would take place in this research project. Qualitative research was primarily concerned with the view that individuals interacting with the social world construct reality. Quality researchers are interested in understanding the meaning people have constructed in making sense of the world and the experiences they have in it (Merriam, 1998:6). This method is regarded as subjectivism as its beliefs that there is no definite truth in pragmatic philosophy, truth is constantly changing and being updated through the process of human problem solving by applying open-ended questionnaires, interviews and discourse analysis.

4. Findings of the study

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

Figure 5.1: Combined general information of the respondents:



96% SGB members participated in this study whereby 48% male participated, and 52% female participated in this study from the parent-wing and 38 % governors from teacher-wing participated in this study on the part of governance. In terms of qualification wise almost 64% of SGB members from parent-wing have got NQF level 4

which is equivalent to matric and 25% of them have got post-matric qualifications whereby only 7% of them have got NQF level 2 which is equivalent to grade 9 or standard 7. In terms of experience accumulated by SGB members both from parent-wing and teacher-wing is 46% with 6 years or less and only 6% of them with 10 years or more of experience on governance issues.

89% educators participated in this study whereby 41% male participated and 59% of female participated in this study from school-based aspect. Only 12% of them do possess NQF level 4 and 88% do have post-matric qualifications from NQF level 5 to NQF level 10. In terms of experience in the classroom 66% of them have got 20 years or less of it being teachers and 34% of them have got 21 years or more of teaching experience.

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

Members of the local communities are actively encouraged to take part in school activities:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	1	1	14	10	1	10	2	23	22	1	1	6	10	2
4%	4%	4%	51%	37%	2%	17%	3%	40%	38%	5%	5%	30%	50%	10%
100%					100%					100%				

48% of the participants from school governing bodies do agree that SGB and SMT work in harmony and do welcome the participation of the local communities in their schools. 37% from educators do agree that SMT, SGB together with local communities should share the space for the benefit of the learners who are their children. 45% of the circuit officials do agree also that the three should work together to get the business of the day to run smoothly without one of them left behind with each party afforded the necessary respect as the children hail from the community of which parents have been nominated by the parents’ community to incarnate them on issues of authority.

The school appreciates constructive comments and suggestions made by parents of pupil:

Educator		School Governing Bodies		Circuit Office Official	
Yes	No	Yes	No	Yes	No
95%	5%	100%	0%	80%	20%

Educator A1: “Yes, parents have an equal right to participate and give their opinion regarding the pupil, but they must also respect the views of school”.

EducatorA2: “Yes, schools are negative on suggestions from parents. They take orders from the department and regard suggestions as unnecessary interference”.

Governor B1: “Yes, but it differs from school to school as in some schools, parents were not given such platform”.

Governor B2: “Yes, but some educators will not appreciate if the parents show concerned of their behaviour towards kids e.g corporal punishment is prohibited but some teachers still do it”.

Circuit Official C1: “Yes, the school-work together with parents to ensure proper teaching and learning”.

The school appreciates constructive comments and suggestions made by legal guardians of pupils:

Educator		School Governing Bodies		Circuit Office Official	
Yes	No	Yes	No	Yes	No
93%	7%	100%	0%	75%	25%

Educator A1; *“Yes, it helps to improve the level of professionalism at school”.*

Governor B1; *“Yes, they take them seriously like they are real parent of learners, so they take their comments seriously”.*

Circuit Official C1; *“Yes, as long as it is in the best interest of students”.*

Views expressed by governors do emphasize that blaming game do take place when there are no good working relations between these stakeholders like planning together what ought to be done in the school throughout the year in terms of the terms available in the academic year.

5. Recommendations:

- The Department of Basic Education should ensure that provisions of infrastructure and facilities in terms of National Education Policy Act 27 of 1996, Section 3(4)(c) & (g) are provided to our schools by the provincial department of education concerned in all nine provinces of the country as outlined by SASA 84 of 1996, Section 12(1) & Section 34(1) particularly in townships schools and remote rural schools so that conducive learning and teaching could happen under a welcoming environment like the way it is at suburban schools of our country.

To have a meaningful teaching and learning in our schools could only happen when and only if the department is able to carry out this function diligently so in terms of SASA 84 of 1996, Section 5A which states that norms and standards for basic infrastructure and capacity in public schools- (1) the minister may, after consultation with the Minister of Finance and the Council of Education Ministers, by regulation prescribe minimum uniform norms and standards for:

- (a) School infrastructure;
- (b) Capacity of a school in respect of the number of learners a school can admit; and
- (c) The provision of learning and teaching support material.

The inequalities and injustices happened during apartheid government need a serious undertaking to be redressed by our government and the department of education in our townships schools and rural schools as the Supreme Court of appeal ruled on Michael Komape’s case in favour of him subsequent to Polokwane High Court’s ruling alongside Eastern Cape High Court ruled that infrastructure should be prioritized by the department of education to realize basic human rights of learners to accessible education through reasonable measures available in order to ensure effective learning and teaching could take place in a conducive and safe environment.

- The SGBs should professionalise its structure in order to rope the best governors from society and the country as a whole to oversee schools for the significance of the children, so this needs some fund-raising from the parents’ community in order to finance this aspect so that they may hold them accountable and liable with their decisions that they have taken in the school as their employers. The contributions made by the parents and other stakeholders for the good cause will make them recognizable shareholders in the performance of the school as well as individual benefit of the students with talent on some sporting codes and therefore entitled to the quarterly report to assess if the school is on the right track to achieve the set goals.
- The department of sports, arts and culture, the department of education and governing bodies should at all times create a space for social cohesion in roping the local authority like councilors, political leaders, union

leaders, soccer players, rugby players, cricket players, tennis players, sports developments, sports donors like Motsepe Foundations, sports agencies, academics, civic organisations, traditional leaders, pastors, social workers and community at large should come to the board to assist the school to improve the state of affairs to profit the students, parents and community as a whole by giving them orientation of life outside the class as well as financial assistance whereby possible ultimately encouraging schools to create jobs for youths from their local schools where they can be hired as general assistants, press officer, administrative assistants, sports coordinator and educational assistants in order to reduce the overload of work placed upon the teachers by the employer to ensure that they focus much on offering class education to the learners in the classroom. The domestic authority should get involved at an early stage in their local school affairs if things do not go well as expected by the department of education and the department of sports, arts and culture in terms of the agreed expectations amongst all major stakeholders for the benefit of the school as a whole, but regulation also states it impeccable that local power does not have any statutory powers to intervene with professional matters (Nash, 2015:15).

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