RE-THINKING MANAGEMENT OF SCHOOL-BUSINESS PARTNERSHIPS: A CASE OF LIMPOPO AREA OF SOUTH AFRICA

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ABSTRACT

The new democratic system in South Africa has inherited an education system that had divided schools along racial, ethnic, urban, rural, public, and private lines. Major challenges of inadequate resources, ineffective school leadership, teaching incompetency, and poor learning attitudes experienced in the South African public schools, which resulted in low learner achievements, have necessitated the need for intervention from different stakeholders, one of them being school-business partnerships. School-business partnerships have been formed with the purpose of improving school leadership, and to consequently impact positively on underperforming schools. For this to be achieved, proponents of democratic leadership believe that school visions, missions and goals will be achieved when parents, teachers, principal, business leaders and employees, municipal or community leaders, as well as education officials, are involved in the decision-making process.

The main objective of the study was to establish management interventions for the effective management school-business partnerships, and to establish challenges in the management of school-business partnerships. To find out the above, other objectives were: to investigate the use of a school-business partnerships policy framework; to find out the key stakeholders, roles and relationships in the management of partnerships; and to find out the methods used in implementing development programmes used in school partnerships. Using a mixed-method design, purposive sampling was utilised to gather information from three schools and respondents that had previously participated in the Partnership for Possibility (PfP) project, a partnership involving schools' principals and experienced businesspeople to help in improving school leadership in the Palala area of Waterberg district in the Limpopo province. The study found that the school-business partnership structure, the school-business partnership policy, and the school-business partnership vision, goals, and objectives were lacking. Further, the roles of the key stakeholders were not identified, and methods of implementation of development programmes were not clearly spelled out. The schools' business partnership practises lacked foundational principles, guidelines and tools for its effectiveness and efficiency to assist in achieving better school outcomes. The study recommends that developing a strong, focused school-business partnership team is a vehicle to provide innovation in public schools.

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This team should be supported by policy, and consist of members from school, the community, and business. The school and business should include development programmes in their strategic planning, to make education more accessible, equitable and inclusive, with more opportunities.

Keywords: Business partnerships, schools, leadership, South Africa

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DECLARATION OF INDEPENDENT WORK

DECLARATION WITH REGARD TO INDEPENDENT WORK

I, Malesela Jacob Lamola, identity number ############## and student number #########, do hereby declare that this research project submitted to the Central University of Technology, Free State for the Doctorate in Education, is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

_____ 30 September 2023

SIGNATURE OF STUDENT **DATE**

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DEDICATION

I am hereby dedicating my literary work to my late father and mother, who would have liked to see this wonderful piece of writing. I am also extending the dedication to my late sister, all my children and my wife who supported me when I faced the storms.

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TABLE OF CONTENTS

ABSTRACT i

DECLARATION OF INDEPENDENT WORK iii

DEDICATION iv

ACKNOWLEDGEMENTS v

TABLE OF CONTENTS vi

LIST OF TABLES xv

LIST OF FIGURES xvi

ACRONYMS xvii

CHAPTER ONE: INTRODUCTION OF THE STUDY 1

1.1 INTRODUCTION 1

1.2 BACKGROUND AND MOTIVATION 2

1.3 IMPROVING THE SOUTH AFRICAN EDUCATION SYSTEM 7

1.4 EDUCATION SECTOR PARTNERSHIP REFORMS 9

1.5 PROBLEM STATEMENT 12

1.6 AIM OF THE STUDY 13

1.7 OBJECTIVES OF THE STUDY 13

1.8 RESEARCH QUESTIONS 14

1.8.1 THE MAIN RESEARCH QUESTION 14

1.8.2 SUB-RESEARCH QUESTIONS 14

1.9 SIGNIFICANCE OF THE STUDY 14

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1.10 RATIONALE FOR RESEARCH 14

1.11 OUTLINE OF THE THESIS 15

1.12 CONCLUSION 16

CHAPTER TWO: THEORETICAL AND CONCEPTUAL FRAMEWORK 17

2.1 INTRODUCTION OF THEORETICAL MODELS AND CONCEPTS 17

2.1.1 INTERACTIVE GOVERNANCE MODEL 17

2.1.2 TRIPLE HELIX MODEL 19

2.1.3 COMMON IN-GROUP IDENTITY MODEL 21

2.2 OVERVIEW OF CONCEPTS 22

2.2.1 PARTNERSHIP 22

2.2.2 SCHOOL LEADERSHIP 24

2.2.3 PARTNERS FOR POSSIBILITY LEADERSHIP THEORY OF CHANGE . 25

2.2.4 GOVERNANCE 27

2.2.5 CORPORATE SOCIAL RESPONSIBILITY 28

2.2.6 MANAGEMENT APPROACHES 30

2.3 CONCLUSION 32

CHAPTER THREE: LITERATURE REVIEW 33

3.1 INTRODUCTION 33

3.2 INSTITUTIONAL POLICY FRAMEWORK AND GOVERNANCE 33

3.2.1 THE SOUTH AFRICAN CONSTITUTION 35

3.2.2 SOUTH AFRICAN SCHOOLS ACT (SASA) 37

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3.2.3 POLICY MAKING 40

3.2.4 VISION AND GOALS 43

3.2.5 IMPLEMENTATION OF SCHOOL-BUSINESS PARTNERSHIPS 45

3.2.6 MONITORING AND EVALUATION 48

3.3 STAKEHOLDER ENGAGEMENT AND RELATIONSHIP BUILDING OF SCHOOL-BUSINESS PARTNERSHIPS 51

3.3.1 THE ROLE OF THE PRIVATE SECTOR 51

3.3.2 THE ROLE OF COMMUNITY 53

3.3.3 THE ROLE OF THE STATE 56

3..3.4 STAKEHOLDER INVOLVEMENT AND COLLABORATION 58

3.3.5 COMMUNICATION AND DECISION-MAKING PROCESS 62

3.4 IMPLEMENTATION OF DEVELOPMENTAL PROGRAMMES 64

3.4.1 DEVELOPMENT SUPPORT, EMPOWERMENT AND GROWTH 65

3.4.2 MANAGING DEVELOPMENT AND NEEDS ASSESSMENT 66

3.4.3 RESOURCE PROVISION 70

3.4.4 SCHOOL DEVELOPMENT ACTIVITIES 72

3.5 SCHOOL LEADERSHIP AND MANAGEMENT 76

3.5.1 INTRODUCTION 76

3.5.2 BUSINESS LEADERSHIP 78

3.5.3 SCHOOL LEADERSHIP 79

3.5.4 TYPES OF LEADERSHIP 82

3.6 CONCLUSION 88

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CHAPTER FOUR: RESEARCH METHODOLOGY 90

4.1 INTRODUCTION 90

4.2 RESEARCH PARADIGM 90

4.3 THE MIXED METHOD RESEARCH DESIGN 93

4.4 THE RESEARCH APPROACH 94

4.5 QUALITATIVE AND QUANTITATIVE RESEARCH METHODS 95

4.6 CHARACTERISTICS OF MIXED METHOD RESEARCH 97

4.6.1 SPECIFIC DESIGN-MIXED METHOD EXPLORATORY SEQUENTIAL DESIGN 98

4.7 RESEARCH POPULATION 99

4.8 SAMPLING PROCEDURE 99

4.9 USE OF CASE STUDIES 101

4.9.1 UNITS OF ANALYSIS 103

4.10 DATA COLLECTION INSTRUMENTS 105

4.10.1 INTERVIEWS 105

4.10.2 QUESTIONNAIRES 108

4.11 DATA ANALYSIS PROCEDURES 109

4.12 TRIANGULATION 112

4.13 THICK DESCRIPTION 113

4.14 RELIABILITY AND VALIDITY OF THE STUDY 114

4.15 ETHICAL CONSIDERATIONS 115

4.16 LIMITATIONS OF THE STUDY 116

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4.17 SCHOOL-BUSINESS PARTNERSHIPS APPROACHES 116

4.18 TRUSTWORTHINESS OF THE RESEARCH 119

4.18 CONCLUSION 119

CHAPTER FIVE: CASE STUDIES DATA 120

5.1 INTRODUCTION 120

5.2 THE SOUTH AFRICAN EDUCATION SYSTEM 121

5.2.1 THE NATIONAL DEPARTMENT OF EDUCATION 121

5.2.2 LIMPOPO PROVINCE DEPARTMENT OF EDUCATION 122

5.2.3 WATERBERG DISTRICT OF EDUCATION 124

5.2.4 THE CIRCUIT OFFICE 125

5.2.5 THE SCHOOL LEVEL 125

5.2.6 THE SCHOOL VISION AND MISSION STATEMENTS 126

5.2.7 THE ROLE OF THE SCHOOLBUSINESS PARTNERSHIPS 127

5.3 PART A: CASE STUDY DATA 129

5.3.1 DESERTFIELD COMBINED SCHOOL CONTEXT 130

5.3.2 CASE STUDY 2: VERSVELDT PRIMARY SCHOOL 134

5.3.3 CASE STUDY 3: FLOWERDALE HIGH SCHOOL CONTEXT 137

PART B: QUALITATIVE CASESTUDY FINDINGS AND DISCUSSION 140

5.4 ELEMENTS OF MANAGING SCHOOL-BUSINESS PARTNERSHIPS 140

5.4.1 CASE STUDY 1: DESERTFIELD COMBINED SCHOOL 141

5.4.2 CASE STUDY 2: VERSVELDT PRIMARY SCHOOL 152

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5.4.3 CASE STUDY 3: FLOWERDALE HIGH SCHOOL 157

5.5 CONCLUSION 164

CHAPTER SIX: FINDINGS AND DISCUSSIONS 165

6.1 INTRODUCTION 165

6.2 OBJECTIVES, THEMES AND FINDINGS OF THE STUDY 165

6.3 CASE STUDY FINDINGS AND DISCUSSIONS 168

6.3.1 SCHOOL-BUSINESS PARTNERSHIP POLICY 170

6.3.2 SCHOOL STAKEHOLDER ROLES AND RELATIONSHIP 174

6.3.3 IMPLEMENTATION OF SCHOOL-BUSINESS PARTNERSHIP PROGRAMMES 178

6.3.4 SCHOOL LEADERSHIP AND MANAGEMENT INTERVENTIONS ON SCHOOL-BUSINESS PARTNERSHIP 183

6.4 CHALLENGES EXPERIENCED BY SCHOOL MANAGEMENT TEAMS IN THE MANAGEMENT OF SCHOOL BUSINESS PARTNERSHIPS 186

6.4.1 LACK OF STRATEGIC PLANNING: LACK OF LINKAGE AND INCLUSION OF SCHOOL-BUSINESS PARTNERSHIP PROGRAMMES IN THE SCHOOL'S STRATEGIC VISION AND PLANNING 187

6.5.1 LACK OF STRONG HUMAN CAPITAL 188

6.5.2 CONTINUOUS TRAINING AND DEVELOPMENT OF SUPPORT STRUCTURES 189

6.5.3 LACK OF CONFIDENCE, MOTIVATION AND KNOWLEDGE 190

6.5.4 PROVISION OF EFFECTIVE LEADERSHIP 191

6.5.5 LIMITED TERM OF OFFICE BY THE SGB 192

6.6 CONCLUSION 192

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CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS 194

7.1 INTRODUCTION 194

7.2 SUMMARY OF CONCLUSIONS 195

7.2.1 THE USE OF SCHOOL-BUSINESS PARTNERSHIP POLICY 195

7.2.2 THE ROLES AND RELATIONSHIP OF STAKEHOLDERS IN SCHOOL-BUSINESS PARTNERSHIP 197

7.2.3 METHODS USED IN THE IMPLEMENTATION OF SCHOOL-BUSINESS PARTNERSHIP PROGRAMMES 199

7.2.4 THE SCHOOL MANAGEMENT'S POLICY INTERVENTIONS TO SUPPORT SCHOOL-BUSINESS PARTNERSHIPS 201

7.2.5 CHALLENGES EXPERIENCED BY SCHOOL MANAGEMENT TEAMS 204

The study found that: 204

School leadership is not providing fertile ground for thinking about social interactions of school stakeholders in the context and the organisation with the goal of improving practice, and therefore, is not recognising that innovation is a team sport, that the school alone cannot do it. 204

7.3 IMPLICATIONS FOR POLICY AND PRACTICE 205

7.3.1 RE-THINKING THE MANAGEMENT OF SCHOOL-BUSINESS PARTNERSHIPS 205

7.3.2 MANAGING CHANGE IN THE DEVELOPMENT OF SCHOOL-BUSINESS PARTNERSHIPS 206

7.3.3 LEARNING, TRAINING AND DEVELOPMENT PROGRAMMES 207

7.3.4 RESEARCH AND DEVELOPMENT 208

7.4 RECOMMENDATIONS 209

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7.4.1 THE SCHOOL-BUSINESS PARTNERSHIP TEAM 209

7.4.2 SCHOOL-BUSINESS PARTNERSHIP PROGRAMME 211

7.4.3 SCHOOL-BUSINESS AGREEMENT 212

7.4.4 IDENTIFYING SCHOOL NEEDS, REOURCES AND ASSETS 213

7.4.5 SETTING CLEAR EXPECTATIONS AND SHARED ACCOUNTABILITY 213

7.4.6 CONTINUOUS COMPREHENSIVE DEVELOPMENT OF THE SCHOOL PERSONNEL, STAFF, BUSINESS AND COMMUNITY PARTNERS 213

7.4.7 A SCHOOL COORDINATOR TO LEAD THE TEAM 213

7.4.8 REGULAR COMMUNCATION AND EVALUATION OF SCHOOL-BUSINESS PARTNERSHIP EFFECTIVENESS 213

7.4.9 A DEVELOPMENT PLAN FOR SHORT AND LONG-TERM SUSTAINABILITY 214

7.4.10 A DISTRICT BUSINESS PARTNERSHIP TEAM FOR COORDINATION 214

A district team for setting the overall vision and facilitating the schools' activities is critical for the success of the school-business partnerships. It will assist in capacitating the school-business teams and programmes for empowerment and implementation of projects. 214

7.5 CONCLUSION 214

REFERENCES 217

APPENDICES 239

ANNEXURE 1: PERMISSION LETTERS 239

ANNEXURE 2: PARTICIPATION CONSENT FORM 241

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ANNEXURE 3: INTERVIEW SCHEDULE 242

ANNEXURE 4: A QUESTIONNAIRE 246

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LIST OF TABLES

		Page
Table 1.1	LDoE Official Newsletter 2020/2021	8
Table 2.1	Burns transformational and transactional leadership comparison	23
Table 4.1	Partnership approaches developed from Regenesys business school model for partnerships	112
Table 5.1	Levels in the South African education system	116
Table 6.1	Objectives, themes and findings of the study	161
Table 6.2	School-business partnership policy Case Study 1	165
Table 6.3	School-business partnership policy Case Study 2	165
Table 6.4	School-business partnership policy Case Study 3	165
Table 6.5	School stakeholder roles and relationship Case Study 1	168
Table 6.6	School stakeholder roles and relationship Case Study 2	169
Table 6.7	School stakeholder roles and relationship Case Study 3	169
Table 6.8	Implementation of school-business partnership programmes Case Study 1	172
Table 6.9	Implementation of school-business partnership programmes Case Study 2	172
Table 6.10	Implementation of school-business partnership programmes Case Study 3	173
Table 6.11	School leadership and management interventions on school-business partnership Case Study 1	177
Table 6.12	School leadership and management interventions on school-business partnership Case Study 2	177
Table 6.13	School leadership and management interventions on school-business partnership Case Study 3	178

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LIST OF FIGURES

		Page
Figure 4.1	The adapted instrument developed for the exploratory sequential mixed-method research design	97
Figure 4.2	Triangulation method	108
Figure 5.1	An example of the South African school structure	121
Figure 5.2	The researchers' examination and comparison of innovations in school partnerships stages of development	126
Figure 7.1	Megginson Public Private and Community partnerships	198
Figure 7.2	School-Business Partnership Team in Education	203

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ACRONYMS

Covid-19	Corona Virus Disease of 2019
DBE	Department of Basic Education
ECD	Early Childhood Development
NDP	National Development Plan
NSNP	National School Nutrition Programme
PfP	Partners for Possibility
SBPT	School-business Partnership Team
SGB	School Governing Body
SMT	School Management Teams
SSA	Symphonia South Africa

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CHAPTER ONE: INTRODUCTION OF THE STUDY

1.1 INTRODUCTION

Vision 2030 of the National Development Plan (NDP) envisions a South Africa in which everyone feels free yet bound to others, where everyone embraces their full potential, and where opportunity is determined not by birth but by ability, education, and hard work (NDC, 2012). Furthermore, on the role of education, it is envisaged that the education system will play a greater role in building an inclusive society, providing equal opportunities, and helping all South African societies to realise their full potential, including those previously disadvantaged by apartheid policies, namely black people, women, and people with disabilities. The stakeholders who will assist in the realisation of this vision and action plan include parents, teachers, school principals, district, provincial, and national officials, members of civil society, parliamentary members, teacher unions, private sector partners, researchers, and international partners such as UNICEF and the World Bank. Symphony South Africa (SSA) (2019) says that the future of humanity depends on the quality of its political and business leaders.

Van Rhyn and Garrun (2020) highlight one of the experiences of business people in their interaction with schools. One business person shared that he is humbled by what has happened at the school as, before their partnership, the school did not have a school hall and sports field, and having both has had a massive impact on the school and community. Therefore, to enhance the quality of education in public schools, business partnerships with public schools are required. According to SSA (2018), almost 80% of schools in South Africa are public schools, and if real improvement is needed in the education sector, then more focus and intervention is needed in public schools. In this light, SSA has made a contribution to schools through a programme called Partners for Possibility (PfP) which partnered school principals and business people. In this programme, the school principal of an underperforming school is paired up with a businessperson with leadership experience in order to improve school leadership. The PfP programme draws on the leadership resources in the private sector by partnering principals with business leaders for a year or more. In Van Rhyn & Garrun (2020), this year long programme, the principals participated in leadership training sessions and began meeting regularly to plan and implement an action plan to improve the school. At the end of the year, partners decided to continue meeting

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and working together to improve the school. The design of the PfP programme was based on the belief that the quality of school leadership was a major determinant of educational quality, and that good practises from the programme are replicated to teachers, learners, parents, and the community over a three- to five-year period (SSA, 2019).The programme consisted of three components: a supportive partnership between the principal and the business leader, three leadership development workshops, and a community of practise with other partners such as teachers, learners, parents, and the community. Symphonia South Africa (SSA) Partnership for Possibility reports from 2015 to 2019 indicate that 80% of schools are dysfunctional and only 20% are functional (SSA, 2019). According to the report, most schools were under-resourced and lack proper leadership; thus, it launched principal leadership development projects in South Africa.

Considering this, a follow-up study needs to be done on the approach of not only partnering the principal with the business leader but also involving other key stakeholders in this partnership. Hence, a proposed approach to managing the school business partnership is an inclusive transformational approach to the partnership that must be managed by a School-business Partnership Team (SBPT). In addition, further aspects of how this business partnership is regulated and managed require further attention, as a well-managed partnership could lead to real, sustained improvement in public schools. Furthermore, the NDP 2030 vision also emphasises the importance of partnerships as a precondition to advancing excellence in schools. This study is in the spirit of the NDP, taking initiatives towards bringing excellence to South African schools by 2030. The study focuses on the management of school business partnerships in public schools in South Africa, with special reference to three schools in Limpopo Province.

1.2 BACKGROUND AND MOTIVATION

The divergent impact and challenges facing public schools during and after the Covid-19 pandemic have been exposed, particularly because schools could not access technology resources. A positive response to this situation requires a great degree of empathy among collaborating partners or teams. According to O'Halloran (2021), rethinking the traditional ways of school partnerships has never been more useful and important than during this time. This is also true for school-business partnerships, as

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all school teams and social partners work together creatively to find solutions for the improvement of school outcomes in disadvantaged public schools.

Schools are increasingly looking for ways to work with businesses on innovation and to provide a competitive, first-class education (Van Rhyn & Garrun, 2020). It may be most fruitful for schools more interesting to work with stakeholders that they have traditionally never worked with, building a synergistic relationship where there will be openness and transparency as partners learn from each other. Notably, McCormack (2021) says that the education of our children is not the job of our schools only, but the role of the entire community. Furthermore, McCormack (2021) says that there is potential in every child, and we need to see that potential because what matters is who the child can become. For this to happen, Poliah (DBE, 2022) indicates that the South African education system needs to support such change through policy, organisational change, resources, and programmes for development. In light of the above the current study seeks to examine ways to enhance school-business partnerships to develop the social capital needed, strengthen collaborative teams and school structures, develop institutional muscle in the form of school-business policy, and explore collective genius to drive innovation at the school level.

Covid-19 has indeed changed the face of schooling in terms of its operations which included teaching and learning processes as well as school leadership and management. Equally important, it has exposed the challenges in public schools in particular, of lack of technological resources to meet those needs. It raised many questions when learners in deep rural schools could not access online assistance and schools could not intervene successfully. These public schools found themselves most affected as they could not help their learners to access distance learning. These challenges not only exposed the education challenge but raised expectations on the key role-players such as SGB's, parents and traditional authorities to mobilise technological resources. The gaps from normal school processes to the provision of digital skills was very clear and the department could see that clearly. Some schools could not continue to offer teaching and learning because of lack of resources. Thus, getting school business partnerships to work effectively, as a vital force for good that can provide a wide range of opportunities for learners and schools is of paramount importance. School business partnership could fill this digital skills gap on the part of

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teachers and the learners ultimately the society as a whole. It could also be seen as investing in science and technology as competencies for the fourth industrial revolution to address challenges of joblessness, poverty and inequality not in the country but internationally as well. Most important technological knowledge could address the relevance and inclusivity of this digital age.

On the other hand, Alexander (2013) states that there is an outcry worldwide against businesses that partner with schools for their own selfish needs of self-gains, marketing purposes, and advertising, without considering school needs. South Africa is not excluded from this malpractice. Barza (2019) points out that business interventions around the world seem to be improving the quality of educational outcomes. However, in South Africa, this is lacking in previously disadvantaged areas of society (Van Rhyn & Garrun, 2020). The Department of Basic Education (DBE) and MIET Africa (DBEMA) (2010) state that the educational conditions of most people in South Africa amount to a national emergency. It further reports that improvements in school access and education outcomes hinge on the ability of the DBE to engage and lead its institutions, state, and partners in the implementation of programmes. In the past decades, many role players in government and civil society have acted to create transformative policies and pockets of excellence in education practice. Literature bears evidence that the private sector, in establishing its priorities for social responsibility programmes, has also largely concentrated its efforts in urban centres (Van Rhyn & Garrun, 2020). As a result, this has led to grave neglect of the education and future of young people in rural and disadvantaged areas of the country. It also gives rise to dysfunctional schools, as most of the public schools in rural areas lack resources.

SSA (2019) notes that not all functioning schools owe their achievements to a powerful principal, but that the involvement and working together of stakeholders are most important. It seems that the key underlying factor distinguishing schools that fail and schools that succeed is the extent to which parents, businesses, teachers, and community leaders are involved in the school (SSA, 2019). The partnership recognises that the staff needs parents and other members of the community to be involved. The staff cannot lead change alone (Le Cordeur, 2020). The state, community, businesses, and schools can support each other in their interactions. Building capacity and

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providing support to our principals, teachers, and schools is critical (Van Rhyn & Garrun, 2020). The partnerships should be transformational and make substantial, sustainable changes that are permanent and enhance stability in schools. This is in contrast to partnerships with a transactional approach, which have temporary results with no sustainability. Block (2011) comments on the kind of partnership envisaged, saying that it is unique in its ability to bring schools, communities, and the business sector together as true partners caring for our children. It is based on the gifts and strengths of all parties. He further says that unlike many efforts, it does not treat the school as broken, the business sector as all wise, or the community as disinterested. It changes the lives of each person who engages in the process, in the direction of faith and hope for our collective future.

South Africa has fared poorly when compared with other countries internationally and regionally. Strikingly, only 36% of Grade 3 learners have age-appropriate literacy skills, while 35% have the necessary numeracy skills, and despite pro-poor policy shifts, inequality in education remains a major challenge (DBEMA, 2010). Despite increased South African government efforts and spending in education, the education system faces persistent challenges in terms of the quality and effectiveness of learning and teaching at all levels. Out of approximately 25,000 schools, 20,000 schools in the country are classified as failing schools, and as if that were not enough, 78% of Grade 4 learners cannot read with understanding and meaning in any language (SSA, 2019; Jansen & Molly, 2017). The authors state that according to the World Economic Forum (WEF), in math and science education, out of 148 countries, South Africa is numbered last; more than 50% of children drop out of school before grade 12; and it is estimated by departmental officials that more than 60% of Grade 8 learners cannot read at grade level. In addition to government spending, it is estimated that 48% of the overall corporate social investment, an amount of R 9.1 billion, goes to education (SSA, 2019). As the NDP 2030 vision highlights, we have received a mixed legacy of inequalities in opportunity and in where we have lived; such as in rural areas where most of our public schools in South Africa are located, such as in the Waterberg district of Limpopo Province, where the research study is based. The South African education system is in crisis as it seems to be failing its own children, and the situation needs urgent intervention.

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Across the nation, from the smallest towns to the largest cities, the quality of every community is defined by the strength of its public schools. According to DBEMA (2010), overcoming this challenge calls for collaborative, coordinated action from multiple stakeholders. While the major stakeholders are the learners and their parents, local employers and other businesses have invested in the success of the schools. Over the last two decades, the business community around the world has significantly expanded its involvement in public schools, such as through 'adopt-a-school' programmes and career exhibitions, and lobbied for national education reform (Barza, 2019). Businesses are trying to increase their responsibility to improve the performance of learners.

However, while business intervention around the world is seen to be improving, in South Africa it seems to be very slow in public schools. Some of the challenges that lead to poor school-business partnerships vary; for instance, Lamberti (2012) argues that the number of private-public partnerships in South Africa is still low and that the few businesses that offer to partner with public organisations are not fully utilised. Furthermore, the author points out that business leaders possess all the entrepreneurial and technical skills they need but need some strategic, structural, leadership, governance, and human capital development input. Dube (2017) enlightens us that socio-economic circumstances account for 50% of learners' educational outcomes. Dube (2017) further says that in dealing with the massive backlogs, the government and the private sector have put more resources into remedying the situation. The South African President Cyril Ramaphosa affirms the infrastructure backlogs in disadvantaged areas and schools' negative impact on children's basic rights to a decent basic education, safety, and dignity within educational facilities (Ramaphosa, 2019). Apparently, the backlogs in disadvantaged rural areas are in public schools, where most schools are under-resourced. Because of the apartheid legacy, the private sector has also largely concentrated its efforts in urban areas when establishing its priorities for social responsibility programmes (Van Rhyn & Garrun, 2020). As a result, it appears that in the South African context, most school stakeholder partnerships are developed on a playing field without specific rules or guidelines, with structural deficits, no developmental programmes, a leadership vacuum, no monitoring and evaluation, and no monitoring of the relationship. Educators and business leaders have encountered scrutiny about the relationship.

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Le Cordeur (2020) says that schools can no longer rely on the state and parents for better education outcomes. Furthermore, Le Cordeur (2020) states that schools must use creativity to get businesses involved. Schools need diverse stakeholders, such as teachers, parents, community members, business employees, and leaders, to work together. The school partnerships envisaged are more inclusive, equal, reciprocal, sustainable, and transformational in nature. That lack of engagement of critical school stakeholders has constrained the achievement of the Nation Development Plan goals (Van Rhyn & Garrun, 2020). Moreover, the NDP Vision 2030 expectations have sadly not materialised in many under-resourced schools in South Africa. These schools are mostly public schools in disadvantaged areas of our country, of which Limpopo Province, where the research will be undertaken, is one. The current socioeconomic factors call for greater involvement of cross-sectoral sectors in transforming dysfunctional schools into functional ones. This will provide young people with access, equality, and employment opportunities.

1.3 IMPROVING THE SOUTH AFRICAN EDUCATION SYSTEM

Nongxa (2012) states that transformation is a national imperative and its achievement is essential if South African institutions are to achieve their visions, which is multidimensional and founded on principles of redress. The institutions need to create an enabling and empowering institutional culture that generates a sense of ownership and commitment. It is in the context of the above assertion that education is declared a basic human right and changes people's lives. It is and has been a key to sustainable human development, peace, and stability within and among countries. Thus, it is an indispensable means to effective participation in the societies and economies of the twenty-first century. Attempting to improve educational quality is thus not new in South Africa, but what is concerning is that the gains the educational policy began to emphasise learning outcomes have been meagre despite an increase in expenditure and ambitious interventions. Against the context of the background provided above, Jansen (2014) notes that despite the large share of public monies going to education, South Africa consistently appears at the bottom of competitive tables on student achievement.

Van Rhyn & Garrun (2020) state that education in general, and public education specifically, is the cornerstone of our culture and an absolute necessity for economic

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prosperity. Considering this, the South African education sector has, since 1994, introduced changes, but despite these many changes, the legacy of low-quality education in historically disadvantaged parts of the school system persists. The South African education system is currently being chastised for a lack of good practises in producing top literacy and numeracy results. This includes all phases of schooling, but mostly emanates from the foundation and intermediate phases, which are Grades 1–6 classes. This happens irrespective of some measures put in place to improve the quality of education in the country. Based on the challenges mentioned above, the NDP 2030 vision expects the schooling system to be characterised by highly motivated learners and teachers by 2030; principals who are effective managers who provide administrative and curriculum leadership; parents who are involved in the schools their children attend; schools that are accountable to parents; and committed and professional teachers who have good knowledge of the subjects they teach.

According to the Limpopo Department of Education (LDoE) (2020-2021), the record of learner performance in Grade 12 has improved from position nine, the last of the nine provinces, to position eight in 2020, as indicated below over a period of five years:

Table 1.1: LDoE Official Newsletter 2020/2021, Thuto News, 4th Quarter edition

Grade 12 Limpopo learner performance results				
2016	2017	2018	2019	2020
62,5%	67,4%	70,6%	73,2%	68,2%

The Limpopo Department of Education is fully aware of the challenges it must overcome to improve the quality of schooling (Thuto, 2011). In trying to find a solution to the challenges, the Waterberg District Director, Madela (2011), in the context of disadvantaged schools in rural areas, said that it is important for the local economy to be driven by the local people if the struggle against poverty is to be won. Barza (2019) affirmed the point above that local people are at the forefront of school-business partnerships. Some of the challenges, according to Madela (2011), are poor management and leadership capacity of many of our school managers, as well as lack of capacity of most School Governing Body (SGB) members. In addition, the-then Limpopo MEC, Masemola (Thuto, 2012), said that education is a shared responsibility

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that requires the participation and involvement of all sectors of the community, and further commended the mining business sector for making a pledge to support the disadvantaged schools in the Waterberg district financially and with infrastructure needs. In addition, PfP reports that asset-based community development and frugal innovation engage well-experienced business leaders who have knowledge and experience and should lead change (SSA, 2019). According to the report, answers are available in the community, but people require assistance to rediscover their capacity. The stakeholders in each school must come together and do the best for their school. The future lies in local community-based solutions, implemented by an active and engaged citizenry, characterised by adaptability and flexibility, and offering opportunities for plurality in both local and national impacts and outcomes (Van Rhyn & Garrun, 2020).

However, the NDP 2030 vision states that education institutions must have the capacity to implement policy, and where capacity is lacking, immediate measures need to be taken to address it. The assertions made above confirm that education remains a societal issue. As highlighted above, there is a great deal of uncertainty about the management of the school-business partnership, which compels the study to come up with a solution. This needs to be investigated.

1.4 EDUCATION SECTOR PARTNERSHIP REFORMS

Since 1994, efforts and initiatives have been made by the democratic government to reform the education sector. These efforts, however, have failed to transform the disadvantaged and marginalised sectors of society, particularly in rural schools. Ramaphosa (2019) says that the backlogs in public infrastructure impact negatively on our children's education, safety, and dignity within educational facilities. Furthermore, Ramaphosa (2019) states that experience shows that poorly designed schools give the impression that learners reflect their schools, being undervalued and uncared for. This further explains why learners who come from schools with poor infrastructure lack confidence which often contributes to poor achievement. Parents in this society often do not know how to contribute to their children's education through school stakeholder partnerships. This becomes a pandemic that affects all sectors of society, but mostly children. The provision of quality education in disadvantaged societies and their schools is cumbersome to achieve. It is in this context that, if in the

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long run, the schools can be significantly improved and made equal, the prospects and future of their young children will be significantly improved (Van Rhyn & Garrun, 2020; Jansen, 2014). Hence the school-business partnership is an important factor in bringing about education reforms. Good management of school-business partnerships is believed in the literature to have a major impact. Thus, it must be well-managed to make the meaningful contribution expected. This suggests that reforms in education have long been a subject of great importance in the endeavour to find solutions to societal challenges. In rural areas, where many of our public schools come from, access to quality schooling is a national imperative.

Ramaphosa (2019) strongly believes that effective learning requires a comprehensive approach that addresses not only aspects of teaching and learning but also social conditions. He further says that we need to support and equip the leadership of the school, educators, and parents to ensure a conducive and empowering school and surrounding environment. He further contends that it is through partnerships that we will build the nation, where we have defeated poverty, hunger, and homelessness together and where all people may leave in peace and contentment. The view above envisages a collaborative system that includes a transformational approach to school-business partnerships. In creating this type of development partnership, Ngcobo and Tickly (2010) speak of giving teachers the opportunity to develop and grow as people (Kiriori, 2017). Ngcobo and Tickly (2010) further point out that the current preoccupation with and pressure to achieve targets leads to relationships characterised by the exercise of power and control rather than by the co-creation of engaging learning opportunities and environments. It is in this context that the role of leadership involves facilitating each person's active engagement in meaningful dialogue, deep learning, and collaborative agency. Moreover, in this context, supporting the concerted efforts of stakeholders to develop schools' strategic plans and a facilitative climate in schools are paramount.

While schools are a dynamic and complex system, and in light of schools and the education needing change, an approach that prioritises teaching and learning as the school's purpose is recommended. This approach that focuses on the teaching and learning in the classroom and how it directly affects the performance of learners is essential. Thus, it emphasises the capacity, mentoring, coaching, and development of

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teachers. The approach is deemed to give better results considering the status of educators in the country, which is characterised by low self-esteem and low work performance due to factors that include poor returns and status attached to the teaching profession; the lack of adequate teaching resources and support from governments as well as from parents and the local community; and ill-discipline among the learners, which contribute to the difficult classroom situation (Kiriori, 2017). The argument is that if the teachers are not excluded from initiatives or programmes, it would be easier for them to participate in capacity development programmes. Zahra et al., (2009) observed that the scope of the problem being addressed may lead to the creation of large and complete organisations with considerable financing and staffing needs. They further point out that the problem of sustainability is one of the key challenges of such enterprises, which could divert attention away from the organisation's primary social mission.

The study above also observed the challenge of the sustainability of partnership development programmes. Harris (2010) affirms that a systemic approach to education reform would require changes at all levels in the system; that is, at the school, district, province, and national levels (Kiriori, 2017). Harris (2010) states, however, that efforts are hampered by the slow pace of change and the large-scale nature of the desired change. The approach is also supported by Mason (in Maringe, Masire & Nkambule, 2015), who contends that considerable interventions are required at all levels of the society in which the education system is embedded in order to rid the system of inequalities and inefficiencies. The above assertions in favour of a systemic approach appear to be suitable for the South African education system, as supported by Taylor (in Hartley, 2017), who contends that every level of the system in the classroom, school, and administrative structure is said to be weak. Nevertheless, Elmore (2000) says that reform policies that aim to affect large-scale changes in education practises often fail to change the educational practises at the local level. The argument is supported by the case of educational reform through curriculum changes in South Africa, where it has been argued that policies formulated at the national level have not led to the intended changes in the way the schools function and perform (Maringe et al., 2015). School-based reforms have been considered to have more effectiveness than national reforms. Wong, Harmon and Ng (2014) highlight their experiences in Singapore by saying that they involved stakeholders in

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supporting learning and development in their own community and acknowledging that schools alone can no longer accomplish the complex tasks of strengthening learning and enhancing academic achievement in the twenty-first century. The authors further contend that schools alone are insufficient for developing the nation's youth with all the necessary attributes, skills, and competencies that will enable them to survive and thrive in the knowledge economy and the adult workplace. Thus, they started the value-added partnership of harnessing stakeholders and their resources, and teachers, in turn, considered how to work with those parties to provide an educational experience that would prepare students with skills, knowledge, and values.

This research intends to improve school partnership management and impact positively on the quality of education results. School stakeholder partnerships are considered to contribute positively to cross-sectoral collaboration, unity in schools, quality outcomes, great success, sustainability, security, and producing excellence. The outcomes of an effective school business partnerships will enhance efforts in schools towards realising the expectations of the NDP 2030 vision. The variables that this research uses in discussions of school partnership management are adapted elements of corporate citizenship by Nieuwenhuis and Rossouw (2012), which are as follows:

- School-business partnership policy framework
- Stakeholder roles and relationship
- Implementation of school-business programmes
- School leadership and management interventions

1.5 PROBLEM STATEMENT

The government of South Africa has been making efforts to improve the quality of education outcomes, as a vehicle to economic participation and perceived as a path out of poverty and inequality for the society. Symphonia South Africa (SSA) (2019), Partnership for Possibility has been formed with the aim of improving the performance of learners especially in disadvantaged rural schools of the country. SSA embarked on the programme of matching a principal and business leader to share good management practices and empower the principals who will then escalate the knowledge and skills to the SMT, teachers and parents. However, according to SSA

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reports the change took a period of more than five years to bear success. SSA, (2019), then recommended that the programme would be more productive if future research could focus on more representation of school community members in school-business partnerships as opposed to one principal. Moreover, lack of capacity of SGB in rural schools to forge linkages with businesses to form partnerships and inability to interact with other sectors was an obstacle. School-business partnerships have been formed with the purpose of improving school leadership which is believed to be linked with better learner performance (Bush, Maringe & Glover, 2022), and consequently impact positively on underperforming schools. For this to be achieved, the study investigates how stakeholder interactions, guided by policy could bring innovation to develop school programmes to enhance the effectiveness of school-business partnerships.

It is on this basis that the study seeks to find out the effective management practises of school-business partnerships in schools in the Limpopo area. This study, therefore, investigates how these school-business partnerships can be enhanced to assist in addressing the challenges faced by these underperforming schools. Ultimately, this study examines how school-business partnerships processes can enhance better learning outcomes.

1.6 AIM OF THE STUDY

The aim of the study is to provide more knowledge and insight which eventually would provide interventions for the enhancement and effectiveness of the management of school-business partnership practices and processes in public schools in Limpopo Province of South Africa.

1.7 OBJECTIVES OF THE STUDY

- To investigate policy frameworks guiding management of school-business partnerships.
- To find out the roles played by the different stakeholders in management of school-business partnerships.
- To find out the methods used in implementing, monitoring and evaluation of development programmes used in school business partnerships.
- To establish intervention strategies used in effective management of school-business partnerships.

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- To establish challenges experienced by management teams in the management of school-business partnerships.

1.8 RESEARCH QUESTIONS

1.8.1 THE MAIN RESEARCH QUESTION

How can school-business partnerships be effectively managed to produce the desired results?

1.8.2 SUB-RESEARCH QUESTIONS

- Which policy guidelines inform stakeholders in the school-business partnership processes?
- What are the roles played by the different stakeholders in the management of school-business partnerships?
- What methods are used in implementing, monitoring and evaluation of development programmes used in school business partnerships?
- What intervention strategies can be used in effective management of school-business partnerships?
- What are the challenges experienced by management teams in the management of school-business partnerships?

1.9 SIGNIFICANCE OF THE STUDY

The study provides interventions for the effectiveness of school-business partnerships in South Africa, to improve learner performance in public schools. Thus, this research looks at a transformational, inclusive partnership approach that involves a team that is more representative, transformative, and sustainable. This involves all stakeholders, from business employees to school stakeholders.

1.10 RATIONALE FOR RESEARCH

The study is important in the sense that it recommends best measures, standards, methods and tools for regulating school-business partnerships processes at the school level that would enable public schools in disadvantaged areas to function much better and to improve the quality of learner performance.

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1.11 OUTLINE OF THE THESIS

The first chapter: Introduction

This chapter introduces the topic, provides the background and motivation for the study, and discusses education sector reforms, improving the South African education system, the problem statement, the research aim, the objectives, the questions, the significance of the study and the study area.

The second chapter: Theoretical framework and the discussion of concepts

Chapter two provides an analysis of the research paradigm, an overview of the models guiding the study, management theories, and discussion of concepts.

The third chapter: Literature review

Chapter three reviews some of the literature most relevant to the study, which may enhance the study of school partnerships. It uses the framework provided in the problem statement as follows:

- The institutional management of school-business partnerships at school
- Stakeholder engagement and relationships
- Implementation of development programmes
- School leadership and management

The fourth chapter: Research Methodology

This chapter presents the methods and tools used during data research processes, such as, research design, research methods, the method of sampling, the research area and population, the units of study, the collection of data instruments, the data analysis, and findings of the study.

The fifth chapter: Case studies data

This chapter presents the views of respondents and observations of three schools as units of study, giving the schools' backgrounds and contexts according to the provided framework.

The sixth chapter: Data Analysis and discussion of findings

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The chapter provides data interpretation, examination, and analysis, as well as discussion of the data, in order to generate meaningful information for the purpose of the study using the framework provided.

The seventh chapter: Conclusion, implications and recommendations

This chapter provides a summary of conclusions and implications for practice, policy, and research, as well as the recommended model for best practises in school partnerships.

1.12 CONCLUSION

This chapter lays the foundation for the study. It provided an introduction and background to the study on school-business partnerships. The problem statement and research objectives were discussed. The significance of the study and the study outline are highlighted in this chapter.

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CHAPTER TWO: THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION OF THEORETICAL MODELS AND CONCEPTS

This section discusses the main theoretical models involved in the study, namely, Interactive Governance Model, Triple Helix Model, Common Ingroup Identity Model, as well as explanations of concepts that serve as variables in the study. The study takes place at the level of the school, where different actors participate. Therefore, through the use of case studies, this study explores how different meanings are attached to the context through interaction in promoting school business partnerships. Hence, the models indicated above are the most appropriate to assist in the research study, which might eventually impact on the performance of learners at school.

2.1.1 INTERACTIVE GOVERNANCE MODEL

The model sheds light on stakeholder interactions in the organisation. It acknowledges and gives substance to innovation as a result of involvement of stakeholders. According to Kooiman et al. (2008), interactive governance emphasises solving societal problems and creating societal opportunities through interactions among the civil, public and private sectors. According to these authors, interactive governance is more effective than doing things alone. In the context of the study, it advocates a group of individuals in action as opposed to the principal as the only one representing different stakeholders in the school-business partnership. The model provides a more representation kind of structure to identify and solve the challenges. SSA (2019) states that challenges could come from various fronts such as economic and community levels. The model provides for more opportunities in through engagements and interactions of school-business partnerships. It could involve networks in a local or international situation. An interactive governance perspective proceeds from the assumption that societies are governed by a combination of governing efforts (Kooiman et al., 2008). These governing mixes are answers to ever-growing societal diversity, dynamics, and complexity and provide answers to major societal issues such as poverty, inequality, injustice, and corruption. The interactive governance approach differs from others by focusing on the applicability and occurrence at different societal scales, from the local to the global, with overlapping and cross-cutting authorities and responsibilities. The interactions are taken to solve societal problems and create

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societal opportunities, including the formulation and application of principles guiding those interactions and care for the institutions that enable them (Kooiman et al., 2008). Hence, the model might provide insight regarding the management of school partnerships.

The emphasis on stakeholder interactions constitutes the main innovation in this school-business study. Interactions are specific forms of action undertaken to remove challenges and obstacles and to find new paths or solutions to existing problems. Institutions are included in the definition as they are vital for any governance interaction. Equally important are the principles according to which interactions take place and institutions function. The assumption is that governance arrangements lacking a normative basis suffer from ineffectiveness and illegitimacy (Kooiman et al., 2008). The interactive governance model proposes that governance has actors who are enabled or constrained by structures. These actors may include individuals, associations, leaders, firms, departments, and international bodies. In the context of this study, the actors are the key stakeholders, such as the community, state, and business representatives. Structures refers to the frameworks within which these actors operate, limit or widen their action potential, and which they must consider. These frameworks might include laws, agreements, material possibilities, and technical possibilities. According to sociological reasoning, actors are continuously making changes to these structures while at the same time being subjected to their influence. Having said these things, the model is appropriate for the analysis of the research study.

The interactive governance approach argues that many actors in different positions and levels of society are involved in governance. The normative basis for this is an understanding that broad societal participation in governance is an expression of democracy and therefore a desirable situation. Thus, Kooiman et al (2008) advocate broad participation in governance from a normative as well as a practical standpoint. In the context of the research study, these are the School Governance Body (SGB) and School Management Teams (SMT) as participants for broad stakeholder participation in the school. It is also inclusive as it brings along the principal, parents, communities, businesses, education officials, teachers, and learners. Other actors outside could play a part depending on their positive influence and efforts at the

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school. The norms could be departmental and school policies. While acknowledging the differences between management, policy, and governance, governance is seen as inclusive, followed by policy and management as the most instrumental. While policy addresses specific issues, management addresses the practical aspects of policy implementation. It is in this context that the interactive governance model is relevant and useful to analyse the effectiveness of school partnerships in their applicability and occurrence. At the school level, actors are stakeholders, and the government issues policies in the form of standards and procedures, taking into account the school's nature as a complex, dynamic, and diverse institution. The question is whether the principal alone can effect change in a democratic system that requires broad stakeholder participation.

2.1.2 TRIPLE HELIX MODEL

The model addresses the main actors during the school-business partnerships. It also recognises the important role of the stakeholders. Parents are key components of the of the school and have more representation in the SGB. The SGB is accountable to the parents. Matters of safety, health and education are at the forefront SGB functions. The three tiers, namely, learner, parent and teacher are inseparable in the education partnership for better learner success. underlying principle of the Triple Helix model recognises the state, private sector, and education as important institutions and parts of society (Garchie, 2019). According to Oyelani-Oyeyinka (2014), collaborative interaction between economic actors is critical to the development of a strong economic system, and as such, patterns of state-society interactions are essential. Oyelani-Oyeyinka (2014) furthermore indicates that the state's capacity to coordinate agents, foster confidence in the behaviour and actions of the state, and establish development is one of the priorities among national objectives. Engaging key actors in an innovation system is necessary to define the vision that guides the mission and subsequent actions. According to Leydorff and Porto-Gomez (2019), the model was developed to illustrate an alternative perspective on the dynamics of innovation as a metaphor to demonstrate a triple spiral policy network, where industry, academia, and the state interact in an evolutionary fashion, allowing for innovative recombination.

The Triple Helix model is a model for innovation consisting of three actors, namely, the state, the private sector, and society. The model allows the actors to innovate in

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an evolutionary fashion. Brem and Radziwon (2017) state that it serves as a policy tool to promote innovations. Research has considered the establishment and strengthening of linkages among the stakeholders as important for a prosperous economy through innovation (Brem & Radziwon, 2017; Garchie, 2019). The OECD (2017) identifies the inability to place the private sector at the centre of innovation and asserts that unless the void is closed, it is unlikely that the private sector will effectively collaborate in the model and invest in research communication. The role of the state is needed for the optional functionality of the model. Strong linkages among the actors provide collective benefits, contributing to an improved economic situation and industrial competitiveness (UNCTAD, 2018). The role of the state is static, allowing for stability and role allocation within the planning and budgeting process for environmental reasons (Garchie, 2019; Garchie & Govender, 2017). During the stabilisation phase, the role shifts from one of control to innovation.

Local small, medium, and large businesses, as well as foreign investors, make up the industrial sector. The role of the state has been overemphasised, thus neglecting the roles of other actors, and as a result, there seems to be mistrust between the private sector and the state, as well as weakness in the inability to patent innovations (Oyelaran-Oyeyanki, 2014). Moreover, according to the South African Human Sciences Research Council (HSRC), the government has consistently maintained that the industrial sector is failing to support national objectives. On the other hand, it appears there is a misunderstanding or mistrust of the government's role within the model (Kahn, 2011; Garchie, 2019). The South African education sector has learned in terms of the absorptive capacity and roles of the network actors. When the model functions at its best, it contributes to the advancement of the population and the growth of the national income in society. The model holds that role players have the necessary competencies and employees have acquired the necessary skills. However, the model may increase the inequalities in the distribution of income. Furthermore, the model is criticised for equipping learners with theoretical knowledge, but they are unable to translate that knowledge into an authentic environment. However, the model's approach is important for providing the private sector with human capital (Garchie, 2019).

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Proactive measures are put in place to produce people with the skills required by the private sector. Apparently, in South Africa, the challenge is to move from a resource-based economy to a knowledge-based economy and bridge the gap between the actors by engaging in dialogue and discussions to develop tools, policies, and programmes, as well as to strengthen the current capabilities of the model. The model paves the way for a new management model, which considers the skills, capabilities, and competencies of different stakeholders. Role players will relate to and engage in discussions about the setting of structures and policy development processes. It calls for networking leaders to be embedded and become part of the community.

2.1.3 COMMON IN-GROUP IDENTITY MODEL

The model attempts to reduce bias of members in the organisation or committee. It guards against race, ethnic, religion, disability, age. In the school business partnership. It puts learners first and their programmes. Doing needs assessment and prioritisation is key in the initial programmes. is Common In-group Identity model, is a social psychology theoretical model that explains the reduction of intergroup bias by drawing on the theoretical foundations of social identity theory and self-categorisation theory (Gaertner & Dovidio, 2011). The supporters of the model maintain that a common goal can promote a positive shared identity and favourable relations between differing groups. The support that the team gives to one another through collaborative effort minimises bias. It relates to conditions that reduce intergroup bias, which can thereby lead to the formation of group identity (Gaertner & Dovidio, 2011). The partners must, through shared vision, goals, and strategic plans, engage in development activities that build collaborative, open, transparent, and trustful relationships. The model determines whether partners' different social backgrounds related to race, class, and gender have an insignificant effect on their partnership. This is significant given South Africa's history of apartheid and inequalities that divided societies not only by race but also by class. The discussion of shared power and goals is commended, showing that bias is most reduced when the superordinate categorisation is less directly relevant to the subgroup identities, as this makes it difficult for the two groups to compare themselves (Gaertner & Dovidio, 2011). Furthermore, the shared goal of providing quality education to the school does not interfere with the unique identity of the stakeholder group. This could be relevant to a

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team of different stakeholders who work together towards the realisation of shared goals for the upliftment of the school.

Intergroup contact may reduce bias under four conditions: if the individuals perceive themselves to be of equal status; if they share common goals; if there is intergroup cooperation rather than competition; and if the individuals feel supported by authorities (Gaertner & Dovidio, 2011). Furthermore, the authors claim that by changing the perception of intergroup boundaries, members of two distinct groups can change how they and others are classified. The altered perception of intergroup boundaries can lead to the formation of the superordinate group, which occurs when members of distinct groups adopt a common identity. It is further pointed out that by assuming and sharing a common identity, these members do not perceive themselves as being different anymore but start to consider themselves as 'we' instead of 'them', and 'us' instead of 'theirs'. The model is useful in this study as the partnerships are comprised of people from diverse religious, social, economic, and educational backgrounds. It is meant to minimise the bias that might affect the partnerships negatively.

2.2 OVERVIEW OF CONCEPTS

2.2.1 PARTNERSHIP

Partnership can be explained as a mutually supportive relationship between a business and a school or school district in which the partners commit themselves to specific goals and activities intended to benefit the school and learners (Alexander, 2019). According to the Australian Council for Educational Research (ACER) (2013), when partnerships are well planned, sustainable, collaborative, and based on a mutual sharing of expertise, knowledge, resource and skills, they are effective and able to make an impact. This means that when different stakeholders contribute towards the school-business partnerships and are learning from each other, and they are able to collaborate and create quality and relevant programmes, schools' outcomes improve. Schools and businesses derive mutual benefits by strengthening links with each other. Therefore, school-business partnerships pave the way for linked training and programmes as well as employment options for learners. It is through these partnerships that schools and businesses can share knowledge and expertise, and provide career mentoring and skills-specific training.

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In the context of the study, school-business partnership is assumed to be a win-win situation for all parties involved. In addition to improving the educational experience, the partners will also realise benefits such as enhanced goodwill and a stronger presence in the community. Therefore, community members and parents should play a role in the development process since ultimately the entire community benefits from a successful partnership. Realising that the school is the centre of the community, community leaders should be engaged and supportive of partnerships that improve the education experience. A focus on decisions about partnership activities at the local level can ensure maximum involvement and success.

This research explores a partnership of the state, community, and businesses with public schools. It specifically investigates the management of their partnership, which is surrounded by many uncertainties. The school partnership is believed to improve the quality of education in public schools. The partnership is cross-sectoral in that it must bring in stakeholders such as the principal, business representative, parent, teacher, and departmental official. The researcher is of the opinion that a systemic approach is better than one that particularly looks at the principal alone, who is responsible for school management in an era of democratic governance as enshrined in the South African constitution. The national system of democratic governance advocates a system in education where powers are devolved to the school governing bodies, which look at governance and support the schools in the implementation of the planned projects (SASA, 1996).

2.2.1.1 TRANSACTIONAL AND TRANSFORMATIONAL PARTNERSHIP APPROACHES

Regenesys Business School (2015) attempts to distinguish two types of partnerships: Transactional partnerships are characterised as maintaining the status quo, playing within the rules, maximising personal benefits, mutual dependence, meeting physical, economic, and safety needs, and looking at ordinary performance. In contrast, transformational partnerships upset the status quo, change the rules, reward the system, have incentives for the greater good, foster interdependent interactions, meet self-actualisation needs, bring extraordinary performance, empower and breed commitment, self-confidence, creativity, high energy, and build on the vision and

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mission. Moreover, it suggests that if the partnership extends to others who are believed to benefit, then the results will be hugely positive.

The transactional partnership approach holds that most principals are not properly equipped for the task of leading the enormous social change required in their schools. As such, Goodland (2014) states that in the partnership between the principal and the business leader, the business leader has the opportunity to share his or her knowledge and skills with the school. According to the SSA (2019), the benefits of the principal and business leadership development programme are mutual, as business leaders reported being inspired throughout the process by the calibre of school principals in schools, and learning the skills of managing with communities outside of their normal social parameters, which they were then able to apply in their workplaces. It is further reported that the programme has the power to replicate itself among teachers, learners, parents, and the wider community. The assertions above indicate that in school partnerships, the benefits also extend to other partners who are involved.

2.2.2 SCHOOL LEADERSHIP

Leadership serves as a catalyst for unleashing the potential and capabilities that already exist in the organisation. Khong (2019) indicates that leadership transformation exists when the school leaders' role changes from being defensive buffers to indefatigable bridge-builders between their school and the wider community. Khong (2019) emphasises the building of a whole-school partnership culture of stakeholder engagement. Furthermore, Khong (2019) says that school leaders, who are the face of the school, must convey a clear message to both internal and external stakeholders about how approachable they are, and the available and accessible opportunities for participation. The building of formal structures supports beneficial participation by all key stakeholders while building effective teams with authentic, trustful relationships among them through personal conversations and interventions.

Odumeru and Ogbonna (2013) provide more clarity by comparing the two modes of leadership, transactional and transformational, which are both vital and contribute toward a supportive and enabling climate for the realisation of school goals and the school stakeholder partnership vision, as follows:

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Table 2.1: Burns transformational and transactional leadership comparison (Odumeru and Ogbonna, 2013)

Transactional Leadership	**Transformational Leadership**
Leadership is responsive.	Leadership is proactive.
Works within the organisational culture.	Works to change the organisational culture.
Employees achieve objectives through rewards and punishments set by the leader.	Employees achieve objectives through higher ideals and moral values.
Motivates followers by appealing to their own self-interest.	Motivates followers by encouraging them to put group interest first.
Management by exception: maintain the status quo; stress correct actions to improve performance.	Individualised consideration: Each behaviour is directed to everyone to express consideration and support. Intellectual stimulation: Promote creative and innovative ideas to solve problems.

2.2.3 PARTNERS FOR POSSIBILITY LEADERSHIP THEORY OF CHANGE

Most literature advocates that the best performing schools have good school leadership (SSA, 2019). However, the theory of change advocated by PfP contends that the school principal and the business leader are change agents involved in the school business partnership for better school outcomes. The knowledge and skills should be passed on to other members of the school community, such as the SMT, teachers, students, parents, and the community. Collins (2015) states, however, that attempts to change the education system all at once are unlikely to succeed given its

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complex nature. As a result, the theory holds that change in a complex social system occurs when the largest unit of practical change in the system is identified and actions are taken to effect change in these individual units. This is affirmed by Goodland (2014), who says that the critical unit of change for improving education is the individual school (Goodland, 2014; SSA, 2019). The individual units are individual stakeholders, committees, and the roles they perform.

The PfP believes that the partnership model envisaged will capacitate all stakeholders. Tsui (Goodland, 2014) acknowledges the important role partnerships play in education, stating that the future of humanity depends on the quality of its political and business leaders. The vision gives hope and direction for a lost journey, energy to an apathetic generation, and inspiration for a new model of management education and research aimed to develop transformational and responsible leadership for a better world and better future (SSA, 2014). Collins (2015) agrees with the assertions made, that it is purely an institutional management issue that requires a partnership approach of committed institutions, business, government-elected representatives, and the community sector. Group and leadership functions are shared among members. Everyone is equally accountable, and the leader bears the same weight as the other members. The role of the leader is to ensure that decisions are made by consensus. Communication is open and transparent, with active involvement and participation by all members. The relationship is equal and collegial. Members are task-focused and have common understanding, commitment, and inspiration.

The Partners for Possibility research study, which considered only the principal and business leader partnership to improve school outcomes, recommends that since leadership in schools is not only exercised by the principal but usually works alongside the SMT, the change process should be revised to include other stakeholders in the transformation other than the principal and the business leader (Kiriori, 2017). According to the above recommendation, it generates a holistic understanding, with all key stakeholders included for transformation to take place. The researcher also agrees that the inclusion of major stakeholders is key to a transformational approach to school partnerships since it encapsulates the issues of networking, communication, and relationship building as well as sustainability. This would result in the acquisition of knowledge and skills, as well as the distribution of authority, allowing all

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stakeholders involved to make innovative contributions. This would engage others in a commitment to change, rather than supporting a single person's commitment to holding on and maintaining the status quo.

2.2.4 GOVERNANCE

Governance is defined as a shift from the government's unilateral decision-making to an interaction between the government and society characterised by the complexity, dynamism, and diversity of socio-political subsystems that must be governed, such as education, health, and welfare (Kooiman et al., 2008). According to the above definition, governance is dynamic, diverse, and complex because it involves the interaction of various subsystems and is highly interactive with all parts of a social whole. It is dynamic in the sense that various subsystems move from one stage to another in the interaction process, influenced by social, political, and technological forces. It is also diverse in that these systems have different goals, intentions, and powers, resulting in individualisation and specialisation. In the context of the study, governance would be explored as school governance. Thus, Oyelaran-Oyeyinka (2014) speaks of engaging key actors in an innovation system, which, in the context of the study, includes the state, community, and business actors.

2.2.4.1 SCHOOL GOVERNANCE

Although Kooiman's definition of governance, highlighted earlier, is exercised on a larger scale, in a school situation, it would mean the shifting of unilateral decision-making by the principal to an interaction of stakeholders in teams assigned by the SGB. Thus, school governance encompasses the parents, teachers, students, and community members, as well as other co-opted members in the decision-making process. The principles of democracy, transparency, and consultation should increasingly be reflected at every level of the subsystem through the active involvement of stakeholders, as enshrined in the 1996 South African Constitution. The South African Schools Act (SASA) number 84 of 1996 has given the SGB powers and functions in the management of individual schools. Section 15 of SASA states that “Every public school is a juristic person, with legal capacity to perform its functions in terms of SASA.” It further states that the SGB is a structure or policy-making body composed of elected governors and co-opted members from different components

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within a school; it stands in a position of trust towards the school. Section 18 of SASA states that the SGB of a public school must function in terms of a constitution that complies with minimum requirements determined by the Member of Executive Council (MEC) by notice in the provincial gazette. As a result, the government has devolved its powers in terms of the management of individual schools into the hands of the SGBs. The International Bureau of Education (IBE) (2019) refers to governance as the whole set of interactions taken to solve societal problems and create societal opportunities, including the formulation and application of principles guiding those interactions that enable and control them. Societal interactions are meant to remove obstacles. The above assertion indicates that the SGB at the local level has a mandate to provide quality education to all schools, including public schools, in the context of the study.

2.2.5 CORPORATE SOCIAL RESPONSIBILITY

The World Economic Forum's global corporate citizenship initiative defines corporate social responsibility as the contribution a company makes to society through its core business activities, its social investment and philanthropic programmes and its engagement in public policy (Nieuwenhuis & Rossouw, 2012). The concept denotes that the legal entity has activities working towards the betterment of the community through the participation of all citizens in its efforts to improve the lives of all citizens. The concept includes an understanding of companies' sustainable development practises for society. In the context of the study, it means meeting the present and future development needs of both public and private schools in rural and urban areas equally for the provision of better teaching and learning to improve learner performance. The activities cover a wide range of social, environmental, and financial aspects of community life. Accordingly, in South Africa, there has been more focus on urban schools than rural schools.

In contrast to expected good corporate practices, as previously mentioned, there has been international outcry that the rise of business involvement in schools has been influenced by a variety of factors ranging from exploitation to violations of public interest and trust; for example, in the case where businesses do it purely for marketing and profit-motive reasons at the expense of the needs of schools. Consequently, educators and policymakers are especially critical of corporate sponsors who use their

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access to a captive audience of learners for commercial purposes (Garira, 2020). However, in the South African context, the literature points out that the major part of the private sector funding has gone to the urban areas, leading to the grave neglect of the education and personal futures of about 60% of the young people living in rural areas of South Africa, where the majority of schools are public schools.

Goodland (2014) points out that big and small businesses have a real role to play. Hence the school business partnership is an important factor in education reform. Good management of school business partnerships is considered, by the literature, to have a major impact. Thus, such partnerships should be well managed to make this expected contribution. In rural areas, where many of our public schools are situated, access to quality schooling is a national imperative.

In debating South African education issues, Christe (2010) explains that challenges such as the neglect of primary schooling and the structural inequalities in our society are nowhere more evident than in our school system. They further say that there are opportunities that can be used, shifts in strategy that can be employed, a potential for change that can be mobilised, and decisions that can be taken that can bring rural education “in from the cold”. The NDP 2030 vision agreed, saying measures must be taken to remedy the situation in order to provide equal opportunity and access to quality education for all children. That is the rationale for the study: to find interventions for quality education for all.

According to Zahra et al. (2009), the scope of the problem being addressed may lead to the creation of large and complete organisations with considerable financing and staffing needs. He further points out that the problem of sustainability is one of the key challenges of such enterprises, which could divert attention from the organisation's primary social mission. Therefore, this study also investigates how the sustainability of school-business partnership programmes could be achieved. Harris (2010), advocates a systemic approach to education reforms that would require changes at all levels in the system, that is, at the school, district, province, and national levels. Harris did, however, state that efforts are hampered by the slow pace of change and the large-scale nature of desired change. The approach is also supported by Mason (2009), who concludes that considerable interventions are required at all levels of society in which the education system is embedded in order to rid the system of

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inequities, inequalities, and inefficiencies. The above assertions in favour of a systemic approach appear to be suitable for the South African education system, as supported by Taylor (2008), who contends that every level of the system, in the classroom, school, and administrative structure, is said to be weak. Therefore, the study argues that school business partnerships can provide appropriate interventions to strengthen the system.

2.2.6 MANAGEMENT APPROACHES

Management encompasses processes, structures, and arrangements that are designed to mobilise and transform the available physical, human, and financial resources to achieve concrete outcomes (IBE, 2019). The decentralisation of school management and the devolution of educational control have increased throughout much of the world (Mullins, 2019). In the South African context, school management lies with the principal and the SMTs.

2.2.6.1 INSTRUCTIONAL MANAGEMENT

Recent changes in school administration are part of a larger trend in the management of public organisations (Mullins & Christy, 2016). These changes characterise the moving away from old models of public administration and the rise of new public management models (Mullins, 2019). The trend toward forms of flatter management structures, market-like mechanisms, and evidence-based improvement of services has significantly changed the approach to organisational management (Mullins, 2019). Less centralised control has meant more responsibility for a broader range of aspects of school management. This trend translates into a more complex school governance environment in many countries. Thus, school leadership has entailed reforms in the principal's role in many countries, moving from an emphasis on administration to instructional leadership (Mullins, 2019). This expanded role focuses strongly on the principal's management of the school leaders and their teaching. Proponents of instructional management suggest that principals are the most effective of all potential instructional leaders because they are situated within the school context, like upper-level administrators in ministries (Mullins, 2019). Principals are therefore responsible and accountable for school outcomes like student achievement. Principals must encourage activities that will enhance classroom instruction and learning. Principals'

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activities and behaviours are centred on instructional management. This is management that focuses on school goals and places emphasis on teachers' classroom instruction. The principal must coordinate and update curriculum knowledge. They must solve problems and challenges through teaching. They must use direct supervision of teachers' pedagogical practises and make suggestions to teachers to improve teaching. They frequently monitor learner achievement and report on it to school stakeholders.

2.2.6.2 BUREAUCRATIC MANAGEMENT

Bureaucracy is founded on a formal, clearly defined, and hierarchical structure; bureaucratic structures rely on power and authority (Mullins & Christy, 2016). This suggests that the decisive reasons for the advance of bureaucratic organisations have been their technical superiority over any other organisation. Bureaucratic leadership contends that tasks and responsibilities within the structure of management have resulted in standardisation of procedures. This standardisation of procedures is criticised because it is associated with control and rigidity. The development of bureaucratic leadership is further explained in terms of introducing order and rationality as well as being characterised by an administration based on expertise and discipline, uniformity of decisions and actions, office-based staff, and positions of power in a hierarchy established through formally established systems of rules and regulations, which together with structure and authority enable the coordination of the activities of the organisation (Mullins & Christy, 2016).

On the other hand, Mullins (2019) goes on to identify events such as rapid changes in the external environment, de-layering of organisations, empowerment, and a greater need in meeting the needs of customers with increasing engagement and interactions. The change emphasises value creation. In contrast to bureaucratic management, the new approach recognises the socio-economic challenges in society and attempts to deal with them comprehensively in business, school, and community partnerships. Okpara and Idowu (2013), with regard to partnerships, recommend the following: there should be mandatory Corporate Social Responsibility (CSR) activities that ought to be taken by companies; companies should report on their CSR activities; businesses should be responsible, and compulsion should be enforced through statutory provisions; businesses should disclose financial statements containing information on

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policies developed and implemented through CSR activities; and that effective implementation of CSR initiatives can provide an inclusive growth path that can catapult the state towards sustainable development. Further, CSR in businesses should be incorporated into strategy, be transparent, and provide accountability; CSR should be spread among small, medium, and large companies to ensure equal involvement; and there should be cooperation and collaboration. It should include the ethical, and liberal models in its approach to implementation and not be viewed as a burden but as a responsibility; the business perception of CSR should be that they are part of society. The activities should be supported by social innovation as well as corporate product and service innovation, and should be based on compliance, risk management, and value creation.

2.3 CONCLUSION

The chapter has attempted to provide explanation of some useful models and concepts that will assist in the understanding of the management of school-business partnerships and interaction of different stakeholders.

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CHAPTER THREE: LITERATURE REVIEW

3.1 INTRODUCTION

This section reviews some of the literature most relevant to the study for the purpose of clarifying issues related to the management of school partnerships, especially in public schools. The investigation of the literature uses elements of corporate social responsibility (Nieuwenhuis & Rossouw, 2012), adapted to suit the school business partnership situation, as an attempt to provide answers to questions indicated in the first chapter. The elements are as follows: institutional policy framework and governance at school level, stakeholder engagement and relationship at school, planning and implementation of school development programmes and school leadership and management.

3.2 INSTITUTIONAL POLICY FRAMEWORK AND GOVERNANCE

It is appropriate in the context and the spirit of this study to reiterate words uttered at the fifteenth lecture of the Common Wealth Foundation (CWF) meeting in London, that the common wealth community is bound by a commitment to shared vision and values, democracy, good governance, respect for human rights, human equality, dignity, and sustainable development (Common Wealth Forum, 2012). The above assertion highlights the importance of the global world becoming more and more characterised by partnerships, connections, networks, engagements, and neighbourhoods through policies. It is also important to indicate that good partnership practices could be applied to local settings and institutions.

Developing countries, mostly in Africa, have not had a chance to systematically pursue the option of state-led development (Garchie, 2019). As stated by Van Rhyn and Garrun (2020), more than just industry suffers from a lack of management skills; other sectors, including education, also fall behind. Moussa, Murray and Muenjohn (2018) stated that the reorganisation of cross-sector innovation, seeks to improve social performance through cross-sector organisation decision-making by role players. The creation of network-based decision-making helps with new pools of resources to exploit government capacity to shape private rights and responsibilities. In addition, Oyelarani-Oyeyinka (2014) argues that a lack of managerial skills and poor coordination, mostly in rural areas of developing countries, is the problem. This is

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viewed as a precondition and an important factor in the study that needs clarification if real achievements are to be realised.

Effective organisations have appropriate plans, systems, interventions, and programmes put in place. According to Fullan (2014), institutional framework has a multi-stakeholder field of action and central to this is community participation, which requires support when engaged in policy development. Fullan (2014) further states that it is the task of all the stakeholders involved to consider the social and environmental context of an organisation. There is a need for institutional management if desired goals are to be accomplished because effective and efficient organisations rely on the proper development of organisational frameworks. However, the researcher argues that structures must be flexible, that they will change according to environmental changes, and that the phase of development will have a critical impact on the institutional framework. Effective management will not be achieved without managing the institutional framework, as organisations differ environmentally and socially. The study looks at how the institutional management policy framework impacts the success of school-business partnerships. As public schools differ in contexts, organisational design that focuses mainly on the structural framework will determine the operational efficiency of an organisation. According to Mullins (2019), this not only refers to the process of coordinating the structural elements of an organisation, but also to the process of enacting laws and regulations and gathering input from various bodies on prevailing community standards. In light of the above assertions, it may be discovered that both structure and policy are largely determined by social and economic forces, and that tinkering with institutional arrangements will have a little independent effect on public policy if these underlying forces remain constant (Mullins, 2019).

The principal objective of the state action is clearly to promote structural change to achieve overall socio-economic development (Sampath, 2015). Organisational effectiveness relates to how much the organisational structure matches the environment; the notion of "which design is best under which conditions" lies at the heart of modern organisational and institutional management (Mullins, 2019). Organisational effectiveness is purely an institutional management issue, which requires a partnership approach of committed institutions, businesses, government-

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elected representatives, and the community sector. Effective structures occur only when there is good management and governance that considers the environmental and social context. The top, middle, and bottom management would mainly depend on external and internal factors in an organisation. Equally, this assertion is further amplified Mullins (2019)), who distinguishes the environmental factors as: the macro environment and its broad factors; the task environment with factors that have more direct control; and the internal environment with factors that interact directly with the organisation as it operates. Furthermore, Mullins (2019)) adds that institutional management is about adapting to and creating a niche in the external organisation, and that it must be managed. According to Mullins & Christy (2016), the contextual and environmental factors play an important role in institutional analysis of management and governance functions. Schools must cultivate positive, collaborative relationships. A school reflects the characteristics of the community in which it is located and the community that it serves. School partnerships are very important and should be effective if schools are to prosper. Hence, each school must make a school partnership policy, considering its social and environmental factors.

3.2.1 THE SOUTH AFRICAN CONSTITUTION

The absence of policy support is a type of policy failure that reduces the chances of success (Sampath, 2015). This has been cited earlier as a weakness of developing African countries, including South Africa. In the context of this study, it would relate to the availability or unavailability of policy support to guide the school partnership activities. The Constitution provides for access to quality public education and equality of opportunity for all children. The Bill of Rights states that everyone has a right to basic education and to further education, where the state, through reasonable measures, must make progressively available to all. It is in this context that the state, through the South African education system, has devolved central powers to the local level. In the South African Constitution, the state is responsible for providing access to education to all children, while the parents, through the school governing bodies, are responsible for the attendance of children and supporting quality education in their community. The values that guide the implementation are provided in the Constitution and the South African Schools Act. The values of redress, equality, social justice, access, equity, democracy, and transparency are enshrined in the Constitution.

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Schools and SGBs have a responsibility, undergirded by these principles and guidelines, to provide quality education to their communities, starting with the formulation and implementation of their policies. School partnerships support schools in their efforts to provide high-quality education.

Sampath (2015) alluded to the fact that the developmental state sets the priorities and engages in institutional innovation and adaptation that will enable local entrepreneurs to capitalise on opportunities arising out of globalisation. Therefore, the school is a very important part of the education system. The school is a microcosm of the larger community it serves. It is in this context that schools and their communities are mutually dependent on each other and mutually responsible for effective education. Community and business partnerships with schools are key to building a new South African society, for future economic development programmes guided by institutional policies. The study's goal is to determine whether these structures exist and whether their participation processes for implementation are clearly defined and reported.

Education is the foundation of every country that wishes to develop competent citizenship. In its preamble, South African Schools Act (SASA) calls on all South Africans to redress the injustices of the past in educational provision, provide education of a progressively high quality, lay a foundation for the citizens' talents and capabilities, combat forms of discrimination such as racism, sexism, and unfair treatment, eradicate poverty and promote the wellbeing of society, protect and advance diverse cultures and languages, uphold the rights of all learners, parents, and educators, and promote the acceptance of responsibility for the organisation, governance, and funding of the schools in partnership with the state and other organisations. The values that underpin SASA are participation, democracy, and transparency. At the centre of SASA is the suggestion that parents must take responsibility for their children’s education in partnership with the state and other organisations (NDC, 2012). Thus, a platform for sound and effective school governance and the involvement of parents, which is vital to ensuring quality teaching and learning, is created. Every child has a right to a good education, and schools and parents should know what those responsibilities are and work closely with schools to make sure they are met. Schools have an obligation to care for and protect the children entrusted to them and to be accountable to the local community for their governance

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and management. However, the practise is not as indicated in the prescriptions; hence the study examines the oversight, in the form of representation through partnership committee establishments for supporting the implementation, not just the business leader and the principal. The study also looks at the availability of clear guidelines on policy directives for school partnerships.

3.2.2 SOUTH AFRICAN SCHOOLS ACT (SASA)

As defined by the fact that a public school is a community school, all the parents on the school's admission register are eligible for participation (Basic Education Law Amendment (BELA), 2021). Educators and learners at the school are also required to participate. The SGB is the legally elected body with the legal capacity to make decisions. It is deemed good practise for the SGB to give the school community regular feedback during meetings and workshops to encourage participation (BELA, 2021). The school principal occupies the key position that supports the SGB and determines its success. The principal is regarded as the education expert who collaborates with a group of occupation-specific experts. The principal and SGB, as the school leadership, are responsible for creating a climate conducive to stakeholder collaboration that will contribute to the success of the school. The significance of the principal will increase or decrease depending on the degree of sophistication of the SGB. In certain instances, the principal is expected to know all the answers because of the incapacity of the SGB, while in other instances, the principal will collaborate with people who are experienced in school affairs (Deacon, 2015). Deacon (2015) cites a court case ruling in this scenario to indicate the challenges of incapacity facing the SGB members in their duties.

The Constitutional court made the following ruling on a particular case:

> At provincial level, the authority must ensure that there is sufficient place in schools for children to attend school. Nevertheless, this obligation must consider that the determination of the schools' capacity is a complex process, which not only applies to the school, but to each grade and class as well. It requires a range of factors to be considered in terms of planning and governance of the school as a whole (Deacon, 2015:22).

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Sampath (2015) indicated that policy and institutional settings are the basis of innovations in that policy and setting determine and can be created in a way that improve patterns of interaction and learning. A very capable SGB should be in a position to formulate a clear vision and mission, properly plan how they will achieve their goals, receive continuous training, co-opt capable individuals to help with projects, and have a clear understanding of their duties and expectations. The principal and SGB should always be guided by the following: putting service to the school first; keeping channels of communication open; designating areas of authority between management and governance; holding regular scheduled meetings; understanding their roles and responsibilities; and allowing for debates and differing points of view. Both the principal and the SGB must provide an enabling teaching and learning environment in a school (BELA, 2021). The teaching and learning environment consist of minimum education areas, education support areas, and administration areas. As a result, interventions initiated by businesses, the government, and stakeholders to capacitate both the SGB and the principal, primarily in under-resourced public schools, are useful and important. The interventions are underpinned by the belief that most SGBs and principals in these schools lack proper skills for governance and management (SSA, 2019). However, even if these are done to improve education outcomes and enable the school to serve the public, it is important to note that the principal and SGB cannot do all these things without other stakeholders.

Sampath (2015) indicates that African states cannot ignore the role of the market; its usefulness as the engine for growth is contingent upon the maturity of the local companies and sectors, the availability of local infrastructure, human capital, financial investment, as well as policy and institutional capacity. The state acknowledges that education can only succeed if the players accept their responsibilities and if parents and the community are in the best position to determine the needs of their schools as well as identify and solve problems. Unfortunately, in my experience as an experienced SGB member and the principal in rural and farm schools, practise has shown that in schools that are in disadvantaged areas, accepting responsibility like being elected is not a problem for parents; the main problem is school developmental programmes and resource mobilisation where a lack of capacity holds SGBs and schools at ransom (Madela, 2019). After being elected, they simply do not know what

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they must do. In certain schools, not knowing what to do leads to tensions among members of the school's governing bodies due to incapacity (Waterberg Leadership Summit, 2022).

As Mbokazi (2014) notes, the policy directives have failed to prevent the power dynamics that often surface when representatives of different categories come together to elect SGBs or subcommittees. In addition, in rural communities, meaningful contributions between traditional leaders regarding resource provision and infrastructure development, as well as other related decisions, are crucial. Hence, the researcher suggests the inclusion of the traditional leaders, community members, and leaders' representatives in the local area school partnership committee for this valuable contribution. Most South African parents did not receive any formal education such as reading, writing, and numeracy and cannot assist their children in such critical subjects as math, science, and commerce. Thus, the assertion that such parents cannot think logically, conceptually, or contextually is criticised (Deacon,2015). Furthermore, Deacon (2015) contends that depending on the language used to conduct the meeting and the friendliness of the environment in which the meeting takes place, these parents could actively participate in meetings. Accordingly, parents can make informed decisions provided they are assisted in understanding their responsibilities within SGBs. The researcher seeks to find out whether SGBs have created school partnership structures to empower them to have a positive impact on their functions and duties.

The above discussions point to the challenges of weak state structures and policies and a lack of institutional capacity to deliver on expectations for better services and accountability in organisations and schools. As a result, addressing failures in the education system, the private sector, and technological and environmental failures is critical to achieving the outcomes of the Nation Development Plan. The discussions about policy making, implementation, monitoring and evaluation, institutional management, and governance need to be considered. Standard guidelines in the form of a policy document established by consensus that provides rules, guidelines, or characteristics for school partnership activities, coordination, and reporting of their results at the national, provincial, district, and school level, are also essential.

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3.2.3 POLICY MAKING

Sampath (2015) states, from an African context, that the challenges for policy making are numerous, starting with how to reduce reliance on resource-driven growth patterns, promote sectoral diversification through learning and capability accumulation, foster inclusive development, and reduce poverty. Sampath (2015) calls for sustained improvements in policies and institutions. In addition, on a large scale, partnerships are preconditions for success. As Dlamini-Zuma (2013) indicates, the development of Africa, in view of the Africa Agenda 2063 framework, puts transformation and sustainable development for future generations at the forefront for providing education to its young children, and indicates that it should be driven by its own citizens, representing a dynamic force in the global arena. This vision can be realised through strong institutional capacity, engagement, better communication, development programmes, and strong leadership to produce educated children. Policy planning and implementation are of great importance. Thus, institutionalisation, equality and diversity are necessary to drive innovation and development.

Hence, Oyelaran-Oyeyinka (2014) notes that interactions should be facilitated by means of policy if they are not spontaneously functioning smoothly. Policy making is deemed a significant function because developing countries lack organisations and institutions for the regulation and coordination of innovation activities. According to Sampath (2015), policy support is a prerequisite for both the private and public sectors, and its absence is a disadvantage. In addition, from the South African perspective, the importance of institutional policy is affirmed by Motshekga (2017), who says that the national Department of Education's responsibility is to set policy and standards on how education should be delivered, but the responsibility of implementation lies with the provincial education departments. The assertion implies the devolution of powers to the provinces, which in turn will devolve powers to districts and schools through school governance and management. Thus, school leadership lies in the hands of the SGB and principal at the school level. However, Mbele (2012) notes that because of this devolution of powers, where leadership is lacking in strategic insight and foresight, the delegation of authority, the delineation of responsibility, and ultimate performance, as well as culture, are weak or non-existent. The above assertions could be said about

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and seen in most Sub-Saharan African countries, which are classified as developing countries, including South Africa.

According to Khong (2019), policy is a consequence not only of authoritative allocation of resources but also of assumed values and interests; it is useful and essential. Hence, in Barza (2019), the policy making council for school-business partnerships encourages communities, businesses, and schools to develop partnership teams that provide mutual benefits, and to use the guiding principles to implement, expand, and improve partnerships to best meet the needs of the schools, businesses, and communities. Barza (2019) furthermore states in the policy report that there should be support from educators, business leaders, and communities in the development of school-business partnerships. The collective engagement will determine that priority is given to the schools' most pressing needs. Partners in Education (2019) distinguishes the core values of school-business partnerships as follows: choosing what is best for children; putting people first; respecting one another's organisational purpose and guidelines; and creating new partnership opportunities. Therefore, the use of institutional policy guidelines is useful and of critical importance in this context.

The partnership model could be used as a policy tool to promote innovation (Garchie, 2019; Brem & Radziwon, 2017). This partnership model is viewed as meaningful for the coming together of more partners. Majola (2017) indicates that, given the complexity of organisations, the existence of multiple challenges ranging from resource inadequacies to socio-economic challenges, including the environment in which the schools find themselves, is crucial. Furthermore, Motshekga (2017), in the South African education system, acknowledges that the lack of infrastructure in provinces with low pass rates has an impact, but believes that effective leaders can overcome the challenges. Masemola (2017) adds that education is a societal issue, to which all sectors of society who are stakeholders must contribute. Furthermore, the education sector will continue to engage with various stakeholders because their involvement is a boost to the education system. Education is a human right that can transform people from abject poverty to opulence. It is in this context that the report above affirms that partnerships should be defined by mutually beneficial goals and objectives and that activities should be integrated into the school's culture. Partnership is goal number seventeen of the Sustainable Development Goals, which, together with

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decent quality education (goal number four), will help one another to achieve goal number one – the eradication of poverty, locally and globally. Partnerships should be driven by a clear management process and structure, defined specific measurable outcomes, high-level support within the business and school, and agreement at all levels, with clear definitions of success for all partners. On the business side, that the Corporate Social Responsibility (CSR) policies function as a built-in, self-regulating mechanism, whereby business monitors and ensures its active compliance with the spirit of the law, ethical standards, and international norms (Okpara & Idowu, 2013). Furthermore, Okpara and Idowu (2013) state that CSR promotion in developed European countries is characterised by regional and national level initiatives, and that "regional regulations are of distinct character for the growth of CSR as a business phenomenon in the developed economies of Europe, which is absent in the rest of the world". The aforementioned assertions support the promotion of CSR public and private partnership policies in Europe.

Corporate involvement in school reform is a matter of policy (Barza, 2019; Nieuwenhuis & Rossouw, 2012; Okpara & Idowu, 2013). Okpara and Idowu (2013) state that companies can be defined as part of society. Companies, as drivers of social innovation, can establish innovations and spread them throughout a sector and the whole society. Companies must address the environmental, social, and financial issues in their immediate local environment through corporate social investments. Okpara and Idowu (2013) argue that businesses cannot avoid but must enter into dialogue, do something, and engage with their stakeholders in an ongoing relationship. Corporate Social Responsibility promotion in developed European countries, as well as the United States and the United Kingdom, is characterised by regional and national-level initiatives, with national-level efforts including the promotion of public and private partnerships and the adoption of CSR regulations (Okpara & Idowu, 2013). Many education organisations have responded to the increased corporate involvement in schools with guiding principles, resolutions, and legislative initiatives (Alexander, 2013). However, some school business relationships are considered exploitation and a violation of public trust. Barza (2019) in the policy making council for school-business partnerships report indicated that educators and policymakers are especially critical of corporate sponsors who use their access to a captive audience of

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students for commercial purposes, as well as schools that sell access to publicly-funded property.

According to Sampath (2015), the role of the state in innovation is significant because it is the primary force coordinating all economic and non-economic actors and thus provides the direction for capacity building through a purposeful policy framework of coordination and learning. As a result, the state is viewed as a positive force of development rather than as a constraining player. If the state is viewed as leading development, this increases the importance of the role of social capital. The role of the state becomes paramount as a means of resource mobilisation; in particular, ensuring overall development, employment creation, and the equitable distribution of opportunities (Sampath, 2015).

In conclusion, it is important to note the statement uttered by United Nations Centre for Trade and Development (UNCTD) (2018), that the policy-making process will not only produce collective benefits but also contribute to an improved economic situation and industrial competitiveness. Oyelaran-Oyeyinka (2014) concurs that the state has a significant foundational role in driving the vision of organisational progress through structural transformation. Hence, in the context of the study, a school partnerships policy framework will need a support committee that will develop policy initiatives for community, state, and business partnerships.

3.2.4 VISION AND GOALS

Vision is the ability to see the bigger picture and take a long-term view of what the ultimate objectives of the organisation are and how people can work together to achieve them (Mullins, 2019). Nongxa (2012) contends that the formation and maintenance of partnerships, as well as active participation in communities for the promotion of public goods, must begin with vision and goals. Partnerships can be achieved if greater priority is given to stakeholders by the institution. Thus, increased opportunities to participate in the policy-making process through stakeholder relationships are important. Moseneke (2012) underlines that with stakeholder engagement, ideas on transformation are prefaced with a clear statement on the need for quality. This suggests that transforming institutions is a way of preserving excellence in our institutions and pursuing truth for a better life for individuals and a

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good society. Furthermore, the above assertion clarifies that democracy is brought about by the inclusion of stakeholders, who, in turn, bring diversity; this improves excellence because without excellence, democracy falters. Therefore, in the long term, exposure of institutions to different views, whether socially, economically or educationally, is a precondition for greater success, unity, and sustainability. It encompasses all genders, socioeconomic classes, races, cultures, customs and traditions, languages, religions, and backgrounds. It brings in diversity and excellence. This further qualifies partnerships as a precondition for growth and successful developments.

According to Nongxa (2012), broad engagements will situate education institutions and schools in the community as meaningful and responsive entities that make significant contributions to the advancement of society. The partnerships also make schools and education institutions active, committed, creative, and innovative force that advances the public good. Furthermore, as Nongxa (2012) underlines, a clear policy-making process is necessary and entails the following: clarification of goals, smart objectives, strategic activities, training and support of stakeholders, performance indicators, the development of information systems, and regular monitoring and evaluation. The above discussions clarify collective vision building as a deepening, reinforcing process of increasing clarity, enthusiasm, communication, and commitment, in contrast to personal vision building through moral purpose, inquiry, mastery, and collaboration. Creating a shared vision in school partnerships helps people become more skilled, ideas become clearer, and shared commitment grows stronger. Alliances and partnerships beyond the school are vital for any chance of making substantial progress. This is affirmed by Barza (2019) stating that the policy making council for school-business partnerships when talking of a shared vision in school partnerships.

Auerbach (2012) and Bryan & Henry (2012) agree that developing and nurturing a shared vision needs the criteria such as plans, goals, sharing with families, community and organisations, developing traditional partnerships and authentic partnerships. It implies people-driven development as the community is consulted in planning, setting objectives, and influencing development to the extent that it is owned by the community. These powers of the community are realised only if they are allowed to

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penetrate and influence the government structures in the delivery of services, as the primary players and stakeholders. It is critical for policymakers to include people who will be policy implementers in the early stages of policy development. Such an involvement will assist in creating a sense of ownership and facilitate a broad understanding of the issues involved. The implementers need to be given support so that they contribute positively toward policy implementation. Those that are directly involved need to be trained, such that policy implementation is accompanied by professional development.

3.2.5 IMPLEMENTATION OF SCHOOL-BUSINESS PARTNERSHIPS

Corporate social responsibility is defined as the contribution a company makes to society through its core business activities, its social investment and philanthropic programmes, and its engagement in public policy (Nieuwenhuis & Rossouw, 2012). The concept denotes that the legal entity has activities that work towards the betterment of the community through the participation of all citizens, in its efforts to improve the lives of all citizens. The concept includes an understanding of companies' sustainable development practises for society. In the context of the study, it means meeting the present and future development needs of both public and private schools in rural and urban areas for the provision of better teaching and learning for improved learner performance. The activities cover a wide range of social, environmental, and financial aspects of community life. According to Oyelaran-Oyeyinka (2014), however, regulations for private actors are insufficient, flawed in enforcement, and insufficient to sustain a long-term vision, to the point where they jeopardise the best-laid plans for fostering transformation. Furthermore, the authors point out that bureaucrats need the same rules to prevent them from acting in ways that subvert the national vision and policies. Policies also prevent private actors from deviating from accepted norms of behaviour and sway them to act in ways that promote development. This also applies to the South African education sector partnering with the private sector. Deacon (2015), in his presentation of governance issues that are posing major challenges in schools, highlights areas that need to be addressed as depicted below:

> The principal needs advice. She regularly receives requests from businesses and institutions that want to distribute marketing material at the school or requests to come and address educators and parents. She feels strongly that

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> the school is being abused and regarded as a soft target for marketers (Deacon, 2015: 15).

Clearly, the above scenario depicts confusion. It requires not only the principal's involvement, but also policy directives and guidelines for implementation, as a product of school community representatives. The confusion needs to be attended to, otherwise the school may not benefit from its interaction with the businesses. Policy implementation requires tight central control, and monitoring over the implementation, to ensure good management (McLaughlin et al., 2021). The above assertion indicates that in instances where a discrepancy develops between intended and implemented policies, blame is put on the state bureaucrats for lacking institutional and resource capacities or sufficient control systems. The bureaucrats point out that the Education Department is overwhelmed by policy overload, unfunded mandates, lack of a prioritisation plan, lack of strategic planning, as well as severe inherited backlogs, and insufficient provincial resources and managerial capacity (McLaughlin et al., 2021). In this situation, policy guidelines may help to clarify challenging issues. On the other hand, the lacklustre situation in South Africa and other countries' education systems may be explained by Khong (2019) who notes that the networking model may pose some difficulty for organisations within which hierarchical structures are prevalent, as in most schools. Furthermore, as Khong (2019) states, the top-down, unilateral, command-and-control model may be uneasy with a more democratic flow of information, resources, and power facilitated by the network model. This presents a new challenge for school leaders to manage education today strong social, emotional, and relational skills (Khong, 2019).

However, Bhagwati and Panagariya (2013) argue against the above institutional policy system approach, saying it is based on self-interested, isolated, fragmented decisions made in thousands of separate institutions that will not add up to a sensible, effective, national system. They point out that the system can remain a public and equitable national service, but a public education service must be subject to some degree of overall planning and organisation. Moreover, it not only requires some national and local organisational planning if it is to be effective and equitable; it also needs a vision and an underlying philosophy. This further emphasises that the state, community, and business interventions in schools need guiding principles and legislative initiatives to

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be available. The developmental state establishes priorities and engages in institutional innovations and adaptations that will allow local entrepreneurs to capitalise on the new opportunities that have emerged as a result of globalisation over time (Sampath, 2015).

Policy implementation is not only about transmission but it is also subject to negotiation and bargaining between the various levels of sectors. This is viewed as a political process because each level of implementation interprets, makes sense, and adapts to its context with its own interests in mind. The implementing bureaucrats will always apply their own interpretations and meanings to the intended policies, and in the process, they may use their power or discretion to subvert or transform the original aims and objectives of the policy makers (McLaughlin et al., 2021). The way people struggle at the implementation stage with new ideas, programmes, structures, activities, and policies is central to the implementation process. Skills and competencies are needed during the implementation stage (Sampath, 2015). Further, a localised school-business partnership-based policymaking approach is recommended as is it has locally based solutions to challenges during the implementation of school projects. Bhagwati and Panagariya (2013) support growth with a shift from control to a more stakeholder inclusive approach.

Sampath (2015) contends that state efforts have focused on the development of local capabilities, in order to promote the ability of actors to engage in enhancing productivity and the creation of new technologies. In the South African education system, with its entrenched democratic governance system, factors such as the formation of structures, starting from the national department, provincial, district, circuit, and school level, such as principals, teachers, learners, parents, SGBs, and communities, need to be implemented with applicable policies. Policy implementation that uses a top-down approach, where policymakers are far from the concrete situation and the dynamics on the ground, lack support from other stakeholders. The problem is the implicit or unquestioned assumption that policymakers control the organisational, political, and technological factors that affect implementation. The study examines whether policy gives space to stakeholders to make inputs, rather than the intentions of the policy only, like in the case of major stakeholders participating in the process of school partnerships. Backward mapping, which entails the approach

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that policy should begin at the lowest level of the implementation process in order to establish a policy target or formulate policy at that level (Mullins, 2019). With this approach, people assess the situation in order to make changes. It is argued that the approach challenges the idea of policymakers as the determining influence over what happens in the implementation process. It assumes that explicit policy directives, clear statements of administrative responsibilities, and well-defined outcomes necessarily increase the likelihood that policies will be successfully implemented (Maringe et al., 2015). The education sector attempts to make educators and other stakeholders aware of the new policy directions, engage them in order to know their beliefs, values, and attitudes towards the reforms, and then implement them.

McLaughlin et al., (2021) state that policymakers have an obligation to set policy, establish standards, and monitor performance. But to accomplish certain types of purposes, such as important educational outcomes, what really matters for complex goals of change are skills, creative thinking, and committed actions. Fullan (2014) emphasizes the assertions made above, that all educational changes of value require new skills, behaviours, and beliefs or understanding. Over and above this, Mullins (2008) contends that for a social entity such as an organisation to reflect on itself, the social entity entails reflections on both the state and the context in which it is embedded. It encourages variation and embraces contrary points of view. In that way, it has a greater chance of knowing itself. This in turn generates a reasonable likelihood of being aware of the context in which it operates. The change process is acknowledged as being extremely complex as it involves a combination of individuals and societal agencies to make a difference (Nieuwenhuis & Rossouw, 2012).

3.2.6 MONITORING AND EVALUATION

3.2.6.1 GOVERNANCE

Governance has been the most contentious issue for many decades. Governance, according to most scholars, establishes norms, provides strategic vision and direction, and develops high-level goals and policies (IBE, 2019). Governance oversees management and organisational performance to ensure that the organisation is working in the best interests of the people and stakeholders who are served by its mission (UNESCO, 2020). It is about how power is distributed and shared, how

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policies are formulated, priorities are set, and stakeholders are held accountable. Governance is further defined as the decisions and actions of the people who run a school or nation, or the structures or processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity, and inclusiveness, empowerment, and broad-based participation (IBE, 2019). It is a shift from the government's unilateral decision-making to an interaction between the government and society, characterised by the complexity, dynamism, and diversity of socio-political subsystems that must be governed, such as education, health, and welfare (Kooiman, 2008). According to the above definition, governance is dynamic and complex because it involves the interaction of various subsystems, and governance is a subsystem that is highly interactive with all parts of a social whole. It is dynamic in the sense that various subsystems move from one stage to another in the interaction process, influenced by social, political, and technological forces. It is also diverse in that these systems have different goals, intentions, and powers, resulting in individualisation and specialisation. In the context of the study, the governance explored is school governance.

The discussions above indicate that governance is characterised by interactions, with the main intention being to solve societal problems and create societal opportunities, including the formulation and application of principles guiding those interactions. Thus, it encapsulates school partnership teams, in order to provide solutions in the school and society at large, which could formulate and apply principles with school governing bodies and school management.

3.2.6.2 SCHOOL GOVERNANCE

Mbokazi (2014) states that school governance is not immune to the conundrum of policy and practise, where related policy intentions do not match practice. Mbokazi (2014) adds that it was suggested that making decentralised governance structures work as participatory and democratically run bodies would provide a sound foundation for the education system in South Africa. Mbokazi (2014) indicates that the South African experience of decentralisation has found expression in school governance, which ranges from a more representative and less participatory and democratic one, to one that is more participatory yet lacking in resources for education. School governance is regarded as the act of determining the policies and rules by which a

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school is organised and controlled, which includes ensuring that such rules are carried out and policies are effectively implemented (Mbokazi, 2014). This implies that the SGB body is responsible for developing strategies for making sure that quality education is provided for school learners.

According to the explanations given above, school governance could be conceptualised as the shift from unilateral decision-making by the principal to an interaction of stakeholders in the SGB. School governance is about societal interactions to provide solutions to the problems encountered in the school context. Thus, school governance includes parents, teachers, students, and community members in the decision-making process. The principles of school governance are established through the interactions of various stakeholders at the school. Democracy, transparency, consultation, participation, and responsiveness should be increasingly reflected at every level of the subsystem. (Deacon, 2015) says: “The Head of Department must ensure that principals and other officers of the Department of Education render all necessary assistance to governing bodies in the performance of their functions in terms of this Act.” However, it should be noted that the principal should support the SGB in executing its duties as s/he is responsible for the professional management of the school. A well-functioning SGB will establish committees that will assist it in performing its functions. In the end, the SGB is still accountable, responsible, and liable.

To democratise schooling and promote community involvement, the South African Schools Act (BELA, 2021) has provided for the establishment of school governing bodies. This was done to create a platform for meaningful community participation in school governance by ensuring that parents are in the majority. However, the question is whether the parents are prepared for the contribution or they must be empowered through training. In disadvantaged areas, the Act says a lack of capacity needs to be filled with some form of training, or by co-opting others with expertise. Over and above the appreciated move for the democratisation and decentralisation of the education system, there has been an omission. Kahn (2011) noted that the movement has not been accompanied by strong systems of accountability and support. Furthermore, accountability structures remain very weak and various stakeholders do not act with the same goal in mind. This is true, as businesses act with marketing and profit motives

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at the expense of school needs; hence, the researcher argues for the need for an oversight committee at the school and district level that is local and representative.

3.3 STAKEHOLDER ENGAGEMENT AND RELATIONSHIP BUILDING OF SCHOOL-BUSINESS PARTNERSHIPS

3.3.1 THE ROLE OF THE PRIVATE SECTOR

> Some business leaders view their involvement in education primarily to conduct market research and advertise in schools to get children's opinions. The reasons businesses interact with public schools appear to be as diverse and complex as the forms these interactions take. Some are motivated by a sincere desire to serve their communities and others by a profit motive (Alexander, 2013:11).

The report above states that while there is a need for businesses to intervene in initiatives to improve the quality of education in public schools, many education policies now condemn certain types of school business relationships. It is clear from the assertions above that businesses that are exerting so much power to influence the curriculum do exist. This could be the result of a lack of common values and purpose, especially where partnerships involve only the principal and the business leader. Businesses are unlikely to engage in activities for self-gain when major school stakeholders are involved. In the context of the above discussion, the concepts of stakeholder building and engagement become clear and meaningful.

As Okpara and Idowu (2013) state, companies are defined as part of society, and they play an important and fundamental role in the functioning of our market-based economic systems. New constructive ways of viewing the benefits of corporate social responsibility for one's own business and the development of the community are emerging. Thus, viewing the corporate sector as a component of a larger whole, businesses as a solution rather than a problem, and business practises as drivers of innovation processes, will generate added value for both society and businesses (Okpara & Idowu, 2013). Proactive and opportunity-oriented views of corporate social responsibility should be the norm. Consequently, as Grieshaber (Mullins, 2019) noted, social innovation, sustainability, and the assumption of responsibility should form the new guidelines for entrepreneurship. This will ultimately provide solutions for society's

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pressing needs. It means the actual and fundamental contribution of business to the sustainable development of our society. It is an investment both in the competitive ability of the companies and in the future of coming generations.

From an African perspective, however, Oyelaran-Oyeyinka (2014) cites the lack of public-private collaboration, mostly in developing African states, as the cause of failure. Furthermore, in terms of transformation or lack thereof, Oyelaran-Oyeyinka (2014) asserts that a lack of active engagement in value-added activities for capacitating and institutional building, a lack of inclusive development, unsustainable development, and weak structures shows backwardness. Oyelaran-Oyeyinka (2014) furthermore, underline the observation of change experts that no business can survive in the long term if it cannot reinvent itself. Thus, within school partnerships, leaders must surround themselves with knowledgeable, talented, creative minds as well as committed team players to drive the organisation successfully through a planned change process. Moreover, effective school-business partnerships must value people as assets. Therefore, it is of paramount importance to value human capital and develop a culture of investing in one's own people. The discussion emphasises the importance of involving civil society, the community, business people, and the state when resources are limited, particularly in Sub-Saharan African countries and South African public schools.

Mullins (2019) believes that to be successful, leaders today must find ways to engage people's ideas, energy, and inspiration, which means they will have to build much stronger relationships. The author clarifies that leaders should be mindful that their shadow can impact the organisation as it will affect others and can compromise people's engagement at work, and business effectiveness. Thus, school partnerships can be affected, wherein different stakeholders with their competitive divergent viewpoints may not be engaged. Engagement makes a difference and has an impact (Harvard Business Review, 2020). Banna (2020) states that a network of carefully selected individuals who are pioneers in their respective sectors and inspirational leaders should be considered. Furthermore, businesses must expand their opportunities to grow within the community. Engagement refers someone taking co-responsibility for their fellow people, a willingness to act on behalf of somebody, characterised by true communication, consciousness of needs, acceptance, and

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positive cooperation. The assumption of responsibility implies intervention. Successful school partnerships are characterised by communication that becomes meaningful dialogue, thus actualising proper involvement based on mutual understanding. Therefore, the state, community, and businesses have a social responsibility to help those in need. Rules and regulations can serve as a guideline for determining the safeguards required for the learners' well-being.

3.3.2 THE ROLE OF COMMUNITY

The role of community in schools is critical, as they provide many effective interventions for better school outcomes. Social connection within and between communities enhances and harnesses social bonding and social bridging, which diminish the risk of violence in schools (Ellis & Abdi, 2017). The authors state that social connections strengthen the social links between communities and institutions. The social connections increase social efficacy, which refers to social cohesion combined with the willingness to act. These social connections encourage community participation, which results in community ownership of schools. These enhance how people interact, thereby creating programmes and strengthening social and economic ties which are bound to improve, reducing inequities and discrimination, and increasing civic engagement on behalf of the broader community (Ellis & Abdi, 2017).

According to Ellis and Abdi (2017), the concept of community schools brings families closer to schools for parent and learner programmes. The school partnership programme goals are to support and empower learners to stay in school and achieve in life. Community schools have federations, which ensure that children have equal access to high-quality education; such federations contribute to policy changes, professional development, and programmatic advancements. Community schools also provide training opportunities, resources specific to parents, report on best practices, give information to leadership, and mentor families. Community schools forge the model of family engagement in schools by building trust and respect, instilling cultural competency, and increasing personal and professional capacity for all involved.

In addition, Mitchel (2017) explains how community schools bring together collective efforts to work together on a shared vision and goals for the school. Further,

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partnership organises efforts, identifies gaps, and looks for ways to connect inside and outside schools in pursuit of bold goals. The community schools' concept is based on five principles of aligning stakeholder efforts: building trusting relationships; cross-sector partnerships; purposeful engagement; actionable data; and shared accountability. It brings together public schools, non-profit organisations, and local businesses to provide a range of programmes and services to learners and their families in support of comprehensive child development. As such, through this approach, community schools become the centre of the community and create an environment where learners and their families can reach their full potential. It is therefore a place and a set of strategic partnerships where programmes unfold, namely, social and health support, enhanced academic enrichment, family engagement, community development, career development, and youth development. Community schools leverage unique community resources to meet both school and community needs. They focus on children while recognising that children grow up in families and that families are integral parts of communities. According to Mitchel (2017), this integrated approach leads to better student outcomes, strong families, and healthy communities.

However, Morore and Hartley (2008) cite a lack of capacity, low-level skills, talents, and capabilities in the technological area, mostly in deprived rural areas of developing countries. According to Fullan (2014), there are six principles of engaging the community to change the community: character, communication, citizenship, collaboration, critical thinking, and creativity. Matter (2020) and Knight and Black (2020) emphasise things such as gifts, association, hospitality, neighbourhood, and community. Possession of such principles and values and capacities, results in community competence, which is defined as the ability of the community's living environment to support the creation of things by a committed community. Obama (2015) indicates the importance of democratic governance and equality for all, thus drawing on the talents of all the people because leaders and ordinary people can change. Lumumba (2018) affirms that a team should be characterised by equality, connectedness, unity in strength and diversity.

While strengthening social cohesion, community engagement also provides multiple benefits for learners, such as financial assistance through bursaries, sponsorships,

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and other forms of voluntary support. Wong (2019) says community engagement helps in many ways, such as visibility of the school in the neighbourhood, engaging local grass-roots leaders and working closely together, fostering equality of partners and regular conversations that result in trust building and improve communication. Eventually, it will lead to constructive dialogue among stakeholders, quality relationships through personal interactions, and good working relationships in structures and school processes. Kiriori (2017) contends that attempting to improve a country's education system by focusing only on the principal, the business leader, and the school as change agents is difficult to achieve, bearing in mind the enormous, large-scale nature of the task and the slow pace of change. Hence, the democratic leadership system argues that to achieve more results, school-business partnership has to be inclusive and diversity-driven; and the community leader, the business employee, and the education official are key to achieving large-scale results. This fact adds responsibility and accountability to the concept of business as a part of society.

Kiriori (2017) suggests establishment of the partnership team should be guided by the CIIG theory approach and principles of group interaction. It must adopt a non-prescriptive approach and be unique to its particular social, economic, and environmental challenges. It should require different assets and financial and social resources, and consider the complex and dynamic nature of the school. It considers that every school has unique problems and opportunities. The partners can be responsive to the unique situation and adapt their plans as the situation changes. It is based on the notion that, given tools and support from the programme, partnership plans will be achieved. This flexible, responsive kind of approach is often advocated in situations of complexity. Thus, the partnership envisaged should be mutually beneficial (Mitchel, 2017). The key stakeholders chosen to form the school stakeholder partnership team are critical in terms of bringing about the anticipated changes in the school. School stakeholder partnership team should be an actively involved support committee structure, added to the one consisting of only the business leader and principal (SSA, 2018). However, as Mitchel (2017) and SSA (2018) suggest, if it is to produce large-scale results, it should be representative of the wider community, with local leaders and governors playing an important role. Thus, according to SSA (2018), the following key stakeholders are prioritised as important members to include in forming the school stakeholder partnership team, with the goal to bring about the

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expected changes in the school: the business leader or business employee, principal, teacher, parent, community leader, and education official.

3.3.3 THE ROLE OF THE STATE

Garchie (2019) states that relations between the state and entrepreneurial groups need to be understood and developed. He contends that both the market and the state are important institutions in the education partnership. Further, Garchie (2019) argues that the state has a strong coordination role to play in ensuring that there is harmony and effectiveness of the partnership system. However, Garchie (2019) also warns of poor coordination by the state in the envisaged partnership, resulting in a lack of implementation of innovation policy. Furthermore, Garchie (2019) states that in Sub-Saharan African countries, there is significant underdevelopment in technological advancement, infrastructure investment, and human skill development. Thus, there is a need for purposeful action by the state in the creation of organisational and incentive mechanisms to foster the creation, transfer, adoption, adaptation, and diffusion of knowledge. This is referred to as the system of motivation (Garchie, 2019). Castells (Mullins, 2019) speaks of the ability of the state to promote sustained development for economic growth and structural change. As indicated, interactions must be facilitated by policy, and making policy is the role of the state. Hence, Garchie (2019) speaks of the role of the state in the deployment of innovation policies for redesigning and reengineering organisations. The state must provide regulation for private actors; otherwise, transformation will not occur. The state must deal with the challenges of incapacity and weak structures.

McCuban (2020) emphasises the need to put people first if organisations are to survive in the twenty-first century. The virtues include recognising and appreciating the value of people, ideas, and actions. The organisation should want to nourish the value of empowering human capital. Thus, the organisation will cultivate a sense of hope and trust in people. Loccion (2012) says that the partnership between the school and stakeholders must be characterised by social cohesion, a sense of community, a strong desire, and the capacity to attract and infect with enthusiasm. The art of managing relationships is expressed in both the formal and informal partnerships. McKnight and Block (2010) speak of community competence as the capacity of the place where we live to be useful to us and support us in a committed society. Auerbach

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(2012) contends that the skill of building trust is not to be viewed as a soft skill but as one that drives school reforms. Leithwood et al. (2006) speak of understanding and developing people. This would capacitate the school-business partnership members in the form of attending training sessions

The study envisions a partnership model in which school stakeholders are involved in an organisation. It is cross-sectoral as it involves the state, community, business, and school stakeholders. Kiriori (2017) contends that the partnership relationship formed is cross-sectoral since it involves more than three different sectors. It should be open and transparent to all organisations involved. In this way, it enables all parties to benefit from the partnership. The school stakeholders with diverse backgrounds, cultures, and social differences come with experiences from the community, school, and private and public sectors. The partnership representatives are thought to have the authority to engage in school partnership issues, with the impact spreading to other school stakeholders.

The school is a complex and dynamic organisation. Its disjointed system makes it difficult for one person, the principal, to bear the burden. According to Goodland (2014), the partnership model should be a mutually beneficial and respectful co-learning partnership. It should be characterised by ‘not knowing’ and being open to learning during the process. Such openness and humility should be essential for all stakeholders, with the belief that they do not have all the answers. Partners should be responsive to the situation, and consider the special environmental circumstances in the school context. Jones (Goodland, 2014) speaks of supportive relationships with other partners; this flexible, responsive kind of intervention approach is often advocated in situations of complexity.

Van Rhyn and Garrun (2020) recommend that the department expose principals to the private sector environment and offer courses for empowerment. This suggests that the school and private sectors should work together as partners, learning from each other for the benefit of society. The study seeks to consider and bring in key talented employees from all sectors who can learn from and benefit from each other, and contribute meaningfully to the enhancement of performance in various organisations. Partnership is based on the belief that people bring about change. It brings parents and community leaders on board with their communities. It brings the state, principals,

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and teachers on board as important components in educational reforms. It is based on stakeholders who are willing to listen, are open to one another's points of view, rely on persuasive speech rather than power, value other people, understand members of the communities, and strive to improve the quality of education and people.

3..3.4 STAKEHOLDER INVOLVEMENT AND COLLABORATION

Castell (Wong, 2019) asserts that strong networks of relationships are strategic assets that must be carefully managed and nurtured, particularly with the powerful information and communication tools at our disposal. In addition, Castell (Wong, 2019) asserts that failure to nurture and establish positive relationships with key school stakeholders could shut off the flow of additional material resources as well as knowledge and skills. In the case of school partnerships, this could result from the leader's shadow, where it acts as a buffer hindering the unfolding of partnership programmes, and obstructing the building of bridges to enhance networking with stakeholders. Castell (Wong, 2019) further promotes a whole-school approach to involving all key stakeholders at school, including the larger community. Tschannen-Moran (2014) indicates that authentic engagement of parents and teachers as well as members of the community within and around the school must be built on relational trust. Auerbach (2010) emphasises the importance of principals moving from acting as buffers to bridging the gap between their schools and the larger community. Khong (2019) asserts that this could help schools move from an instrumentalist view of engagement for improving learner achievement and raising school achievement, to one where partnership develops from authentic relationships, and these relationships are recognised as being valuable for everyone in the school community.

School stakeholder involvement shifts from inactive to reactive to proactive to interactive in this context (Okpara & Idowu, 2019; Kooiman et al., 2008. Okpara and Idowu (2019) and Kooiman et al. (2008) contend that socio-economic problems should be dealt with comprehensively by the government and the private sector working in tandem. Fullan (2014) says collaboration is automatically good and people need one another to learn and accomplish things. Furthermore, Fullan (2014) contends that full engagement in problem solving, result in both learning and deep ownership of the relationship and that the real world necessitates collaboration, or collective problem solving. In this line, Kooiman et al., (2008) assert that partnerships with the state,

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community, and business are good since education is a social good and contributes to overall goodness of the society.

Leadership must ensure that stakeholders know what is happening to encourage them to participate. The message must be communicated to lower levels so that frontline workers remain focused and committed to collaborate at all levels. Having conversations among each other harnesses the synergy of stakeholders that will significantly bring about change in the school. The envisaged state, business, and community engagements in schools will achieve their set goals. This engagement will assist in developing and sustaining a dialogue that addresses problems and challenges as well as progress made. The researcher believes the representatives of all stakeholders should be motivated by a sincere desire to bring change to the learners' level of achievement.

According to West (2010), common understanding and shared experience of values, questions and dilemmas can lead to more fertile and negotiated strategies. Together with genuine involvement and taking responsibility, those in partnerships can build a strong bond within the group and community. This school leadership has a great role to play for any potential restoration of a collaborative ethic resulting in communities working together and redefining their purpose. West (2010) further argues that such common understanding and commitment are highly desirable for schools in any circumstance. However, in the more autonomous and isolated situations such as schools in rural areas of South Africa, the ability to enable group interaction and cohesion becomes more desirable and essential. West (2010) clarifies the above assertions and recommends the following steps: the school leadership facilitates understanding and consideration of cultural and ethical issues in their school communities; and allows others to develop and exercise appropriate leadership skills. In such a context, stakeholders overcome inarticulacy and inertia, realise the best life for themselves and others, comprehend the value context of the goals, take initiatives for action guided by commitment to the value of these goals, and then make value choices that engage initiative and commitment.

According to Ramaphosa (2019) there are important components in the school stakeholder partnership that could be critical in building a positive partnership. These include components such as prioritising what the partners value and setting priorities

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for intervention, planning efforts, which ensure that it must be carefully planned and implemented, and proactive and persistent communication. They further include: regular communication taking place for the flow of information about policies, expectations, and activities; positive feedback where there is an improvement in learner performance; personalised attention where each stakeholder's issues are considered for complete collaboration; practical suggestions to implement programmes to remedy the situation for success; and programme monitoring, where systematic evaluation of the effectiveness of strategies and materials helps to keep the goal in focus. Lekganyane (2019) suggests that opportunities exist for school collaborative work within and between stakeholders, but a conducive school climate must be created for some partners to forge the networks and contacts. The points above require collegiality, as it is suggested that for complex change, one needs many people working insightfully on the solution and committing themselves to concentrated action together. Furthermore, it expands on the concept of creating a shared and collective vision to one that is a deepening, reinforcing process of increasing clarity. This adds to the idea of local people working together with the challenges of the environment they are familiar with. This is also true for SGB, local people, businesses, and parents, as well as teachers working together for the schools' success.

Involvement of major stakeholders is referred to as an educational function (West, 2010). West (2010) clarifies that the engagement of stakeholders is not only an educational matter but also an important factor in bonding and loyalty. The fact that education is a societal matter holds true in the case of school-business partnerships. Treating people in a positive way also ensures that the public will not submit to authoritarianism and paternalism in other parts of their lives, which is the best way to safeguard us all. In the South African schools' context, there has been a call for active parental involvement. Parental support at present is limited in schools. It is a drawback as parents are major stakeholders in schools.

Fullan (2014) comments that it is a mistake for local units, even those operating under decentralised schemes, to ignore the centre; for example, schools and district development must be coordinated, and the centre and unit need each other. A reciprocal, two-way communication that builds on relational trust is encouraged (Auerbach, 2010). West (2010) says that school leaders must examine their values

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and be open other stakeholders 'views so that critical thought is encouraged. Furthermore, West (2010) says that the school must seek to build the community whereby members can relate to the school and seek out others, for mutual education to happen. The community also has a role in redefining the common purpose of the school and in building up, in partnership with professionals. That is why it is critical to include parents on the committee when discussing the dilemmas and complexities. There must be a trusting relationship between schools and parents that has a strong bonding effect, even if there is no complete agreement (Gross, Haines, Hill, Francis, Blue-Banning & Turnbull, 2015). Among stakeholders, communication must be two-way among equals to indicate mutual benefits.

Education is an exciting business, and schools can and need to convey that message by bringing parents closer to the experiences of their children. According to West (2010), when communities participate and share in the vicissitudes of situations, not only are professionals and non-professionals drawn closer together, but communities gain in self-reliance, which would otherwise not have been the case if they did not participate. By participating, they gain confidence, know-how and insight, all of which contribute to the quality of public education. People in real dilemmas, and issues facing the school, cannot be underestimated. Schools will need partners if they are to succeed because no school is an island, and no school can afford to be work alone. From the South African context, Kgetjepe (2019) boldly speaks of togetherness in facing education challenges, saying that parental involvement is important; where there is an inclusive partnership that puts aside personal philosophies and focuses on solutions. Furthermore, she believes that through a partnership approach, challenges in the education sector will be solved. Stakeholder collaboration and strategic partnership are tenets but do not automatically mean there will be total agreement on all matters. Mutheiwana (LPDE, 2018) emphasises that collaboration is key in tackling some of the ills facing the education sector. Maleka (LPDE, 2018) also acknowledges that parents' involvement in their learners' studies increases the general percentage pass in our province. Kgetjepe (2019) also believes that education is key in fighting poverty and making someone a better person, and that the impact goes to the community as well through giving back. The partnership approach is evident in the indaba consisting of policymakers, education experts, managers, teacher unions,

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SGBs, community leaders, and the NGO sector (LPDE, 2018). Further, various private sector companies have been making donations in various forms to different schools.

There should be coordinating sectors at districts and circuits to assist in the implementation of programmes at the school level. Furthermore, it appears that a bottom-up approach to managing corporate sector involvements persists, in contrast to the current democratic values of grassroots participation. Social cohesion and working together are emphasised as learners come from different backgrounds. Kgetjepe (2017) encourages the private sector's involvement in rural schools. The Department of Education official in Stakeholder Partnership Directorate at the provincial level indicated that school needs need partnership (LPDE, 2017). Therefore, communities are encouraged to form partnerships with the private sector, which is interested in improving the education of children in rural communities. There is a great need for corporate sector intervention in public schools. It also demonstrates that this enormous challenge is being left in the hands of communities, compelling them to participate in education affairs in order for children to succeed. It suggests that if the status quo does not change, the very few capacitated or able SGBs in well-resourced schools will provide good practices, and students in public schools will continue to produce poor results.

3.3.5 COMMUNICATION AND DECISION-MAKING PROCESS

Germishys (2012) believes in open and effective communication with all employees at all levels in order to share in the development of strategies, plans, and results. This builds trust and empowers employees to have the ability to influence decisions that affect them, while equally contributing to decision-making and adding value beyond their responsibilities. However, as Baloyi (WBS, 2013) remarks, bureaucracy can hold back progress in many instances; therefore, it is necessary to create a corporate governance environment that ensures all decisions made are in the best interest of the organisation and its customers. Furthermore, organisations need to change their work culture to one of teamwork rather than individuals working alone. The environment referred to is the local environment, which provides a rich experience for the stakeholders to find relevant programmes as solutions to their challenges. Stakeholder participation in the process will be a true partnership based on common

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understanding. Outstanding contributions with quality experience will result from localised thinking.

Mullins (2019) establishes three communication models: the linear model, in which communication moves from leaders to followers and is one-way; the interactional model, in which the message is decoded to ascertain some form of meaning and the followers have the opportunity to create a message to return to the leader; and the transactional model, in which there is two-way communication and the leader is aware of the existence of external factors that can destroy the relationship. Block (2015) distinguishes six conversation essentials for school community engagements as invitations, possibility, ownership, dissent, commitment, and gifts. According to Block (2015), there are elements necessary for stakeholder engagements, namely: establish an open and transparent purpose and level the playing field; renegotiate expectations and participation; rearrange the space where the meetings occur; create the platform for openness and doubt; create a new conversation; choose commitment and accountability; and focus on gifts. Block (2015) contends that it is necessary to guard against issues of bias and preconceived ideas as the engagement processes unfold. This will ensure that people value relationships more than transactions, which is key to the successful implementation of programmes. Thus, for the developing economy and the lives of disadvantaged people in public schools, relationships matter. Gathering together local stakeholders will enable a true partnership and stakeholder engagement to take place. Within the partnership, feedback is also important and can be gathered when stakeholders meet. The gathering will ensure that reliable feedback is not only gathered but also acted upon and synthesised. There can be no true sustainable growth and development without feedback. The feedback loop must be closed in organisations. And feedback must culminate in actions.

Block (2008) says a sense of ownership and commitment is achieved through stakeholder participation, consultation, and invitations to stakeholder engagement meetings. Furthermore, the good values and gifts of the participants will automatically create possibilities. Dube (2017) says large-scale education is complex and takes time; we need to expect slow, incremental change as opposed to drastic improvements that are unrealistic and not sustainable. There should be a change from controlling to collaborating for better relations and networking. Communication in a

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world of high technology may give rise to improved influence, learning, development, and collaboration. Curiosity is valued over living in a world of certainty. According to Campbell (Nieuwenhuis & Rossouw, 2012), work environments must become safe sandboxes, places where experimentation and risk-taking are encouraged, places of pure play, and where questions asked spark learning and curiosity. This brings everyone on board, even the marginal and fringe. Bohm (Nieuwenhuis & Rossouw, 2012), confirms that the ability to perceive or think differently is more important than the knowledge gained. Thus, leaders should be able to consult as many stakeholders as possible in the search for success. Dube (2017) adds that more needs to be done and that all stakeholders in education are important pieces of the puzzle; this includes parents, teachers, management teams, government officials, NGOs, and the donor community.

3.4 IMPLEMENTATION OF DEVELOPMENTAL PROGRAMMES

Graduate School of Public and Development Management (P&DM) (2015) refers to development as the dynamic process of change and growth, negating the old and building up the new. It has to do with enhancing competence to analyse and solve problems. Furthermore, it has to do with continuity and improvement in the capacity to grow and to build even more connections in more varied environments. Internal networks within oneself and within one's organisation, and external networks, must coexist in dynamic interplay. Research and development strategies must be an integral part of the school's thinking if ideas are to survive. The development of a shared vision builds on the skills of stakeholders. Opportunities exist for collaborative work within and outside of school, but space must be created for staff to forge networks and contacts.

According to Germishys (2012), the transformation of South Africa has brought into sharp focus the need to develop the public service as a key instrument of reform, and the nature and purpose of the public service must be redefined to meet new demands. In addition, Partnership for Public Service (PfPS) (2020) qualifies the above statement, relevant to the context of this study, saying that employees should be committed to building a culture of inclusion in which a diverse workforce has equitable opportunities to contribute. Germishys (2012) also believes in the development of people in organisations through regular, constructive feedback about what is expected and how

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performance will be measured. Furthermore, working together will help to find training and professional development opportunities, to understand and support one's career objectives, and to help plan for those objectives. Policy frameworks, structure, and stakeholder analysis should lead to the selection of prioritised projects, with the state, community, business, and schools working together as partners and listening to each other's needs to reach their shared goals. Contributions from each partner can help to develop and transform school partnerships. Development fortifies people and gives them the energy to excel in projects. Development is viewed as crucial to enhancing transformation.

3.4.1 DEVELOPMENT SUPPORT, EMPOWERMENT AND GROWTH

WISE (2019) contends that school-business partnerships offer both schools and businesses the opportunity to get involved at different levels in the educational system. Businesses can be involved in various forms, such as financially by adopting a school, improving the infrastructure management, and providing access to educational programmes. Businesses can also contribute in kind by offering their expertise in terms of skills and entrepreneurial know-how, thereby closing the gap between educational institutions and the world of work. This study focuses more on the inclusive support team that plans and implements these programmes. The transformational approach includes the principal, SMT member, SGB chairperson, community member, business leader, business employee, parent, teacher, community leader, and education official. As Mathai (Dlamini-Zuma, 2017) contends, one cannot do partnership alone. It involves teamwork. When someone does it alone, he or she runs the risk that when they are s no longer there, nobody else will do it. This presupposes inclusivity and emphasises the importance and utility of forming partnerships.

Mbele (2012) emphasises the importance of development support by saying that, in essence, successful organisations need to make sure they empower and support their managers in discharging their roles, functions, and responsibilities. Lamberti (2012) supports this, stating that when managers are empowered, it spreads to other employees, and it becomes more enjoyable to watch people grow. These explanations put emphasis on the implementation of programmes by diverse members of the local communities and businesses, to foster ownership, commitment, and competence in their growth and success. Development efforts require everyone to play their part.

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Individuals and organisations uplift people's lives when they get involved. Knight and Black (2020) affirm the strength of local partnerships, contending that when people act together, they create competence in the community and satisfaction in their lives. Partnerships offer the gift of gifts, association and hospitality. They awaken local people to come together to pursue connectedness; the power of what people have grown from creating new connections and relationships among and between what they have. Further, connectedness happens when people individually and collectively act to make connections, and it happens that when people see the abundance in what they have individually as neighbours, and in the place they are. It also happens when people discover that satisfying possibilities for their lives are in their neighbourhood.

3.4.2 MANAGING DEVELOPMENT AND NEEDS ASSESSMENT

According to SSA (2019), in the South African education context, principals are expected to manage schools and develop parents, learners, and the community from diverse cultural, linguistic, and religious backgrounds, and with different mental and physical abilities. However, Bush (2011) and Mafuwane (2011) state that institutions did not train them for these realities; they were appointed based on their professional qualifications and impressive and lengthy teaching experiences. In this light, Bush (2011) provides a list of training needs for principals such as leadership style, team development, communication, staff development, change management, and project management, as well as strategic and performance management that were supposed to form part of principals' training programmes. Bush (2011) depicts the teacher's needs as freedom, security, confidence, esteem, affiliation, educational level, and locus of control. On the other hand, among factors that are likely to constrain teacher development are indifference to teachers' aspirations and achievements, a lack of individualisation, no support for individual differences, limited opportunities for advancement, mismanagement and indecisive principals, a lack of empathy, and a fear of blame. Based on the above assertions, the researcher concurs on the need for development activities, and a broad representative committee that directly deals with development improvements for the realisation of school outcomes in school-stakeholder partnerships.

Linking the provision of proper leadership with development, Karthikeyan (2021) states that the leader provides the direction and support appropriate for the individual's level

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of development, at each stage of development on a specific goal or task. Accordingly, the individual moves from the developing to the developed stage. As a result, depending on the task or goal, development is individual-oriented. It is based on a partnership model, and it could also be appropriate for individual public schools and individuals within the organisation. Since partnership begins with understanding the needs of the individual with whom the leader is working, development is addressed first. According to Karthikeyan (2021 situational leadership model, development is a combination of two factors, competence and commitment. Competence is defined as the knowledge and skills that an individual brings to a goal or task, best determined by demonstrated performance (Ching, 2014). It can be developed over time with appropriate direction and support and gained through formal education, in-service training, coaching, and experience, as well as giving experience that is transferable from one job to another, like planning skills. Commitment is defined as a combination of an individual's motivation and confidence in a goal or task, with motivation as the level of interest and enthusiasm a person has for a particular job (Ching (2014). According to Ching (2014), interest and enthusiasm are exhibited behaviourally through animation, energy levels, and verbal cues. Confidence is characterised by a person's self-assuredness. It is the extent to which a person trusts his or her own ability to achieve the goal or task (Ching, 2014). It is argued therefore, that the school stakeholder partnership team members need competence, commitment, hard work, and a culture of teamwork to achieve the policy vision, goals, and objectives (Van Rhyn & Garrun, 2020).

Magau (2013) identifies qualities of the new public servants: being service-oriented and responsive to the needs of the public; geared towards socio-economic development and the reduction of poverty; goal- and performance-oriented; democratic and faithful to the constitution; accessible and informative; transparent; decentralised and consultative; and committed to training and development. Magau (2013) states that civil society's expectation of change puts additional pressure on the public sector to accelerate the change process, and not only are the requirements of change at stake, but also how the change is brought about. This includes the involvement of civil society in the process and the constraint of limited resources. Ghai (P&DM, 2015) argues that for development to occur, there is a need for the broad participation of civil society for sustainability purposes. Furthermore, development

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should be institutionalised in the form of structures for implementation purposes. In this light, partnership team members could be seen as developing and growing individuals who sustain a high level of performance, which leads to attracting and retaining people with the capacity to continually contribute to the growth of the organisation (Van Rhyn & Garrun, 2020). The previous South African government culture was seen as emphasising the organisation occupying the centre stage; now the turnaround strategy has been to put the people who inhabit the organisations at the centre of focus and consciousness. Hence, the researcher argues that for effectiveness in performance, team members need to be thoroughly capacitated, considering the environmental impediments in disadvantaged rural areas. Development and change have necessitated open and effective communication in organisations (Van Rhyn & Garrun, 2020). Employees and civil society could regularly share information across all levels and functions of the organisations. As a result, the new way of communicating in democratic management is encouraged, in contrast to the old way of communicating in administrative and bureaucratic management, which used a closed communication system that was not transparent and appeared as instructions in the form of circulars and notices on billboards. The latter used one way of communicating, which was mostly top-down in approach (Nieuwenhuis & Rossouw, 2012).

Mullins & Christy (2016) contend that development and change bring empowerment. Furthermore, an individual will have the ability to influence decisions that affect him or her while simultaneously contributing to the decision-making process and adding value beyond their current roles and responsibilities in the school stakeholder partnerships. Apparently, in the previous South African autocratic dispensation, the role of a stakeholder or employee was to serve and not to question decisions made by management. As mentioned in the previous section, if participation increases self-confidence and makes one feel more comfortable providing service, then developing stakeholders provides more regular, constructive feedback about what is expected and how performance will be measured (P&DM, 2015). Consequently, development processes to enable working together, opportunities for receiving training and professional development, understanding and support for career objectives, and help in planning career development (Ching, 2014). Thus, it is in direct opposition to the belief that knowledge is power. Karthikeyan (2021) contends that recognition and

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reward are tied to performance and that of the team, while promotion and career progression are based on merit. In administrative management approaches, more emphasis is laid on financial, peer, and ego recognition. The importance of respecting and supporting work-life balance is paramount in democratic transformational approaches. The current organisational system recognises that stakeholders have multiple commitments and that many balance work, family, education, and community involvements; as a result, management respects and understands employee commitments when making decisions. It recognises the view of the organisation as an extension of the family as a very powerful value and one that impacts positively on productivity. Auerbach (2012) calls these 'authentic partnerships', where there are respectful alliances, relationship building and dialogue and power sharing in a democratic system. Therefore, in the context of the study, caring for and showing commitment to people is of great importance, as people will be happier and there will be higher productivity in the organisation.

Change involves taking steps to move away from the undesirable state of dysfunctionality in public schools to the desired state of effectiveness in learner performance (Nieuwenhuis & Rossouw, 2012). This means moving from one position where people are not happy about school performance to another position with better results. Kotter (1990) contends that stakeholders should build a vision to guide the change effort (Nieuwenhuis & Rossouw, 2012). Harris (Nieuwenhuis & Rossouw, 2012) shares the same sentiments as articulated by Kotter (1990) of a shared vision. Green (Nieuwenhuis & Rossouw, 2012) states that people need a picture of how the new organisation will look and feel. Change can be planned in anticipation of future events or as a reaction to events. The change in school stakeholder partnerships is aimed at impacting school outcomes (Van Rhyn & Garrun, 2020). The changes anticipated are broad and range from a legal perspective to environmental, social, and industry-specific trends as well as competitive initiatives. They can be smooth, bumpy, incremental, or discontinuous (Nieuwenhuis & Rossouw, 2012). This type of change is expected to be bumpy and incremental with the acceleration of change, as well as the need for periodic adjustments to improve efficiency and ways of working. According to Louw (Nieuwenhuis & Rossouw, 2012), change leaders in this context must have the following characteristics: sufficient confidence to lead; the ability to communicate clearly and listen effectively; decision-making ability; trust and respect

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for others; delegation, guidance, and directive skills; perseverance; adequate knowledge; and patience and consideration for other people's needs. These characteristics are developed in anticipation of potential resistance and conflict during the process. These tensions could be dealt with, among others, through communication, participation, and support.

Amongst the variety of change models, the one most likely to link with the school-business partnership model and others is summarised in Nieuwenhuis and Rossouw (2012), as a five-step model that comprises assessment, planning of the change process, mobilising employees, implementing, monitoring, and sustaining the change. The steps indicate the shared vision of the future state and the leaders to guide the change process. Steps that follow include data gathering, establishing change objectives, priorities, and measurement indicators; developing guiding principles and detailed plans for implementation; acting, communicating, and engaging; evaluating and assessing the impact on key stakeholders; modifying plans where indicated; and creating a plan to ensure that the change is institutionalised and maintained. Most importantly, the change process should be customised and contextualised to a specific school situation, in the context of the study.

3.4.3 RESOURCE PROVISION

Lekganyane (2019) and Madela (2012) encourage businesses to invest in education and include locals as active participants in their ventures. They further encourage students and institutions to form and strengthen relationships. They add that cooperation between the government and the people is key to social development, especially when it comes to implementing plans that are intended to change people's lives. Local people should be involved because they know the local situations that play a big part in the partnerships. Lekganyane (2019) comments on the need to harness the energy, expertise, and passion of all stakeholders to provide resources that enable them to educate their children and care for their people. When school leadership works together, it demonstrates a sense of belonging and mutual commitment to serve, which in the end will produce solidarity and partnership (Gross et al., 2015; Garira, 2020; Bryan & Henry, 2012).

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Finally, cooperation and working together demonstrates the power of teamwork (DBE Lekgotla, 2022). Waterberg District Summit (2022) agreed that for effective school development to take place, the following components should be addressed: planning as the precondition before any work can unfold; and communication, which maximises success as good communication yields the best results. Communication also brings joy, prosperity, respect, and the spirit of belonging. In addition, Van Rhyn and Garrun (2020) state that members should be informed of their responsibilities through communication: job descriptions are written for all team members; they work on assigned duties; the team monitors progress and attends to problems and challenges; reports are written about what went well, what went wrong, what reasons led to the wrongs, and remedial actions are to be taken.

According to Goodland (2014), there are many business leaders who are well prepared to take on leadership roles and lead organisational change. They can help support principals and help them acquire the knowledge, skills, and expertise they need. As a result, business leaders and their employees can help support principals and other community and school stakeholders in bringing change to their schools. This contrasts with the view that schools can bring about change alone (SSA, 2019). For the school community to work together, it necessitates that stakeholders find working with each other stimulating and challenging, that they feel valued, and feel respected (NDC 2012). Stakeholders who want to work for and with leaders are more likely to become leaders themselves and to have the skills to be good in the role. Schools need other stakeholders. The extent to which businesses are involved determines the success of schools.

The Department of Basic Education (DBE) (2019) reports that, in support of more transparent and active stakeholder participation, the Department proposed principles for new teacher management and support, emphasising the importance of developing a national system in which the management and professional support of teachers occur. It is envisioned as a cohesive and integrated strategy, with teacher support and professional development as a central goal of the management system. However, Bryan & Henry (2012)) emphasise the importance of abilities and competencies for teacher development in a local context. Schools should have a community of teachers who are active, energising, and engaged with all stakeholders. Molly and Blank (2015)

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contend that teachers are required to have confidence in their subject specialisation, have a continuous reflection model for practice, engage in practice, reflect on practice, articulate practice, better understand practice, and improve practice. This includes the exploration of competence in values management; that is, the values that one will bring forth, an attempt to realise these values, expectations met, and the involvement of all stakeholders. Therefore, the local and contextualised district In-Service Training School Programmes (INSET) used to encourage flexible programmes for staff to pursue projects, where the professional development of the teachers and the schools' own vision and planning would interact to benefit both, is a desirable synergy, and appears to link well with the study question (Bush, 2011).

Ellis and Abdi (2017) indicate that strong families build strong schools. According to Education World (2019), three factors over which parents exercise authority for significant school improvements in mathematics are learner absenteeism, a variety of reading materials in the home, and excessive television watching. This indicates that parents' partnerships with teachers and schools are vital, and their involvement in education can double their investment. This is sufficient evidence to argue that unless engagements and workshops for development with the larger community are held, significant improvements in student outcomes will remain elusive (Bryan & Henry, 2012). Thus, controllable home factors account for almost all the differences in average learner achievement. These are the socio-political and environmental factors that are seen to have a major impact on improved learner outcomes (Jansen & Molly, 2015). Jansen and Molly (2015) state that principals are required to act as a buffer between schools and the external environment and other influences (Jansen & Blank, 2015), whereas the need to involve parents and the community needs to be stressed (Ngcobo & Tickly, 2010). However, Van den Berg et al. (2016) indicate that greater weight comes from political (union influence) and administrative weaknesses such as weak institutional functionality in provincial departments of education.

3.4.4 SCHOOL DEVELOPMENT ACTIVITIES

This section demonstrates school activities and programmes between the principals and business representatives or school-business interventions that have impacted on the school learners and ultimately improved their behaviour and achievements. Barza (2019) recommends that areas of activities for development in school partnerships

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include academic excellence, community building, parental support, mentoring or tutoring, technology, school safety, professional development and support, extramural and after-school programmes, career exhibitions, recognition awards, and promoting a healthy lifestyle. Furthermore, Barza (2019) emphasises the importance of constantly monitoring the following activities: learning and teaching support material, curriculum development, SGB and RCL activities, parental visits and meetings, remedial and extra work programmes, the constitution, leadership workshops, school development and improvement plans, hiring extra educators, and structural committee functionality. The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children (Waterberg Summit, 2022). International comparison has shown that the high academic success of learners in most advanced European and Asian countries could be attributed to the priority their families give to education (Education World, 2019). If every parent of a child aged one to nine spent one hour reading or working on schoolwork with his or her child five days a week, parents would annually devote enough hours to support their children's reading. This will be public support for greater family involvement in learning. Family involvement is one of the best long-term investments a family can make.

Education World (2019) has documents called 'principals' files' where principals offer ideas and tips for successful school-business partnerships. The educational programmes demonstrate a variety of ways in which schools and businesses have joined forces to benefit students, teachers, and the entire community; and further, any school leader who is not taking advantage of potential business partnerships and in surrounding communities is passing up a tremendous opportunity that most businesses are eager to pursue. The assertions support engaging all stakeholders in the community for the greater public good. The programmes can range from rewarding students with certificates for completing tasks, to feeding them, providing grants and gifts, providing stationery for learners, sponsoring workshops, providing lunch boxes during meetings and workshops, providing bursaries, maintaining infrastructure, giving books, having learners take their parents to see their books displayed, renting movie theatres, and providing extra teaching to learners. Education World (2019) says keeping a partnership requires a lot of communication, and further adds the following recommendations from the experiences of school principals: setting up a partnership

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committee to ensure this happens, adopting schools due to the high number of low-income families, regular communication, and identifying the needy families.

In support of various business activities, the principals shared experiences from their schools, whereby in return the principals gave businesses certificates as recognition of the donations given to schools (Education World, 2019). The principal, furthermore, says that you can do something great with small partnerships with dedicated people and advises schools to partner with businesses in the surrounding communities. Schools are supported by residents of their town, so schools in small communities should not hesitate to expand their search; as parents who are engaged and involved can expand their search for business partners in surrounding communities. The principal points out that principals need to reach out to businesses, including those that are part of our larger communities, to see what kind of opportunities might be available or created (Education World, 2019). Teachers are given incentives in the form of awards, parcels, bursaries, and workshops for the best performances. House (Education World, 2019) described a one-of-a-kind collaboration that involved workers at a local company acting as tutors via emails, and tutors providing feedback.

Other principals, on the other hand, have enlisted the help of their Parent Teacher Associations (PTA), local organisations, and businesses with newsletters to communicate information about school needs; some businesses needed to be approached with written information about specific needs and reasonable requests (Education World, 2019). Henderson (Education World, 2019) remarked that some businesses transport busloads of students to arts performances, present mock trials, provide copying and printing, and set up student banks within schools. The reports from many principals indicate that business partners are very active and supportive of schools. The principal reports that businesses do whatever is requested of them; it might be reading to students, being on a school committee, providing food for meetings, or providing incentives for students (Education World, 2019). The above discussions highlight the importance of individual contributions in promoting unity, inclusivity, diversity, gifts, and a sense of purpose.

Another perspective on businesses is that some form partnerships with their own needs in mind, such as businesses eyeing the future workforce. These businesses have worked to develop several programmes that aim to interest students in those

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companies' jobs. This qualifies as a two-way relationship between schools and businesses, as businesses want to get involved because high school students are their future workforce. According to one company, they have a job shadow programme that began five years ago, and each week students are picked up to visit the plant. The shadow team is led by a mentor, who works hard to instil in these children a desire to stay in school and further their education (Education World, 2019:2). The principal remarked that the best way to get industries and businesses interested in your schools is to have courses that support those industries, advertise that fact, and they will come seeking you (Education World, 2019:2). The principal remarked that he has several hospitals becoming involved in health services projects, and a manufacturing academy focused on metalworking skills sought by hundreds of local firms; representatives of those companies come to the school and work with students (Education World, 2019).

School-business partnerships are also underpinned by the benefits both partners derive from the programmes. Both partners express their experiences and views. One principal noted that they approach new businesses as they come into their area; they use a form letter that states their commitment to each other, and the letter includes a checklist that indicates what a business might be able to do for the school and what the school might do for the business (Education World, 2019: 3). Some schools have used communication boards in front of their school to thank business communities for special donations, and some publish recognition of businesses in school newsletters where parents and other stakeholders come to know their work and, as such, a word of gratitude by the school to the business is extended to the wider community (Education World, 2019:3). In addition, one principal reported that the names of donors contributing to large functions are posted in the school lobby, and further remarked that partners ask for their choral groups to sing on special occasions and take part in fun competitions; the biggest factor in getting businesses involved is asking. Businesses are waiting in the community and just want to be asked for help in a specific way, one principal comments, with other principals applauding the role of parents in this partnership as their important resource (Education World, 2019:2).

In contrast to the above discussions, the practise in South African public schools, mostly in disadvantaged areas, indicates that a heavy emphasis is laid on empowering the principal as the one directing the partnership and leading change at the school

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(SSA, 2019). The principal needs commitment, competency, and communication abilities. The development the principal must undertake includes attitudes, skills, behaviour, and style. The performance of the SMT, teachers, learners, parents, and the wider community happens through the principal. The principal must be someone committed and loyal to the cause, the vision, and the team, and should be seen persevering despite setbacks, building trust among the team and stakeholders, and being present, engaged, and positive. The principal must invest time to know the issues, expand skills, be honest and straight-forward, and participate in continuous learning. S/he does not pretend to be an expert in everything. Furthermore, they must be surrounded by skilled, knowledgeable people, value their expertise, and be able to communicate clearly, concisely, and coherently in order to be effective and efficient.

3.5 SCHOOL LEADERSHIP AND MANAGEMENT

3.5.1 INTRODUCTION

At a conference of the Organisation of African Unity (OAU), Moussa (2020) remarked on the importance of leadership, that members know that Africa needs leadership, and he looks forward to the leadership doing their job. This leadership's expected role was sought, to translate the vision of the Organisation of African Unity (OAU) institution into the provision of education for young African children, the creation of employment opportunities, and entrepreneurship to eradicate the impeding social ills on the African continent through the planning and implementation of policy frameworks. However, the realisation of the vision requires the exercise of good management, governance, equality, and leadership. Although leadership in this context is expressed on an international level, this could well be true at the national, provincial, district, and local level, such as the school. In addition, Dlamini-Zuma (2017) cites words uttered by Maathai, making everybody aware that she is conscious of the fact that one cannot do the work alone – that it needs teamwork. When someone does it alone, she or he runs the risk that when they are no longer there, nobody else will do it. In a school context, Leithwood et al. (2006) elaborate that school leadership has a greater influence on teachers and learners when it is widely distributed. It could be expanded to say that it could be expanded to include the state, community and business social interactions. According to Kooiman et al. (2008), the social interaction model of governance has features of dynamism, complexity, and diversity that characterise schools as public

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institutions for societal interactions. The statement contrasts the bureaucratic administrative system's belief of the principal's strong and powerful leadership as the only one who can turn things around in schools, where all power is in his or her hands. It contrasts administrative and bureaucratic leadership with democratic leadership, which is the transition from one-person leadership to all-encompassing school leadership based on stakeholder participation. It questions whether the administrative and bureaucratic leadership of the principal, disregarding the societal interactions of the school stakeholders, could bring proper planning, relationship building, capacity development, good leadership, management, policy and governance, equality, excellence, sustainability, and quality. Alternatively, the school leadership encompasses all the social interactions, to produce best practises for school partnerships through the development of various policy frameworks, monitoring, and evaluation for quality control.

According to Mbele (2012), leadership is arguably the most important factor associated with the successful execution of strategy in any administration, be it public or private. Furthermore, Mbele (2012) says leadership is key to human preservation, growth, and change. In the course of human history, good leaders have contributed to societies. People are always influenced in one way or another. Society's problems are solved by a renewed emphasis on the foundational principles and values of effective leadership. Societies grow, improve, and prosper because their leaders are effective and efficient in their leadership. Munroe (2014) says that leadership is very much related to change, and as the pace of change accelerates, there is a greater need for effective leadership; whereby leadership is the ability to affect human behaviour to accomplish a mission designated by the leader. Mullins & Christy (2016) defines leadership as a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realise your own leadership potential. Leadership is the process of influencing the behaviour of other people toward group goals in a way that fully respects their freedom (Mullins & Christy, 2016)). As a result, leadership acts as a catalyst, without which other good things are highly unlikely to occur. Thus, the success or failure of the implementation of school partnerships rests upon the effectiveness of the leadership of the principal and the school governing bodies.

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3.5.2 BUSINESS LEADERSHIP

Mullins, (2019) suggests that public and private leadership are fundamentally alike and different in important respects. For business to impact positively in school partnerships, (Mullins, 2019) say one must believe in the vital importance of decentralisation, and in exploiting the advantages of a big company. Okpara and Idowu (2013) divide leadership in businesses into three types: proactive leaders, who are influenced by corporate values and agenda to implement initiatives aligned to corporate strategy; accommodative leaders, who use guidelines and regulations to fulfil minimum corporate social responsibility conditions; and reactive leaders, who need to react to events and conduct corporate social responsibility activities on an ad-hoc basis. Business practises in partnerships should be viewed as part of society and thus include corporate social responsibility actions in their strategic planning activities (Okpara & Idowu, 2013). This must involve employees so that they can make their contributions to the schools. Notably, when learners are taught by the young employees of businesses, they become intrinsically motivated to complete their studies and improve their performance (Education World, 2019).

However, it is hinted that a lack of evaluation is one of the obstacles hindering corporations from evaluating their corporate social responsibility efforts, which leads to the difficulty in measuring corporate social responsibility activities (Okpara & Idowu, 2013). The weakness in school leadership might be linked to the administrative and bureaucratic leadership that uses a transactional partnership approach that, in practice, does not completely involve any team bonding of state, community, and business stakeholders. Evaluation is the management process that follows the planning and implementation of activities, which requires teamwork. The weakness could be linked to a lack of training and management efficiency as a result of insufficient capacity to perform the tasks or the exclusion of other school stakeholders. It could be linked to an inability to direct, motivate, support, and delegate management tasks. According to Okpara and Idowu (2013), other factors that negatively impact school-business relationships are the education district, CSR issues associated with different industries lacking specific guidelines and recommendations that can be formulated through an inclusive education stakeholder team, and significant trends in business executives' perceptions of CSR activities. The above weaknesses may well

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be linked with the nature of school-business leadership and partnership approaches taking place in different provinces, education districts, and schools.

3.5.3 SCHOOL LEADERSHIP

Leadership is not about a person but about influence (Krauter, 2022). According to Okpara and Idowu (2013), leadership is necessary to provide the needed stability through appropriate engagements with key stakeholders, both within and outside the organisation. Thus, the engagement of stakeholders could be done either directly or indirectly. Marques (2017) says that school leaders must be mindful and intentional in their efforts to provide opportunities to develop leadership competencies in a more broad-based and dispersed manner. This coincides with the skill of having and communicating a compelling vision that relates more to transformational partnerships than transactional partnerships (Krauter, 2022). As the vision requires insight into attaining future paths towards success, the purpose of the organisation becomes clearer. In order to determine and develop a vision with a clear purpose, a plan of action is developed. A leader who understands his or her purpose has commitment and action. Mullins (2019) contends that effective transformational leaders are those who inspire people and create a vision for the organisation and its future direction through planning.

In the study by Okpara and Idowu (2013), it was found that top managers were the key decision-makers for corporate social responsibility, and their attitude towards corporate social responsibility was important. School principals, as chief executive officers of the schools, are key decision-makers in administrative and bureaucratic systems (Ministry of Education of Singapore (MoE), 2014). However, the state, community, and business partnerships need the provision of good school leadership to succeed and thrive (Van Rhyn & Garrun, 2020). The principal, community, and business leaders must provide leadership to a diverse range of individuals and groups of individuals. Okpara and Idowu (2013) state that what sets great leaders apart is their ability to engage those around them in a shared vision of the future. By making the right decisions, they demonstrate their commitment to turning that vision into reality, and by doing so successfully, they instil in others the confidence to trust in their leadership. In addition, Majola (2017) distinguishes five foundational responsibilities of principals, namely: shaping a vision of academic success for all learners; creating

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a hospitable learning climate; cultivating leadership in others; improving instruction; and managing people, data, and processes to foster school improvement. In contrast to traditional organisational hierarchies, which gave managers and workers a sense of their own positions and what was expected of them, these elements as set by Majola (2017), confirm the need for good leadership and innovation. As hierarchies break down, what is needed are stages of the innovation process and the creation of organisational contexts that support the complex innovation process with new ideas (Mullins, 2019).

In the same tone set in the above discussions, Department of Basic Education Action Plan to 2019 (2015) depicts some duties of principals about community networking and partnerships, namely: understanding the socio-economic and political issues impacting the teaching and learning programme and adapting it accordingly; setting up community-school partnerships to support teaching and learning programmes; supporting the SGB, all fundraising structures and initiatives; and participating in community activities in connection with educational activities and community development. It is with reference to all functions of the principal and the above-mentioned duties that research indicates a direct correlation between school leadership and educational outcomes (SSA, 2019). Although the SSA report further indicates that most school principals are not well equipped with the skills and knowledge for their critical leadership role, building stakeholder school partnerships might provide the needed capacity in mostly disadvantaged public schools. The lack of infrastructure in less privileged areas where schools are located has been acknowledged (Motshekga, 2017; Ramaphosa, 2019), which needs to be attended by a diverse team of members with extraordinary knowledge, skills, and talent on the school partnership committee. Kgetjepe (2017) argues from an educational context that leadership has been shown to be a key factor in driving success in schools because history has shown that with good leadership, you can achieve so much with so little. In addition, Majola (2017) agrees that one of the key functions of a principal is to create a conducive learning environment. Motshekga (2017) acknowledges the excellence of schools from disadvantaged areas that have done well in the matriculation examination, despite facing multiple challenges, ranging from resource inadequacies to socioeconomic challenges, including the environments in which these schools find themselves. Kgetjepe (2017) echoed the same sentiments, stating that

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the number one district in Limpopo Province and in South Africa is largely rural and the performance of learners is a result of the partnership of the department, teachers and community. The strength of school-business partnership is evident in bringing excellence to education. The researcher contends, however, that the fact that a few principals achieve exceptional matric results due to exceptional school leadership skills should not be overemphasised and generalised to overshadow the negative impact of the situational context, in which different local socioeconomic conditions play an impediment to school success.

The preceding discussions lead one to conclude that school leadership, including school principals, SGB members, committee heads, subject heads, and business and community-based organisations, as well as parents and the community, must be developed and capacitated to perform their roles in the achievement of school outcomes. The definitions of leadership given above raise key elements of leadership such as vision, mission, leadership style, and behaviour. Setting clear direction, developing goals and objectives, building trust, motivating, supporting, and capacitating stakeholders to achieve the vision of the organisation are significant. To do this, qualities that a leader must possess include visionary leadership, empowerment skills, positive energy, and inspiration; the ability to build and lead a team; good communication skills; motivational skills; decisiveness; and consistency. Finally, leadership emerges not as the property of an individual but of a team; a vital and elusive ingredient in modern organisations like schools (Hill, 2021). Leadership appears to include a complex relationship of variables that play an influential role and need consideration, such as the socio-economic and political environment; the structure, purpose, and tasks to be performed; the attitudes, needs, and other personal characteristics of followers; as well as the characteristics of the leader, such as honesty, integrity, loyalty, passion, commitment, competence, inspiration, and vision (Krauter, 2022). This kind of leadership is consistent with a more transformational approach than a transactional partnership approach (Auerbach, 2012)

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3.5.4 TYPES OF LEADERSHIP

3.5.4.1 DEMOCRATIC LEADERSHIP

Changes in the South African education system since 1994 have pressed for the democratisation of schools by working towards a system of participatory power that allows students, teachers, parents, and other members of the community to pursue their common interests (Christie, 2010). These changes in the schooling system were linked to a wider socio-economic and political movement that aimed to democratise the schooling system (Fullan, 2014). The changes were underpinned by the development of the principles of cooperative school governance, a democratic decision-making system, and equal and participatory human relationships. Christie (2010) say education should attempt to understand and accommodate diversity by providing real opportunities that accord with interests and capacity. In this light, schools became the focus of a variety of interest groups, including parents, the state, teachers, the community, and business. Therefore, schools were expected to exercise the principles of association, social justice, democracy, and equality as contained in the Constitution of the Republic of South Africa for the effective delivery of expected outcomes (RSA Constitution, 1996). The democratic commitment of the larger community to providing equal education was expected to match and be enhanced by the democratic practises of the school, and was more likely to happen in an autonomous school. Democratic commitment depends on the extent to which communities are open, share a common understanding of school issues, provide life opportunities for children, and consider the local social and political context.

It is in this context that West (2010) says the leadership of schools must deal with stakeholders of the school, for example, parents, students, staff, governors, and the wider community, more directly and bring together disparate parts into a greater whole if they are to enjoy some consensus of confidence and support. Thus, leadership is not about one person having a premium on good ideas but about encouraging and facilitating the positive energy of stakeholders' ideas through creating a climate that combines reflection and action. In so doing, leadership will be engaging communities, including businesses, in participation, relationships, and self-government, which is more constructive than passive dissent, helpless dependence, or a silent exit (West, 2010). Ching (2014) refers to this kind of leadership as linked to influence between

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managers and workers that fully engages the talent and potential of everyone in the organisation. In the context of democratic governance as described above, Auerbach (2012) refers to school leadership as it is when the school community contributes to decision-making for the success of the school. Furthermore, it is where the different stakeholder values are encompassed in the decision-making process, and it is leadership based on shared power. It is clear, therefore, that in order to improve the quality of schooling across the whole spectrum of South African society, parents, the community, and the business sector will have to make a much greater contribution. The state alone will not be able to provide the resources that will be necessary to transform schools (Van Rhyn & Garrun, 2020). The democratic leadership approach discussed above, which was viewed and considered to implement the democratic principles entrenched in the South African democratic constitution, is in contrast with the present practise of administrative and bureaucratic leadership in schools, which invests all powers in the principal. According to my observation, the present administrative and bureaucratic practise in schools does not only work against school partnerships but the whole democratisation process in the country. The democratic system in schools was intended to engage and empower all stakeholders and to create value in society (Christie, 2010).

Against this background, West (2010) contends that reflective leadership develops people and teams in a more multidimensional way, making individuals and groups thoughtful about change. West (2010) goes on to say that with shared understanding and experience of values, questions and dilemmas, more fertile and negotiated strategies can emerge; this builds a strong bond within the group or community due to genuine involvement in responsibility. This can be done by counteracting and contrasting the concept of community schools as a political solution or solution to the potential fragmentation of a market ideology in collaborations (Barza, 2019). Therefore, shared understanding and experience have enormous implications for any possible restoration of a collaborative ethic through communities working together and redefining their purpose.

The creation of common understanding and commitments among team members and teams working together is highly desirable for schools in any circumstance. In more isolated situations, like in public rural schools, the ability to enable group interaction

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and cohesion becomes more desirable and an essential competence for the success of the school partnerships. Both the Action Plan (2019) and the NDC (2012) emphasise the importance of partnerships. They state that the government must work more aggressively on partnerships that specifically target schools in disadvantaged areas. The NDC (2012) reports that for more widespread and sustainable development to occur, government and other stakeholders will need to strengthen the research and monitoring capacity in this area, as well as overarching policy frameworks. It is further recommended that, drawing on experiences from Malaysia, more emphasis is placed on collaboration and the sharing of skills between governmental and non-governmental stakeholders. Hence, the study seeks to provide and deepen the use of transformational partnerships that rest on collaboration amongst businesses, communities, and schools, drawing on and tapping into experiences from different settings that build a more united participatory force and an empowered citizenry.

Change must occur at all levels in such school leadership. This begins with principals having confidence in their schools and developing SMTs into a cohesive and strong team. It involves a community of teachers who are empowered, energised, and inspired; active parents and other community members and leaders; active municipal representatives and more business institutions. The elements that describe good leadership in schools, among others, include visionary leadership, a mission statement, strategies, activities, motivations, inspirations, collaborations, and supportiveness. West (2010) says that school leadership needs to review the competencies and strategies required to prevent their school business partnerships from becoming fragmented whereby the corporate and community purposes differ. If real school improvement must take place, good leadership is the precondition, as it stems from the ability to manage ourselves and relationships. Alok (Marques, 2017) states that authentic leadership and the ability to manage ourselves are comprised of self-awareness, goals, emotions, motives, strengths, weaknesses, motivation, and handling relationships. This acknowledges the need for a human side to leadership and leaders who can engage authentically, both emotionally and intellectually. There is a need for leaders who fundamentally understand the need to engage, interact, and connect with others and recognise the common, frail, and vulnerable humanity of all.

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Mullins & Christy (2016) explains that leadership has the ability to enable people to create and sustain extraordinary performance for the short and long-term benefit of themselves, the organisation and the shareholders. This happens mostly in the context of a supportive environment that benefits people and reinforces repeated attempts at excellence in performance. Personal satisfaction and professional growth, usually results from good leadership and the ability to change, which leads to high and sustained performance. Nel and Bendleker (2011) talk of leadership effectiveness as taking the most appropriate actions and choosing the most appropriate things that must be done. Furthermore, leadership efficiency is defined as ensuring that the actions are executed correctly, and criteria are developed to measure the achievement of goals. Such leadership gives rise to the vision, interdependence in relationships, structure, and strategic plans of organisations (Mullins, 2019). In this context, many people believe in leadership as influence, as alluded to previously. It is the ability to encourage, equip, capacitate, and empower others to achieve the vision. It entails having a clear personal vision as a leader, of what he or she wishes to accomplish, working alongside colleagues, respecting each other, anticipating change and preparing people for change, understanding the political and economic context, negotiating and compromising, and clearly communicating personal and organisational values. This kind of leadership is motivational and inspirational as well as committed to the achievement of set goals. It values the involvement of all stakeholders with a shared understanding of goals, leading to the ownership of process and product (Block, 2010). It defines problems together to find solutions and sustains action, hope, results, and participation.

Christie (2011) state clearly that democratic leadership is transformational; this is as opposed to administrative and bureaucratic leadership, which is more transactional in approach. The leader becomes transformational in the sense that he or she is responsible for what should be done and how it should be done. Referring to the transformational approach, Mullins & Christy (2016) state that the leader builds shared meaning with employees regarding the purpose to create a high level of commitment for the accomplishment of goals. The task is clear to the leader, who gives direction by communicating it to the members. Over and above this, members are respected and valued. The leader can change the status quo through interdependence among stakeholder members and though the successful fulfilment of organisational needs.

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3.5.4.2 AUTOCRATIC AND BUREAUCRATIC LEADERSHIP

Mullins (2019) contends that in contrast to democratic leadership, autocratic leadership makes decisions on its own. There is no involvement of members in the decision-making process, no active participation, no communication, no transparency, the status quo is maintained, there is strict adherence to rules and regulations, low morale, and low employee commitment. Most of the time, the leader directs and instructs, and this results in the demotivation of employees (Ching, 2014). There is a lack of support and development. The leadership style does not enhance productivity or the lives of employees. Since the beginning of time, bureaucratic and autocratic leadership has defined the role of the leader as the 'boss' (Ching 2014).

This contrasts with the contemporary view of leadership, wherein the role has shifted from boss to partnering with the people. Leading with power has gradually evaporated over time (Khong, 2019). The contemporary view does not command and control anymore but provides support, advice, coaching, and cheerleading. The school principal should take the bridge approach rather than the buffer approach between the school, businesses, and the larger community (Khong, 2019). Principals should be strengthening the partnership among the community, business, and school. This is a more transformational approach to school partnerships. Leadership should be a skill that builds trust, not as a soft skill but as one that drives school reform. Leadership should transform an existing negative school culture by setting their minds and hearts at ease (Khong, 2019). Leadership should build on the whole-school partnership culture, which engages all key school stakeholders and permeates the staff room and school community. The leadership should open opportunities for the community, including parents, community leaders, businesses, and community-based organisations. The principal should create quality relationships through a networking model (Khong, 2019). The principal should use the School Excellence Model (SEM) (MoE, 2014). The SEM taps into the energies and talents of the stakeholders and lays down the process and management system for school partnerships. In contrast to administrative and bureaucratic leadership, discussions provide clarity that leadership is based on partnership (Khong, 2019).

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3.5.4.3 SITUATIONAL LEADERSHIP

Karthikeyan (2021) differentiates between good and bad leadership that the latter deals with challenges potential leadership, skills and gifts to enhance the leader's effectiveness, relating to people in ways that motivate and principles of leadership.

Karthikeyan (2021) confirms the participative leadership style whereby group and leadership functions are shared among the members. Everyone is equally accountable, and the leader bears the same weight as the other members. The role of the leader is to ensure that decisions are made by consensus. Communication is open and transparent, and all members participate. The relationship is collegial. Members are task-focused, and there is understanding and motivation. All are committed and motivated to actively participate. Situational leadership, according to Karthikeyan (2021), is an effective approach to managing and motivating people because it fosters partnership between the leader and the people. It emphasises something that you do with people. It also encourages open communication and maximises the quality and frequency of communication about performance and development. The author also contends that such values and approach lead to effective leadership, which is necessary to achieve peak performance. Effective leadership is based on a connection between a person's developmental level and their leadership style, the idea that there is no single best leadership style. Effective leadership says that good leadership depends on the task at hand and that the best leaders are those who can change how they lead. Effective leadership involves the ability to set high but attainable goals; the willingness and ability to take responsibility for the task; and the relevant education and experience of an individual or a group for the task they attempt to lead or influence. Effective leadership varies not only with the person or group that is being influenced but also depends on the task or job that is being accomplished. It also depends on the employees' competencies in their task areas, and their commitment to the leadership, which may vary from person to person. Effective leadership enables one to lead one way at times and another at other times, depending on the task and the level of commitment and/or competence.

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3.5.4.4 SITUATION LEADERSHIP STYLES

Karthikeyan (2021) situational leadership theory distinguishes four leadership styles that go with the maturity levels necessary for effective and innovative development to take place. Mullins (2019) distinguishes styles of leadership, namely, directing, coaching, supporting, and delegating, which correspond to different levels of competence and commitment (low, some, moderate, and high). Karthikeyan (2021) characterises styles as, firstly, directing or telling, whereby one-way communication occurs in which the leader defines the role of the individual or group and provides the details of undertaking the task. Workers who lack willingness and ability are best dealt with in a telling manner, with strong direction and a high emphasis on tasks, and a low emphasis on relationships. Second is coaching or selling, which happens while the leader directs, and also provides two-way communication and the support or guidance needed to allow the individual or group to buy into the process. Workers who are willing but lack the ability are best directed by management styles that include high emphasis on tasks and relationship. Third, the leader provides fewer tasks while maintaining a high emphasis on relationships by supporting or participating, which now involves shared decision-making about aspects of how the task is accomplished, and workers have ability but also have poor relationships. Fourth is delegating, which happens when the leader is still involved in decisions, but the process and responsibility have been passed to the individual or group, and the leader stays involved to monitor progress. It includes less emphasis on tasks as well as relationship for the most mature workers.

3.6 CONCLUSION

The review of the literature has explored issues relevant to the effectiveness and efficiency of school education reforms, for better school outcomes. The review seems to agree with School Leadership in Africa that views challenges as brought by education systems having difficulties in addressing key challenges namely, poor quality teaching especially in public schools in remote areas, lack of readiness in grade levels, ineffective school leadership and lack of resources (Bush, Maring & Glover, 2022). The researcher has argued for the key stakeholder interactions as a way to create a more equitable, fair and just education system where all schools provide equal opportunities to all children (Bush et al., 2022). Furthermore, the discussions

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were in the spirit achieving objectives of the NDP and a more equal and capable society. I believe robust discussions have shown that leaders have to work together across boundaries to create a better future for all children. In particular, the review of literature demonstrated how schools and business have to work together to address challenges faced by under-resourced schools. The researcher is convinced that solution should be a true facilitation of partnership across sectors and borders if productivity has to be achieved.

The review has explored elements considered important for school-business partnerships. Thus far, the study highlighted gaps in the policy framework in the South African context, specifically on planning, implementation and evaluation, as well as the prioritising vision and goals. The chapter has discussed important factors to be the focus points on school management, governance and leadership, key stakeholder engagement and relationships, roles of business, the state and community, collaboration and communication channels, school needs, development and school development activities, school leadership and business leadership, and democratic, bureaucratic and situational leadership. On the other hand, discussions have produced fertile ground for the success of school-business partnerships with regard to structures, collaboration, relationship and dialogue, increasing business responsiveness to local circumstances, enabling decisions to be made at the operational level of work, providing opportunities for the training and development of team members, and encouraging motivation and staff morale through a decentralised system, which is a democratic form of leadership.

Finally, it has also realised that working together collectively as a nation would be the positive towards realisation of the NDP vision. Technology and innovation within the education system through school-business partnership. The partners should be equal, whereby activities are inculcated in the strategic plans of businesses and school development planning. Therefore, the need for transformational leadership, with a purpose, a positive culture, a favourable inviting school climate, and a collaborative approach are essential in the school-business partnership. It would ensure that team members are selected, supported, motivated, evaluated, and developed throughout the process of innovation. Geniuses in digital technology would be the fruits of the school-business partnership labour.

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CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 INTRODUCTION

Research methodology is defined as a theory or set of ideas about how knowledge is gained by the researchers in the research process and why it is necessary (Morrison, 2012). The methodology to be applied to investigating a particular problem must always recognise the nature of the data that will be considered in the resolution of that problem. Leedy and Omrod (2010) state that a phenomenological study is one that attempts to understand people's perceptions and views of a particular situation. By looking at multiple perspectives of the same situation, the researcher can make some kind of generalisations on what something looks like from an insider's perspective. Creswell (2011) regards a phenomenological study as one that describes the meaning that the lived experiences of a phenomenon, topic or concept have for various individuals. In the current study, research was conducted by means of a literature review and empirical research. This chapter provides a description of how the research was conducted. It begins by looking at the research paradigm, approach, design, data collection instruments, and data analysis, and concludes by assessing the trustworthiness of the research. In an attempt to contextualise the investigation, an account of the researched and sampled data of participants in three public schools that participated in the PfP leadership development programme is given.

4.2 RESEARCH PARADIGM

According to Saunders and Lewis (2012), a research paradigm is a research philosophy that assists the researcher in examining fundamental ideas about research. It includes those ideas that will underpin the research and those that may not have been thought about. The paradigm contains important assumptions about the way in which the researcher views the world. According to Henning, Van Rensburg and Smit (2004), a paradigm is the epistemology, philosophy of knowledge, or how we come to know. According to Saunders and Lewis (2012), there are different types of paradigms. The first is positivism, which is used in the physical and natural sciences and is highly structured, resulting in generalisations. The second is realism, which stresses that objects exist independently of our knowledge of their existence. The third is pragmatism, which argues that the most important determinants of the research

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philosophy adopted are the research questions and objectives. The fourth is the interpretive paradigm, which, according to Cohen et al. (2011), has the central focus on understanding the subjective world of individual experiences.

According to Henning et al. (2011), the foundational assumptions of the interpretivist paradigm are that most of our knowledge is gained or at least filtered through social constructions such as language, consciousness, shared meanings, documents, and other artefacts. Interpretivism acknowledges that the real world can be discovered by means of a systematic, interactive, methodical approach (De Vos, 2011). Hence, the qualitative element of this study is accommodated in this paradigm since its aim is to gain more insight from multiple participants in three different case studies. Cohen, Manion and Morrison (2011) contend that the central focus of the interpretive paradigm context is to understand the subjective world of individual experiences. And, as mentioned earlier, the authors above emphasise that interpretivism is based on the belief that human beings construct and interpret knowledge and meaning from experiences and from an understanding between events, people, and things, to generate a better understanding of the phenomena under study.

On the other hand, the positivist approach was used in the research to assist in answering questions and strengthening the validity of results. According to Saunders and Lewis (2016), the positivist researcher pursues a cycle of attempts at establishing cause and effect until future events may be accurately predicted. In particular, the researcher followed a post-positivist paradigm, which accommodates both subjective and objective views of reality. Creswell (2014) adds that the post-positivist movement reflects a view that causes determine outcomes. Furthermore, Creswell (2014) contends that what we know is changeable and that the more phenomena that are investigated, the more merit people place in the knowledge they have. According to Kaushik & Walsh (2019), people socially construct reality from a post-positivist view. Goldkuhl (Kaushik & Walsh, 2019) further explains that the post-positivist paradigm is used when conducting qualitative research to understand the subjectivity of social phenomena. The post-positivist paradigm also allows for adaptable and changing approaches to investigating and synthesising findings. However, Sefotho (2015) indicates that post-positivism claims to be value-free, which sounds problematic because people have values.

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Over and above, pragmatism has made quite tremendous impact working alongside mixed methods research. According to Kaushik & Walsh (2019), pragmatism is an approach that evaluates theories or beliefs in terms of the success of their practical application. It means dealing with a problem in a practical way rather than by using a theory or abstract principles. It accepts a theory as true only for its practical purposes. Furthermore, according to Kaushik & Walsh (2019), pragmatism has the potential to closely engage and empower marginalised and oppressed communities and provide hard evidence for the macro level disclosure. The basis of pragmatism lies on the experience of situation or context or environment. As a result, Kaushik & Walsh, 2019 meaning is inseparable from that human experience. In addition, Morgan (2014a) contends that actions cannot be separated from context or situation. Furthermore, Morgan (2014a) adds that actions are linked to consequences in ways that are open to change, which means that if situations of actions change, their actions may also change, despite actions being the same. There, according to pragmatism, meaning is inseparable from human experience. Pragmatism has a pivotal part to play in this study as sampling was based on the human experience, which is a key factor in the paradigm. This study purpose to provide knowledge and insight for change and improvement in the management in school-business partnerships. The use of specific case studies in specific different contexts coincide well with practical applications of pragmatism.

Therefore, in the light of the discussion above, both interpretivist and post-positivist as well as pragmatism paradigms were considered for the purpose of the study. Schoonenboom and Johnson (2017) state that, both qualitative and quantitative methods may be used appropriately with any research paradigm. Schoonenboom and Johnson (2017) further add that each paradigm, mixed methodologies (strategies) may make perfectly good sense. Schwandt (2015) qualifies the above arguments, saying that all research is interpretive, and we face a multiplicity of methods that are suitable for different kinds of understanding; the researcher aligning himself or herself with a particular set of methods or being defined in one's department as a student of qualitative or quantitative methods is no longer useful. Wisdom, Cavaleri & Onwuegbuzie (2011) argue that research should not be constrained to either one of the traditional, though largely arbitrary, paradigms when they can have the best of both. It was in the interest of the study to get the best from these two paradigms.

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4.3 THE MIXED METHOD RESEARCH DESIGN

Research design describes the way the research was conducted research design can be described as a (McMillan & Schumacher, 2011). A Research plan or strategy used by the researcher to focus on the underlying philosophical assumption, specifically, identifying relevant respondents and selecting the data gathering techniques to be used in the study and the data analysis required for the study (Maree, 2011). Saunders and Lewis (2016), Page and Meyer (2006), and De Vos et al. (2011) distinguish three research designs: experiment, which studies causal links between variables to determine whether a change in one independent variable causes a change in another dependent variable; survey, which involves the structured collection of data from a large population; and action research, which is concerned with change management and involves close collaboration between researchers. Another one is the mixed-method research design, which is characterised by the combination of elements of qualitative and quantitative research.

The mixed-method research design was best suited for the study, where a multiple case study was used. The method accommodated the nature and complexity of the research problem, the research questions and related research aims, which called for a purposeful research design to meet the requirements of this research enquiry. The mixed method research design was seen as the suitable design for the study. Thus, an exploratory mixed-methods study was undertaken to determine the interventions required to manage school-business partnerships effectively. The method was seen to have the ability to increase the scope and range of the research in order to address the research problem and questions. The research was done in three stages, referred to as the first case study, the second case study, and the third case study. Each case study focuses on elements of a mixed-methods study design to examine how school-business partnerships are conducted at schools. The case studies are concerned with the lively description of events and focus on understanding the perceptions of individuals (Cohen et al., 2011). The research study intends to be a resource to understanding school-businesses partnership, where participants can discover solutions and meaningful support in their schools. The study recognises and accept that there are many variables operating in a single case and thus the use of multiple

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methods is appropriate (Cohen et al., 2011). Furthermore, as (Cohen et al., (2011) to contend Mixed-method can establish cause and effect and address the questions of how and why. Mixed-method studies are complex, fully integrated, and best positioned to address issues related to the experiences of different school stakeholders from different sectors of the community (Schoonenboom & Johnson,2017). The study focuses on relationships and processes within social settings, which tend to be interconnected and interrelated. A brief synopsis of the characteristics of mixed-methods design is given in the subsequent sections.

4.4 THE RESEARCH APPROACH

The research approach can be implied by the research philosophy and usually includes inductive, deductive, and abductive approaches (Saunders & Lewis, 2012). According to Saunders and Lewis (2012), induction suggests a bottom-up approach to theory development. The authors state that inductive reasoning moves from specific observations to broader generalisations and theories. Therefore, the inductive approach enables the researcher to gain an understanding of the meaning humans attach to events. That the study conducted investigations in three schools with different contexts implies the study used more inductive reasoning (Saunders & Lewis, 2012). The inductive approach is driven by what is in the data (Clarke, Braun & Hayfield, 2015). As a form of support, the development of a framework was adopted, and codes and themes were derived from the content of the data. During the analysis phase, the researcher made a map of the information that closely matched what was in the data.

The research is exploratory in nature as it involves discovering information about a phenomenon where there are gaps and new insights had to be gained (Saunders & Lewis, 2016). The study was conducted to determine whether participants' perceptions of school-business partnerships matched the best practises suggested in the literature. The most usual ways of conducting exploratory research are searching the academic literature, interviewing experts, and conducting questionnaires (Saunders & Lewis, 2012). The research is descriptive in the sense that each case is unique as it accurately describes persons, situations, or events (Saunders & Lewis, 2012). The research is also explanatory, as it explains the causal relationships, such as how low parental turnout in school meetings is linked to absence in school-business

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partnerships (Saunders & Lewis, 2012). The time horizon is cross-sectional as the researcher collected data from participants over one period (Saunders & Lewis, 2012).

4.5 QUALITATIVE AND QUANTITATIVE RESEARCH METHODS

According to Page and Meyer (2006), research may be conducted to add to a body of knowledge or solve a specific problem.

Mixed-method research methods have been used in the study because they allow the combination of the qualitative and quantitative elements of the research study. According to Tegan (2021), mixed-methods research combines elements of qualitative and quantitative research in order to answer the research question, thus integrating both methods. It adds credibility to the research by using different methods to collect data on the same subject, resulting in more credible results. Furthermore, it offers generalisability, as qualitative research mostly deals with a smaller sample, while mixed-methods quantify results. It also offers contextualisation by putting findings in context and adding more detail to the conclusions. Finally, it offers utility if qualitative and quantitative data converge, which strengthens the validity of the conclusions.

Mixed-methods research is defined as the class of research where researchers combine quantitative and qualitative research techniques, methods, approaches, concepts, or languages into a single study (Wisdom, Cavaleri & Onwuegbuzie, 2011). The authors contend that mixed-methods research offers a logical and practical alternative and attempts to legitimate multiple approaches to answering research questions rather than limiting or constraining the researcher's choice. Furthermore, Wisdom, Cavaleri & Onwuegbuzie (2011) state that mixed-methods research should use a method and philosophy that fit together the insights provided by qualitative and quantitative research into a workable solution. Mixed-methods research is an expansive, creative, pluralistic, and complementary form of research. Scholars agree that mixed-methods research combines elements of qualitative and quantitative research, with the research question being the most important (Creswell & Plano Clarke, 2011; Wisdom, Cavaleri & Onwuegbuzie, 2011). This research is both qualitative and quantitative in approach. It is based on interviews and questionnaires that were administered in addition to the literature.

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According to Cresswell & Poth (2018) the qualitative approach can be conceptualised as a focus on words and feelings, values people lived experiences, is inherently subjective and sensitive to the biases of both researchers and participants. In addition, according to Mohajan (2018) the concept of qualitative focuses on the systematic explanation and analysis of phenomenon with regard to the qualities, characteristics, or properties of a phenomenon are examined for better understanding and explanation. This study aims to achieve a better understanding of how school-business partnerships are planned, organised, monitored, and evaluated, and to gain a better insight into and understanding of the phenomenon. The information gained through interviews, questionnaires, and literature ensured triangulation and validated the results.

The research study partly followed the interpretivist paradigm, which is seen as an approach to qualitative research (Cohen et al., 2011). The study followed the interactions of various participants in the phenomenon under study (Creswell, 2014). Creswell (2014) pointed out that qualitative research is descriptive in that it is interested in process, meaning, and understanding gained through words and pictures. The research could assess the relationships between variables. It allows the researcher to gather information about specific groups and individual members and their relationships. The qualitative research approach is suitable for the study, in order to explore and describe the way school-business partnerships are understood and experienced by the partners participating in the process.

According to Creswell (2014), quantitative approach places greater value on information that can be numerically manipulated in a meaningful way. Thus, calculations can be made using these numbers and their derived meaning. In this study, the researcher also used a quantitative approach, believing that it was appropriate for discovering the explanations behind a particular occurrence, through the discovery of causal relationships between key variables (Saunders & Lewis, 2016). According to Yin (2017), quantitative data can provide baseline information and can enable confirmation and corroboration of qualitative data and vice versa through triangulation; it can develop analysis in order to provide richer data; and it can initiate new modes of thinking by attending to paradoxes that emerge from qualitative and quantitative data. Equally, Yin (2017) contends that qualitative data can facilitate the

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assessment of the generalisability of quantitative data, shed new light on qualitative findings, and interpret, clarify, describe, and validate quantitative results, as well as ground and modify them.

Both the qualitative and quantitative methods have been used obtain data that strengthens the trustworthiness and validity of the research. The purpose of this empirical research is to provide an applicable research design as a scientific process to obtain appropriate, reliable and valid data. The information obtained from the empirical research in a study serves to support and provide evidence concerning the stated problem and the accompanying research questions. The research design should enable the researcher to justify that the research was undertaken. Based on the complexity of the research problem, the researcher decided on a mixed-methods design to conduct this research.

4.6 CHARACTERISTICS OF MIXED METHOD RESEARCH

Creswell and Plano Clarke (2011) state that a definition for mixed-methods research should incorporate many diverse viewpoints. Schoonenboom and Johnson (2017) define mixed-methods research as having the following characteristics: purpose, theoretical drive, timing, a point of integration, an interactive versus typological design approach, and planned versus emergent design.

Schoonenboom and Johnson (2017) distinguish three types of theoretical drives and the accompanying Mixed-methods as follows:

- With qualitative-dominant mixed methods one relies on the qualitative, constructivist-poststructuralist-critical view of the research process while simultaneously recognising that the addition of quantitative data and approaches are likely to benefit the research.
- With quantitative-dominant mixed methods, the researcher relies on a quantitative, post-positivist view of the research process while also acknowledging that the addition of qualitative data and approaches. This is likely to benefit the majority of research projects.
- The qualitative-quantitative continuum, or "equal status," is the home of the person who self-identifies as a mixed-methods researcher. The researcher believes in the logic and philosophy of mixed-methods research – that both

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types of research data and approaches will add insights – as one considers most, if not all, research questions.

The researcher selected the qualitative dominant mixed-methods, or qualitative driven sequential research, as it is conducted when the qualitative findings are used to extract more data in the quantitative research to address the goals and objectives of the research.

4.6.1 SPECIFIC DESIGN-MIXED METHOD EXPLORATORY SEQUENTIAL DESIGN

Once a mixed-method approach has been decided upon, the next step is to decide on the best mixed-method that addresses the research problem. For the purpose of the research, the researcher used the mixing strategy proposed by Creswell and Plano Clarke (2011), to connect the qualitative data in order to build or develop the subsequent quantitative data. Specifically, the data are connected in the themes extracted from the qualitative results, in collaboration with the review of literature used in the quantitative analysis.

The mixed-method exploratory sequential research design is used in the study. The researcher collected qualitative data first and completed it with the quantitative data. The results of the qualitative data are connected and corroborated with the quantitative data. They are clarified in the discussions. The exploratory research design has become a widely accepted and efficient tool for use in multi-phase research. The use of both qualitative and quantitative research methods addresses both the validity and importance of the study.

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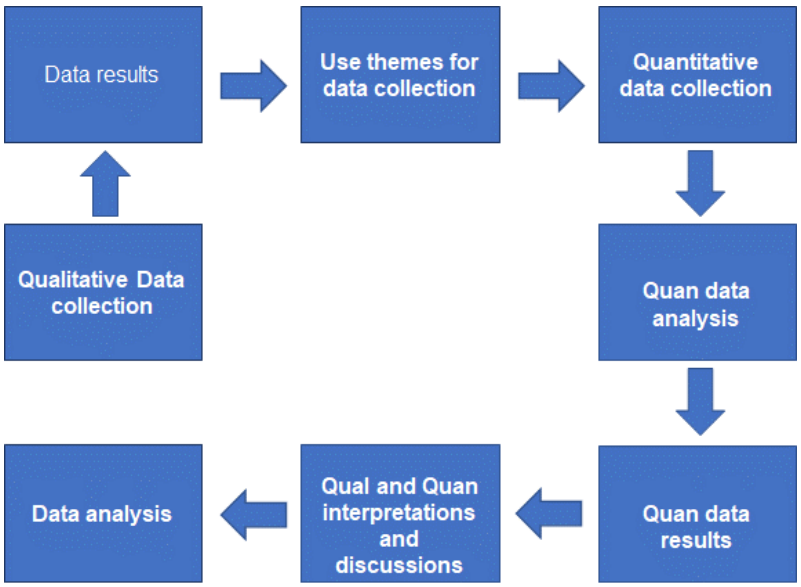


Figure 4.1: The adapted instrument developed for the exploratory sequential mixed-method research design (Johnson & Plano Clark, 2011).

4.7 RESEARCH POPULATION

According to Saunders and Lewis (2016), "population" refers to the complete set of group members; that population might be people, organisations, or places. This study focuses on members of the school community. It consists of parents, SGB chairpersons, educators, principals, members of the SMT, community members, community leaders, municipal education representatives, educational officials, and business representatives. Priority of key stakeholders as representatives in SGB, School Management Team and Leadership which included education officials and officials and stakeholders with keen interests at local school level with knowledge and experience needed by the researches provided clarity on which population is needed.

4.8 SAMPLING PROCEDURE

Sampling refers to the process used to select a portion of the population for the study (Babbie,2021). According to Saunders et al, (2016), there are two main types of sampling techniques. The first is probability sampling techniques for selecting a sample at random from a complete list of the population. Because the researcher has a complete list and the sample is selected at random, it is possible to know the probability of each member of the population being selected. On the other hand, non-

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probability refers to the sampling technique for selecting the sample when the researcher does not have a complete list of the population. Because one does not have a complete list of the population, one cannot select a sample from this population at random. It also means the researcher does not know the chance or probability of each member of the group being selected. Saunders and Lewis (2012) discuss a variety of sampling techniques, including simple random sampling, in which each member of the population has an equal chance of being chosen at random and included in the sample; systematic sampling, in which the first sample member is chosen at random from the sampling frame using a random number; and stratified random sampling, in which the sampling frame is first divided into relevant strata relevant to the research.

Purposive sampling was used in this study because selected participants had some defining characteristics that made them the holders of the data needed for the proposed study (De Vos et al., 2011). These school principals and SMT members have undergone training and workshops on the school-business partnership. They further reported to their SGB, parents and teachers on the operations of the programme. The programme as highlighted at the beginning of the chapter gave participants knowledge of school-business partnerships. That was primarily for business to partner with schools for development purposes. During purposive sampling, the researcher identifies information-rich participants because they are possibly knowledgeable about the phenomenon under study (McMillan & Schumacher, 2010). De Vos et al. (2011) contend that in purposive sampling, participants are chosen based on their expertise in the field that is researched. Purposive sampling includes identifying and selecting individuals or groups of individuals that are especially knowledgeable about or have experience with a phenomenon of interest (Pacho, 2015).

Sampling on the basis of homogeneity added more relevance to answer the illusion and exclusion of participants. Sampling was based on relevant specific experience that could impact on the study. It was done on the basis of experience in school business activities in contrast to randomly picking any participant with lack of knowledge.

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Thirty respondents participated in the interviews and administering of questionnaires. As they were local schools convenient to the researcher all of them respondent positively. It took three months for the researcher to complete the process of collecting data and writing it up. The organization, questionnaire and semi structured interviews assisted in arrangement and classification of data. Data was administered, stored and retrieved from the lap top using technology tools. A questionnaire was administered as a pretest to one school which participated in the project to check content validity as well as knowledge of participants. Three schools were selected with different contexts and backgrounds, and there were ten participants in each of the schools who had undergone partnership workshops as their schools were involved in the project. Hence, the pretest showed that the participants had experience with school business partnerships having an upper hand when compared to those which had never heard of the project. That the schools were involved in the PfP principal leadership development programme (SSA, 2017), really contributed to the validity of the research questions. The aim was to achieve an in-depth understanding of the school-business partnership process. Participants were chosen on purpose because they had information that was relevant to the questions being looked at. In this research study, community members were the respondents. From each of the three schools, the following were interviewed: the principal, SMT member, educator, parent, community member, community leader, SGB chairperson, business representative, education official, and municipal official. These individuals were knowledgeable and informative about the phenomenon of interest although in case studies such knowledge and information is not generalizable to all such cases, (McMillan & Schumacher, 2010).

4.9 USE OF CASE STUDIES

A case study is a specific instance that is frequently designed to illustrate a more general principle (Cohen, Manion & Morrison, 2007). A case study may be a school or community. As the above authors state, it provides a unique example of real people in a real situation, enabling readers to understand ideas more clearly than by presenting them with abstract theories. The research was conducted in the form of case studies. The research is qualitative, however, data was quantified for findings. A case study assists the researcher to collect a large amount of data on one or a few cases in depth, and finds more details about the issues that are being investigated. It provides the

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researcher with the opportunity for one aspect of a problem to be studied in some depth within a limited time frame. The research methodology applied in the investigation of a particular problem must always recognize the nature of the data that will be considered in the resolution of that problem.

The design in this study comprises a descriptive exploratory study of three schools that were involved in Partnership for Possibility leadership programmes. The schools sampled have different contextual factors. In this light, the approach permits the researcher to describe and report how school business partnership in public schools can be developed for quality learner achievement that suits a particular environment. The researcher chose a case study in order to look deeply into how schools partnered with business, the implementation of development programmes, and the policy guidelines followed. Marshall and Rossman (2011) identify several purposes for case studies, such as to chronicle events, to render, depict or characterize, to instruct and to try out, and to prove or test, which are applicable to the investigation and analytic strategy. They further identify when case research is used: to investigate little understood phenomena; to identify or discover important variables; and to generate hypotheses for further research. The importance of case study is emphasized by Babbie (2021) who identifies areas where field research is appropriate, such as researching topics for which attitudes and behaviours can best be understood in their natural setting. Patton (2015) also identifies areas where case studies are valuable, for example, when an evaluation aims to capture individual differences or unique variations from one programme setting to another or from one programme experience to another.

Babbie (2021) contends that the great strength of the case study is that it allows the researcher to concentrate on a specific instance or situation and to identify various interactive processes at work. The instance studied in these case studies was the management of school business partnerships in public schools. As previously indicated, the operations are not clear because practice and literature indicates that stakeholders are uncertain, as businesses use different approaches that suit their motives.

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There is a single case study as well as multiple case studies. Both can be either holistic or embedded. In a holistic case study, the researcher chooses to examine the global nature of the case (Yin, 2013). In an embedded case study, either a subunit or a number of subunits are considered. This allows the researcher to examine the different units of analysis in operational detail, thereby providing a rich and diverse range of data. Four different designs are possible, namely, multiple-holistic, multiple-embedded, single-holistic and single-embedded. This study is a multiple-holistic case study as the objective was to investigate four schools with different contextual environments in their management of school business partnerships.

The exploratory nature of the case study method assures the relevance and the suitability for the particular topic under investigation. It explores hidden issues that are crucial for the success of the school-business partnerships. It is good in gathering rich and varied data using various data collection techniques. It highlights local and universal issues in the school-business partnerships. The case study method is an effective tool with which to study both the context and complexities of the school-business partnerships. It is particularly suitable for individual researchers because it gives an opportunity for one aspect of the problem to be studied in some depth within a limited time scale. Cohen, Manion and Morrison (2007) capture the hallmarks of case studies as follows. Case studies:

- Are concerned with a rich and visual description of events.
- Promote a chronological narrative of events relevant to the case.
- Focus on individual actors or groups of actors.
- Highlight specific events that are relevant to the case.

An attempt is made to portray the richness of the case in writing the report.

4.9.1 UNITS OF ANALYSIS

The first school is a farm school in a farm environment, a combined school, from grades R to 9, with complete phases, from the foundation phase, intermediate phase, and senior phase. It has 350 learners and 10 educators. It has farms around it and one mining company in its initial stages. It has one coal mining company and two electricity production companies located approximately 50 kilometres from town and

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the circuit office. The second is a township primary school, from grades R to 7, with 1,100 learners and 39 teachers. The area is home to one coal mining company and two electricity production companies, both of which are about 25 kilometres from town and the circuit office. The third school is a village secondary school with 14 educators and 400 students, located about 100 kilometres from the town and circuit office.

The schools selected were among the 20 schools that participated in the PfP programme in the Palala Cluster. The programme ran in two cycles of ten schools in three circuits. Partnership for Possibility is the flagship programme of Symphonia for South Africa (SSA), a non-profit organisation aimed at improving the quality of education in South Africa. The programme started in 2010 and has more than 1000 partnerships in South Africa. The programme aims at improving the quality of education in under-resourced schools, which are mostly public schools. These schools were chosen as disadvantaged schools with principals that have limited support and are generally inadequately equipped for their task. The PfP programme draws on the leadership resources in the private sector by partnering principals with business leaders for a year or more. Throughout the year-long programme, the partners participated in leadership training sessions and met regularly to plan and implement an action plan to improve the school.

At the end of the year, partners could decide to continue meeting and working together to improve the school. The PfP programme's design rests on the belief that the quality of school leadership is a major determinant of the quality of education. Over a three- to five-year period, the programme's best practises are replicated by teachers, students, parents, and the community. The programme consists of three components: a supportive partnership between the principal and the business leader; three leadership development workshops; and a community of practise with other partners such as teachers, learners, parents, and the community. The researcher had the opportunity to observe behaviour and examine the school-business partnerships holistically, and hence became aware of the contextual nuances. In this study, purposeful sampling was important because of the reasons given above. In order to help the researcher and reader for reference purposes, with the case studies, the same general format is used throughout the presentation of the cases. The general format is as follows:

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1. Key characteristics of the school such as school background, buildings, structure, size, establishment and provisioning.
2. Description of the school vision, mission, teaching and learning, and management method.
3. Key problem areas identified in planning concerning issues affecting achievement levels, such as structures, relationships, capacity building and leadership.
4. Case summary.
5. A within-case analysis discussing key factors.

Case studies therefore call for intensive amounts of data about the unit of analysis. They are particularly useful when there is little knowledge about the problem or an issue as they may provide new insights into complex organizations.

4.10 DATA COLLECTION INSTRUMENTS

Data collection instruments refer to the methods researchers use to collect data for a study (Pacho, 2015). The information gathered in the study should be relevant and correct so that the research questions can be answered appropriately. Sources of data used to gather data included interviews and questionnaires. Thirty respondents participated in the study. Respondents from each school included the principal, SMT member, education official, educator, parent, SGB chairperson, municipal representative, business representative, community leader, and community member. The basic instruments were the questionnaires and semi-structured interviews. As individuals were directly involved in the school partnership programme and interactions took place during the process, that provided the concrete evidence and clarity needed on specific issues.

4.10.1 INTERVIEWS

Interviews are part of qualitative research. As researchers attempt to capture conversations, experiences, perspectives, voices, and meanings, they use quotations, description, and narration. De Vos et al. (2011) state that interviews usually work with non-statistical and small samples. This is research with words instead of relying on numbers. Stakeholder partnerships are an important and central activity in improving performance in schools, especially in public schools. Human beings are directly

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involved and interact during the process. People who interact on a regular basis were interviewed using semi-structured interviews. This gave the study concrete evidence where clarification on certain issues was needed. Participants were free to respond to questions and they sought for clarity on some questions. Open-ended questions were asked to provide flexibility in terms of the respondents' answers. Questions were tailored to probe avenues of exploration that seemed to be yielding information relevant for the study. They were useful when participants could not be directly observed.

The interview schedule (see Annexure 3) was developed and consisted of several demographic factors and questions enabled the researcher to cover most of the important issues. It allowed the researcher to probe further when intriguing information surfaced. Facts, attitudes, and beliefs, as well as feelings and opinions, emerged during the interviews. A research interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused on the content specified by the research objectives of systematic description, prediction, or explanation (Saunders & Lewis, 2012). Key informant interviews were mentioned in the above section. According to Wildschut (2015), the method has the following positive points:

- The respondent is likely to experience it as 'free and friendly'.
- The interviewer can ask follow-up questions for clarification on what the respondent has said.
- The respondent can ask for clarification on what the interviewer has said.

Based on the advantages listed above, interviews were the appropriate instrument for data collection and evaluation. The evaluation sought a rich description of the process of change instead of really checking whether the intended change has taken place. The semi-structured interview format allowed the researcher to remain open to areas of inquiry that may not have been anticipated upfront. Furthermore, it is important for the purpose of identifying themes and hypotheses to be explored further. On the other hand, as expressed by Wildschut (2015), the following disadvantages of interviews can cost money and time:

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- The process of planning, conducting, writing up and analysing interviews is more time consuming than, say, a structured survey (whether electronic or paper based).
- It is labour-intensive: an interviewer can only conduct one interview at a time. This limits the size of the sample that is feasible within human resource and time constraints.
- Some of the tasks (such as transcription) can be outsourced, but at an additional cost.

Another disadvantage of interviews is that they are prone to bias. Data collected through interviews can be skewed by the social effect of the interviewer (respondents may be influenced by the perceived race, gender, class, and level of education of the interviewer). Personalities, moods, and interpersonal dynamics can play a role in how the interviewer responds (Sewell, 2015). Although these risks could not be completely avoided, the researcher sought to develop a trusting and reciprocal relationship, especially with key stakeholders who participated in the study. This could have reduced the bias as, over time, respondents volunteered to add more information about challenges and critiques, both formally and informally, during the process. Semi-structured interview guides were used. Thirty respondents participated in the study. Interviewing partners such as the principal, business representatives, and others in the partnership yielded results by providing a multi-dimensional overview of the school partnership. Furthermore, it allowed for data cross-referencing, corroboration of facts, illustration through statistics, and triangulation, which could help to give a deeper understanding of the school-business partnerships as well as ensure the coherence, reliability, and validation of data (Creswell, 2014; Marshall & Rossman, 2011).

Interviews are excellent tools to be used in planning and evaluating because they are open ended discovery-oriented method which allow the interviewer to deeply explore the respondent's feelings and perspective on the school business partnership. The researcher and participant become engaged in a formal dialogue giving the interviewer opportunity to follow the guideline. There is room for conversation and the respondent can ask for clarity on the spot. Furthermore, they are applicable in mixed method research because of their complementary nature that give room for adding depth to other methods of data collection (Adams, 2015) They are therefore, excellently

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appropriate for several research tasks more especially when open ended questions need further probes. The interviews were audio-recorded. The researcher did the transcription after the interview which corroborated with notes recorded.

4.10.2 QUESTIONNAIRES

The quantitative method covered and addressed issues or questions in the research study. The questions have been adequately considered through the questionnaires and thus achieved completeness in data provision. The quantitative method validated the research questions that have been developed to address the research problem statement. The method enabled the researcher to draw conclusions from the primary data collected during the study. The administration of the questionnaire enabled the researcher to inculcate confidentiality and anonymity in the project.

Babbie (2010) contends that a Likert scale questionnaire provides a measurement technique based on standardised response. A five-point Likert-scale questionnaire was used to find out about facts, attitudes, behaviours, beliefs, and actions from the respondents (Annexure 3). A clear questionnaire layout that followed the framework in the discussion of the literature was used. It had sections starting with personal details and user-friendly instructions. Responses from participants were rated from one, indicating, Not in Place (NP), Do not Know (DK), Under Developed (UD), Partially Developed (PD), to five, indicating, Fully in Place (FP). All the participants completed the relevant parts of the questionnaire according to their duties. Closed and open-ended individual questions were asked to provide more clarity. Questions were asked for each variable. They were suitable for giving the respondents the opportunity to communicate their opinions. The respondents were thirty in number and the researcher ensured that all questionnaires were collected as due dates for submission in envelope was adhered to. The framework used in the literature review was used in designing the content of the questionnaires, concentrating on emerging themes. This was done to keep the investigated problem in sight and highlight key features of the school-business partnership. In addition, questions on values, vision, mission, and policy guidelines were included. The objective was to get a clear picture of the school partnership policy used for the management and implementation of development programmes.

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A structured questionnaire was chosen because of the strength of this method. A structured questionnaire allowed all the participants to respond to the same questions or statements, as participants are offered the same options in each statement (Babbie, 2010). Open ended questions were not catered for in the questionnaire as a it could be difficult to interpret on the document. The formulated questionnaire that is appended to the study used Likert-scale ratings and these questions were based on variables of the study that was analysed through the mean, median and standard deviation. The questionnaire was first piloted at the school which was principal partnership leadership programme. Only hard copies were administered to the participants by hand and agreed on the submissions to the principal. It was easy to get data from participants. The quantitative method also enabled the researcher to comply with the requirements of the CUT Ethics committee, as indicated in the approval and clearance letter from the committee. Because of the rural area and farm contextual factors, the digital skills challenges did not allow the researcher to administer the questionnaires electronically. Research participants were able to respond in a period of six to eight weeks which was acceptable within the time frame of the study. It also allowed confidentiality for the participant to answer honestly being alone. It is easier to analyse statistically and simplifies turning data analysis into quantifiable results that can be used for decision making.

Using descriptive statistics, the individual items were then analysed by counting how many respondents gave a particular response to a particular item. A subject's score was is tabulated by assigning a numerical value to each of the answers, ranging from one to five and then calculating the sum of the numerical values of the answers to all questions (Babbie, 2010). The objective is to arrive at an overall score for all the items under a specific variable. The Likert method is ideal in that it is based entirely on empirical data regarding participants responses.

4.11 DATA ANALYSIS PROCEDURES

According to De Vos et al. (2011), data refers to the rough materials researchers collect from the world they are studying; the particulars that form the basis of data analysis include materials the researchers actively record, such as interview transcripts and participant observation field notes, and official documents. Points on the procedures used in this study are listed below:

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- Proper records of proceedings were kept for administrative purposes.
- During interviews, notes were immediately recorded.
- Questions drafted for guide purposes were followed.
- Questions assisted, for statistical information and administrative purposes.
- The mixed-method research allowed the researcher to use multiple methods of data collection.
- The mixed-method approach was a major factor in allowing access to a wide range of facts, values, attitudes, ideas and opinions.
- This multiple method research allowed data to be cross-referenced and validated, and comparisons made; and it enabled similarities and differences, difficulties and tensions to be observed, noted and explored.
- The methods provided a rich and varied data base which gave a holistic view of the operations of the school-business partnerships.
- Data was collected from the school principal, SMT member, teacher, SGB chairperson, parent, education official, community member, municipal education official, community leader, and business representatives providing support to the schools.
- An ideal type of analytic strategy was employed that ensured a comprehensive appraisal of the theoretical norms were essential to several common strategies that will illuminate the researcher intentions with reference to gathering, sorting, conceptualisation and interpretation of data.
- Key elements that were identified were followed and this made it easier for the interviewer to summarise points.
- The researcher needed to transform meaning units into central themes by making what is implicit explicit and making generalization.
- Then the researcher identified salient themes, recurring ideas or language and patterns of belief that link people and settings together; this is the most challenging phase of data analysis, one that can integrate the entire endeavour (Marshall & Rossman, 2011).
- Some of the data was generated in the form of categories and themes during data analysis for constructing meaning.
- Finally, for the essence of the phenomenon to be determined, the researcher went over to themes for rigor and trustworthiness which ensured validity

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- The researcher's experience of data analysis assisted in making connections in the study.
- Coding was done according to the participants in the first, second and third case study.
- Thematic analysis was followed for clarity and understanding.
- Statistics generated from questionnaires through Excel software assisted in the analysis.
- To answer questions fully, the researcher had to gather information about specific groups and individual members from the sampled participants. The researcher's first task in such a project is fundamentally to learn more about the subject matter, to answer the question of what is happening (Macmillan & Schumacher, 2014).

Therefore, emerging themes from the field data and literature were extracted and organised according to the variables in the framework, which assisted in the data analysis and findings of the research study. These are:

- School-business policy framework
- Stakeholder roles and relationship
- Implementation of school-business development programmes
- School leadership and management

The following summarises the sequence followed in the analysis of data.

- Data was collected from the three case studies through interviews and questionnaires.
- Data was collected using QUAL-quan, qualitative-driven sequential design.
- Data was analysed considering the elements of mixed-methods research, such as the purpose, the research question and the theoretical drive.
- The data was collated and written up in the form of a case study. The model was followed so that information could be clearly accessed. Quotes from interviews and tables were used where necessary.
- Scores and percentages were used to interpret data obtained from the questionnaire for the decision-makers to be able to understand the research results and effect changes in the policy.

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- Data from the literature, interviews and questionnaires were cross-referenced for obtaining relevant information.
- Data was interpreted according to the provided framework followed in the discussion of the review of the literature.

- Data was analysed using core tasks such as developing codes, description and comparison, categorizing and conceptualising data and developing theory. During the process a revisit to data collection and design may be done to explore issues and fill gaps where necessary, thus linking the data collection and analysis (Hennink, Hutter & Bailey, 2019) These tasks are conducted simultaneously and used throughout the data analysis. The analytic cycle also links back to design as data analysis is informed by concepts and theory in the design stage. Hennink et al (2019) further contend that inductive findings from the analytic cycle are also compared with original conceptual framework of the study to discern how the study findings contribute to new concepts or explanations to existing theory. The process of qualitative research has now come to full cycle.

4.12 TRIANGULATION

According to Denzin (2016), methodical triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents. Triangulation refers to the application and combination of several research methods in the study of the same phenomenon. By combining several observers, theories, methods, and empirical materials, researchers hope to overcome the weaknesses or intrinsic biases and the problems that come from single-method, single-observer, and single-theory studies. This is a way of ensuring the validity of research by using a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. It is a method-appropriate strategy for establishing the credibility of qualitative analyses. It can be used in both qualitative and quantitative studies.

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The following figure is an illustration of the triangulation method.

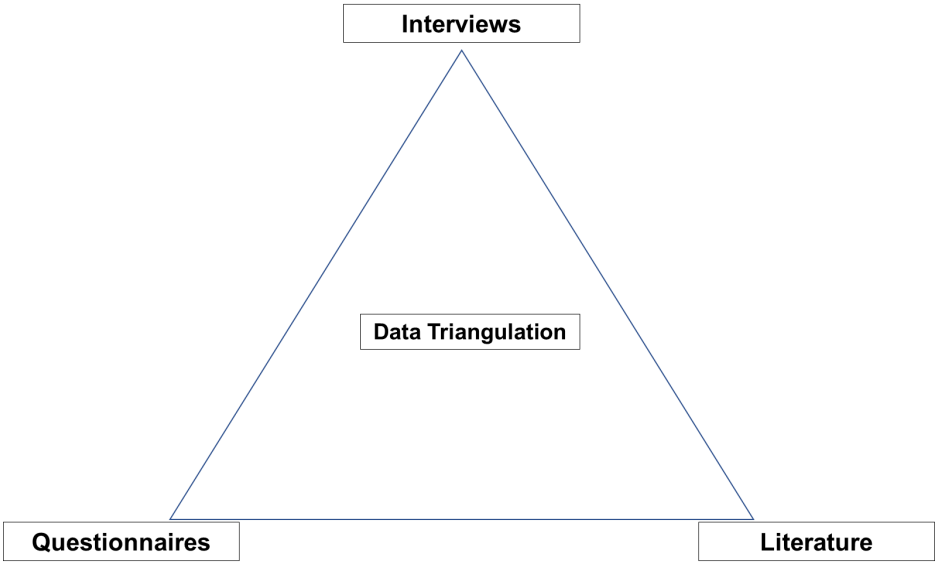


Figure 4.2: Triangulation method

4.13 THICK DESCRIPTION

A thick description is used in qualitative research to ensure validity and reliability. This procedure is concerned with a detailed description of the setting, participants, and themes of a qualitative study. In the case studies in this research, thick description is used to determine findings where actual words have been used. The purpose is to create verisimilitude, that is, statements that produce for the readers the feeling that they have experienced or could experience the events being described in the study – the school partnership experience. The purpose of reporting the findings with a thick description is to provide as much detail as possible for the readers. It also enables the readers to make decisions about the applicability of the findings to other settings or similar contexts. In this study, the researcher describes in detail the school backgrounds, contexts, and socio-economic status of the parents.

The theory provided the direction and natural boundaries for data analysis because the research questions and theory base were developed around the provided framework, and the research study attempted to identify possible school partnership models related to themes. The concepts in the observation schedule that were highlighted were further used for observation of school practises, and served as criteria for analysis.

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4.14 RELIABILITY AND VALIDITY OF THE STUDY

Validity is concerned with the effectiveness of the measuring instrument, and reliability is concerned with the accuracy of the instrument used. Validity explains whether the instruments measure what they are supposed to measure and how well, accurately, and comprehensively they do so. The standards were as follows:

- Both the quantitative and qualitive methods were used to enhance the validity of the study.
- The Likert scale method was used, which produces more homogenous scales from participants and thus increases the probability that a unitary attitude is measured. It follows that the Likert scale method enhances the data validity and reliability of the survey.
- Pretesting of the initial questionnaire was done where twenty questions from each variable was reduced to ten considering answers which were bit similar in those questions.
- Pretesting was deemed important for eliciting some comments on content validity and reliability of formulated questions and statements that would measure the underlying questions of the study. The better and more precise the questionnaire, the better the results.
- Credibility checks were carried out to ensure that the findings originated from the collected data.
- The researcher was guided by the Onion research model (Saunders et al., 2016) to ensure that the research process follows empirically recommended standards.
- Accuracy of participants' data was also checked for verification after the collection of data.
- Literature was used to benchmark whether the data was in line with reality internationally.
- Thick description was used in text form.
- Cases were coded as case study one, two and three.
- Participants were identified in different case studies, for example, the school principal in case study one.

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- Emerging themes relating to questions and objectives of the study were investigated, guided by the framework.
- The semi-structured interview and questionnaire served as a tool to minimise researcher bias.
- During engagements with the participants, the researcher ensured that issues are clarified first before data is collected.
- Many of the participants have experiences in their positions; for example, the SGB chairpersons have had more than one term serving in the SGB's, and principals had more than ten years as principals and have experience in projects offered by businesses around their area.

4.15 ETHICAL CONSIDERATIONS

According to Babbie (2010), ethics concerns what is wrong and what is right when conducting research. Thus, ethics have to do with moral integrity and consistent values in the research study. The researcher assured participants in the research that the research would be conducted in the most principled and ethical manner possible by considering the following aspects:

- Informed consent of participants was guaranteed.
- All protocols were followed by the researcher as assisted by the Ethics committee of the university for fairness and impartiality and transparency.
- Permission letter from the Waterberg Education district was secured. It was provided to circuit mangers and principals during visits to conduct research. (Appendix one)
- The Ethics Committee of CUT issued approval to conduct the research and were given to District Director for permission to conduct research.
- The University letter as well as the Waterberg district letter that was submitted to the circuit offices and school principals for permission to conduct the research, assisted the principal to convey message and enabled the researcher to contact with parents, SGB, SMT and teachers.
- Participants' involvement was voluntary.
- Participants' privacy, anonymity and confidentiality was assured.
- There was fair explanation of the procedures to be followed and their purposes.

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- All participants were assured that they were free to withdraw consent and to discontinue participation in the research at any time, without prejudice to the participant.
- Data was scripted as notes, transcribed and stored in the laptop during and after the data collection, the hard copies were locked in a safe place at the researcher's office. It will be stored for the next 5 years.
- All information was and is treated with the strictest confidentiality.
- Participants were not subjected to stress or loss of self-esteem during the study.
- The participants were assured that the final report would be accessible to all as well as the circuits, districts, province and all.

4.16 LIMITATIONS OF THE STUDY

The limitations of the study are as follows:

- The research findings cannot be generalised as it was limited to only three schools in one area, one district and one province; however, the insights generated from the study could be used by most schools to improve on school-business partnership practices.
- The time factor was a limiting factor as participants and the researcher had to agree on a venue and time convenient to them.
- The cost incurred had a negative impact as the distance required to travel to some participants was far.
- The use of three schools might be questionable but thirty participants from different school contexts in the case studies offered rich, useful and important knowledge mostly as the schools had knowledge of what school-business partnerships entail.

4.17 SCHOOL-BUSINESS PARTNERSHIPS APPROACHES

The data analysis on stakeholder interactions shed light on the nature of school partnerships. The researcher mainly focused on the social interactions of the respondents during the school partnership meetings, annual general meetings, functions, and workshops. Kooiman's (2008) interactive governance model highlighted some salient features of the different respondents during interactions as they occurred in meetings. The researcher believes that it is these interactions among stakeholders

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that would solve school-business partnership problems, enhance a positive school environment, and capacitate the actors to create and expand opportunities for curriculum and learning development. This would include the formulation and application of principles guiding those interactions that enable and control them. The social governance model, through governance and governability processes, oversees the social actors' actions in management and organisational performance to ensure that the organisation is working in the best interest of the school community and its stakeholders, who are served by the organisation through the achievement of goals and objectives. These interactions constituted the main innovation in the schools' partnership approaches. These interactions are specific forms of action undertaken in order to remove obstacles and follow new paths.

The table below gives a useful and important synopsis of the kinds of partnerships that exist in an organisation, such as a school, that might offer more insight into the phenomenon under study.

Table 4.1: Partnership approaches developed from Regenesys business school model for partnerships (RBS, 2015).

Types of partnership approaches		
Criteria	Transformative partnership approach	Transactional partnership approach
Institutional policy framework and governance	Based on policy making, planning, budgeting, implementation, monitoring and evaluation mechanisms; shared wider outcomes. Establishes a structure or team or board or committee. Develops vision, mission, values, goals, objectives, activities and expectations and establish routines.	Based on individual objectives, views and outcomes, self-interests, specific changes and temporary outcomes, short time frames.
Stakeholder engagement and relationship	Engages all stakeholders, with regular, persistent communication among partners	Uses a reactive approach to situations, tackles problems as they arise, crisis bound and caught

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	and stakeholders. Use of proactive approach in dealing with uncertainties. Innovative, creative, collaborative, stimulate partners and reframe problems. Approaches old situations in new ways, questions assumptions and uses integrative approach. It is participative and builds relationships, manages diversity and development and research.	by inertia, non-participative and non-collaborative. It does not relate and communicate, uses old ways and situations to solutions, no involvement of stakeholders and uses one way communication.
Planning and implementation of development programmes	Has the ability to plan and implement activities. Engages in plans, tasks, mentoring, coaching, training, holds workshops, teaching and learning activities. Use of individualised competencies. Connects problem solving with planned strategies, uses rigor, relevance, internships, job shadowing, relationship building, afterschool programmes, achievement recognition, role models, recognises opportunities, knowledge and skills transfer.	Based on return-ship, commercialisation, quick rewards, self-needs and interests, market-oriented and one-way communication. Short term activities based on advertisement, research, grants and gifts.
School management and leadership	Servant leadership, based on school vision, mission, values, goals, objectives and expectations. It is collaborative, stakeholder based, visionary, supportive,	Based on self-centred and self-serving leadership, not supportive, motivating and inspiring. It is instructive and fragmented, uses own decision, not mutual and based on the strength of one individual.

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	motivational and inspirational leadership.	

4.18 TRUSTWORTHINESS OF THE RESEARCH

The study is trustworthy because the mixed-methods research design and methods used allowed for triangulation. Furthermore, the population to be respondents was assured of the confidentiality of the views provided in the study. In the first study, pseudonyms were used for the names of case study sites and respondents. Furthermore, Cohen et al. (2011) suggest that the researchers need to go back to the participants to check that their findings are reliable, whereas Bryman (2012) talks about keeping information accessible. The researcher allowed participants to verify if the data were correctly captured and presented according to the participants' views. The use of confirmability as the degree of neutrality or the extent to which the findings of a study are shaped by the participants and not the researchers' bias, motivation, or interest was considered (Maree, 2016). To avoid bias, the researcher played a more facilitative role in the interviews. The research methods and instruments used added more credibility; thus, according to Anney (2014), the researcher can confidently declare that the findings of the study were true and represent information that was collected from the participants' original data. Therefore, these triangulations served to strengthen the data's trustworthiness. Transferability, which invites readers of the research to make connections between the elements of a study and their own experiences, added more trustworthiness to the research. The researcher clarified the research objectives and context for readers.

4.18 CONCLUSION

Methodology is a general research strategy that provides clarity and understanding of the way in which research is undertaken (Saunders et al., 2016). In this chapter, the researcher discussed post-positivist epistemological beliefs and philosophical assumptions that shaped the understanding of the research questions, mixed-methods research design, qualitative and quantitative research approaches, exploratory research type and the inductive theory development approach, the case study method (short term and cross-sectional), data collection instruments such as

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interviews and questionnaires, data analytic techniques, and data visualisation techniques.

CHAPTER FIVE: CASE STUDIES DATA

5.1 INTRODUCTION

This chapter is based on the discussion of the views of the respondents from three different schools referred to as "case study 1", "case study 2", and "case study 3". The names to which schools are referred are not their real names, as they were given for purposes of data analysis and differentiation. This chapter presents each case on its own; comparison and integration are made in the following chapter. The purpose of the chapter is to present a holistic view and contextualised account of the findings in order to illustrate the process of school partnerships.

This chapter comprises the findings of the study in three schools. Interviews and questionnaires were used to collect data. The findings were based on the perceptions of parents, teachers, principals, SMTs, education officials, community members, municipal education representatives, community leaders, SGB chairpersons, and business representatives, as well as their experiences with the school-business processes. The sequence of the presentation starts with an overview of the important features of the South African education system, the Limpopo Province Department of Education and the Waterberg District. The respondents then demonstrate knowledge of the school's background and context, based on the case study. These factors were considered useful as they might have a bearing on the findings of the study. For example, a school far away from businesses and companies might be disadvantaged when it comes to interactions with the business sector, in terms of locality. Finally, each case study includes an account of the school-business partnerships, including the school-business policy framework, stakeholder engagement and relationships, planning and implementation of school development programmes, and school leadership. The next chapter on data analysis focuses on the results of the questionnaire integrated with the information given in this chapter to offer a clear picture of the occurrences in the case studies.

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5.2 THE SOUTH AFRICAN EDUCATION SYSTEM

The South African education system comprises five levels of management, as shown hierarchically in the diagram below.

Table 5.1: Levels in the South African education system.

National level
Provincial level
District level
Circuit level
School level

5.2.1 THE NATIONAL DEPARTMENT OF EDUCATION

The South African education system is governed by the national Department of Basic Education (DBE), which comprises nine provincial departments, 25 districts, and 25,154 schools (DBE, 2021). The DBE is concerned with matters of policy making and the setting of norms and standards on defined issues, while the provincial departments must provide education through the districts, circuits, and schools. The DBE deals with all schools from Grade R to 12, including adult literacy programmes. The aim of the DBE is to develop, maintain, and support the school education system for the twenty-first century. The DBE strategic output is to improve the quality of teaching and learning, undertake regular assessments to track progress, improve early childhood development (ECD), and ensure a credible outcomes-focused planning and accountability system (DBE, 2021). Governance is decentralised to the school level through the SGB structures at each school. The SGB structures comprise representatives of parents, educators, the principal, support staff, and learners only in secondary schools. Most of the parental representative allocation depends on how big the school is (SASA, 1996). Schools are classified into quintiles of one to four, depending on the environment of the school in terms of the economic status of the community (DBE, 2021). Schools access the Norms and Standards grants from the government, with quintile one schools from the most disadvantaged areas getting the highest grant and quintile four schools in urban areas receiving the lowest grant.

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School management is provided by the principals and the SMTs, while governance is provided by the SGB. The SGB, principal, and SMT are responsible for school leadership. Schools grade learners according to grades and phases: from Grade R to Grade 3 is the foundation phase, Grade 4 to 6 is the intermediate phase, Grade 7 to 9 is the senior phase, and Grade 10 to 12 is the further education and training phase. Above Grade 12 is the higher education sector, which provides vocational education and training (DBE, 2021).

According to the DBE (DBE Lekgotla, 2022), nationally, the education sector faces challenges in achieving objectives such as improved quality of learning outcomes mostly in intermediate and senior phases, an NSC pass rate of more than 60%, and improved teaching and learning through the provision of better infrastructure. It is also highlighted that budgetary constraints threaten the sector's ability to create the conditions for the improvement of education outcomes (DBE Lekgotla, 2022). This study is important in this context because it can help with strategies and interventions for better school-business partnership processes to improve school outcomes, because the sector cannot deliver all of the set targets on its own. These include getting ICT devices in schools, building five focus schools in each province, complete eradication of pit toilets, digitalising the teaching and learning process, and increasing the number of learners passing Mathematics and Science subjects.

5.2.2 LIMPOPO PROVINCE DEPARTMENT OF EDUCATION

The study takes place in the Limpopo provincial Department of Education. The vision of the provincial education system states: “Excellence in the provisioning of innovative quality basic education: A catalyst for development, providing innovative and inspiring quality lifelong education” (Waterberg District Lekgotla, 2021–2022; Thuto, 2012, 2016). Among the mission statements meant to assist in achieving the above vision, those that are most relevant to the study speak of providing quality and innovative education programmes for all learners across all grades and fostering community participation and governance in education. It espouses the values of professionalism, innovation, integrity, and excellence. The impact statement states that learners who exit the schooling system should be equipped with the requisite skills and the foundation for further studies and the world of work (Waterberg District Lekgotla, 2021–2022; Thuto, 2012, 2016).

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The province is largely rural, with more than 80% of schools being public schools situated in rural areas. However, the schools in rural areas do not have sufficient resources to provide for better teaching and learning. Apart from the lack of physical infrastructure, the outbreak of the COVID-19 pandemic further exposed the lack of technological resources to provide distance education for learners in public schools while they were indoors at home, as compared to their counterparts in private schools. As a way to improve how the curriculum is taught and to get better results from students, the province has increased the number of districts from six big ones to ten. Each district management team comprises the District Director with sectional heads for corporate sector, governance, curriculum, finance, and human resources. Circuit managers are based at the circuits and are in charge of school support and supervision.

The education system is complex, as it comes from a history of the amalgamation of three homelands, namely Lebowa, Venda, and Gazankulu (Thuto, 2012). These homelands are primarily rural in nature, with limited resource availability. As a result, most young parents relocate to urban areas in search of employment. The literacy and numeracy level of the province is still very low, approximately between 38 and 40%. It has challenges such as a high drop-out rate, mostly in Grades 9, 10, and 11, a high teenage learner pregnancy rate, and a high failure rate, as compared to other provinces (Thuto, 2021). In terms of National Senior Certificate (NSC) learner achievement, the 2020 and 2021 matric results showed that the province occupied positions two and one from the bottom of the nine provinces (Thuto, 2021). It has a shortage of mathematics and science teachers and uses most teachers from our sister country, Zimbabwe. It used to have colleges of education for the training of teachers and centres for upgrading mathematics and science teachers through developmental programmes, but these do not exist anymore.

Various strategies have been put in place to improve the academic performance, especially the literacy and numeracy levels, since the foundation phase, with little improvement. The Quality Learning and Teaching Campaign (QLTC) has not yielded the expected results, with reference to the challenges mentioned above (Thuto, 2021). Limpopo Province is among the provinces that are hands-on with the national strategy initiated by the President called the National Reading Coalition (Thuto, 2021). This is

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a comprehensive strategy meant to ensure that Grade 4 learners and beyond can read with meaning and understanding. The approach used is a partnership that gets everybody involved, from school, church, family, community, and the private sector. It is continuing with minimal improvements. It is in the spirit of forging these partnerships that innovative solutions are sought. At the centre of everything is the declaration that education is a societal matter and that it takes a village to raise a child. The NDC (2012) states that forming partnerships with NGOs, civil society, the private sector, and churches to improve foundational skills is critical in the pursuit of better educational outcomes. As a result, in the face of all of the challenges that the province is facing, effective management of school-business partnerships as one of the inclusive, social interactive, collaborative interventions is critical in this context to improve educational outcomes.

5.2.3 WATERBERG DISTRICT OF EDUCATION

The study was conducted in schools located in the Waterberg District. The district is one of the districts piloted for undertaking the National Reading Coalition project initiated by the state president. The NRC takes a collaborative approach to improving learners' reading at school because it involves many stakeholders, including churches and community libraries as reading centres (Waterberg District Lekgotla, 2021). This is one of the ways to improve learner reading competencies, as the province faces challenges with low literacy and numeracy levels, mostly in the foundation and intermediate phases. In comparison to other districts, the district has fewer schools (Waterberg District Lekgotla, 2021). It is located on the mines, as opposed to other districts, and has the opportunity to engage the business sector in the quest to improve learner outcomes. It enjoys the support of local businesses and donors. It has, therefore, the potential to compete with districts in Gauteng, the Free State, and the Western Cape in terms of producing better results. It also shares borders with Gauteng, the North West, and Mpumalanga provinces (Waterberg District Lekgotla, 2021). Schools near mines and industries, as well as places where a hub of activities take place, are well positioned in this district to provide employment opportunities through school-business partnerships, considering the strong local economic base of the district. The Waterberg District Lekgotla (2022) theme, “Transforming Waterberg schools into functional centres of support, care, and academic excellence”,

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emphasised the power of school-business partnerships in the quest to improve school performance. The schools where the research study was undertaken are not alien to all these challenges. They were previously among the schools performing below 60% on the systemic evaluation results for Grades 6 and 12. The province and the district have directorates that deal with governance and stakeholder partnerships to coordinate school-business partnerships. However, in practice, the section focuses less on the engagement of school stakeholder partnership activities and processes and, in particular, school-business partnerships, which according to this study, are an effective tool to enhance learner achievement.

5.2.4 THE CIRCUIT OFFICE

The circuit office is the coordinating link between the district and the schools. In most cases, it has fewer than ten employees who facilitate, coordinate, and supervise the school's activities with school principals at the local level. Each circuit consists of fifteen to thirty schools under the supervision of the circuit manager. It assists the districts in providing support to schools (Waterberg District Lekgotla, 2021–2022). But some circuit managers are in charge of 30 schools, which is a lot when it comes to giving the best help.

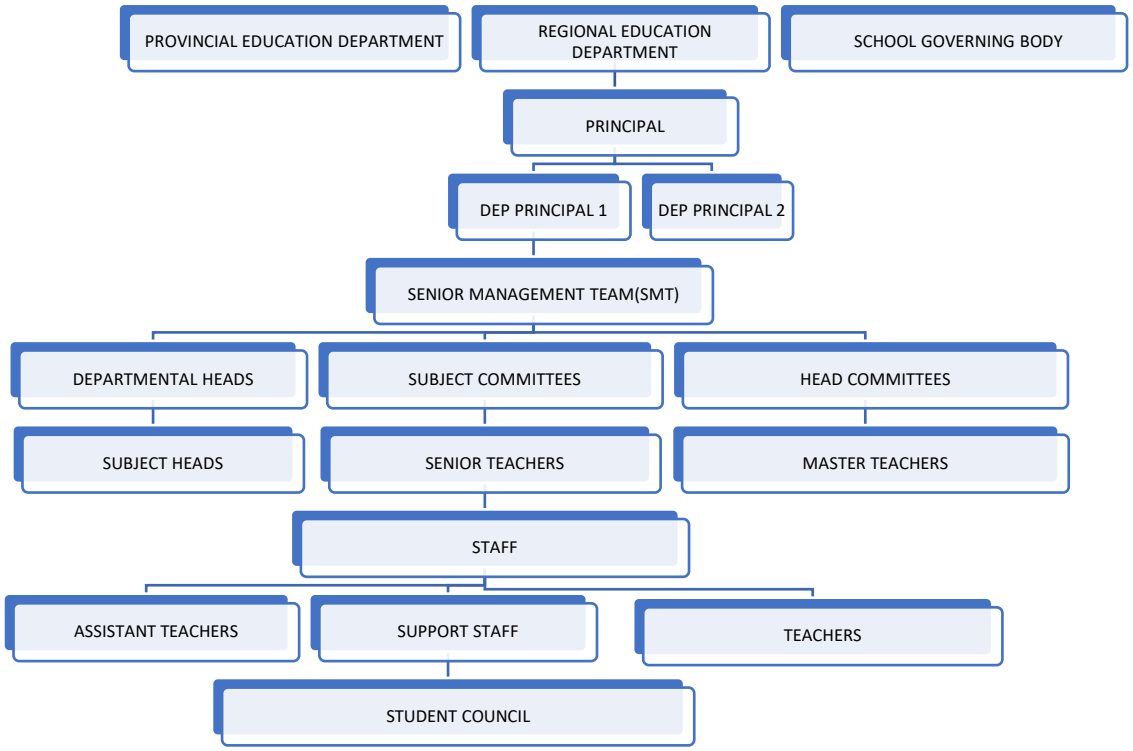
5.2.5 THE SCHOOL LEVEL

The school level comprises the principal, who represents the Head of Department in school management activities, and reports to the circuit, which then reports to the district manager. The SGB reports to the district and HOD at the provincial level on issues of governance (SASA, 1996). The deputy principal, SMT, heads of department, and heads of committees all report to the principal, including subject heads, senior teachers, and master teachers. Teachers and staff report to their heads of departments and subject heads. The general staff report to the principal. The Representative Council of Learners (RCL) reports to the teacher liaison and principal, with learners reporting to the RCL (SASA, 1996). The following table provides an example of the school structure from top to bottom.

5.2.5.1 The school structure

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Figure 5.1: An example of the South African school structure (DBE, 2021)



5.2.6 THE SCHOOL VISION AND MISSION STATEMENTS

According to interviews conducted at various schools, the vision and mission statements of schools are displayed on wall boards as one enters the school offices. The school visions are not available in classrooms. Visions are believed to be constantly communicated to stakeholders during interactions with them during workshops, consultations, and meetings. Although visions are visible in school offices, only the principal knew them by heart, raising concerns about a lack of interest or knowledge caused by visions not being clearly articulated and shared with all stakeholders. The vision should be shared and owned by the stakeholders as they build on the skills of change agents. The collective vision-building process is a deepening, reinforcing process of increasing clarity, enthusiasm, communication, and commitment (Fullan, 2013; Christie, 2010).

Apparently, the visions were as old as when they had been put on the walls, which could be difficult for new members of the school community. In addition to the belief in

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deep ownership of the vision through collective vision-building by all school stakeholders done during regular contacts, though the visions appear to be old, there should be new learning every time reference to and regular articulation of the visions are made. It came out that the need to review the goals, beliefs, and strategies every year is important considering that old and new employees need to be on board, cohesive, aligned, and united in the school's purpose. This would assist in fully engaging the stakeholders, raising expectations, and transmitting mission statements, where matters of importance emerge due to changes in strategies as social and economic realities change. Other visions have spent more than thirty years on boards without being reviewed and could live for many years. However, what is important is to review the vision every five years, to ensure stakeholder coherence, alignment, and common understanding, and to ascertain whether the school is functioning within the standards and as per the purpose, both centrally and locally. As representatives in structures change, the need for stakeholders to be on board and the vision to be escalated, is useful and important. This is critical, relevant, and key to successful stakeholder participation in school partnerships, and to reviewing and aligning the school partnership policy framework as well.

5.2.7 THE ROLE OF THE SCHOOLBUSINESS PARTNERSHIPS

The importance of effective school partnerships could not be more stressed, as the literature contends that the need for stakeholder partnerships with schools is paramount (Van Rhyn & Garrun, 2020). The authors further note that without school partnerships, standards will suffer, and the state or parents alone will not be able to provide resources to transform the education system. The state, community, and business partnerships with public schools are critical to the attainment of better school outcomes.

The research indicates that the state of school-business partnerships in public schools is not well planned because of a lack of structures. This links with reports and concerns that the state of education is in intensive care (DBEMA, 2010). The report states that education needs urgent attention, as it does in the intensive care unit. It also vindicates and necessitates the relevance and purpose of the study. It gives substance to the genuine concerns raised at the start of the study, as well as the way school-business partnerships are managed. As a result, the study aims to develop strategies for

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strengthening school-business partnership management in order to improve school outcomes. Examining the state of education in terms of László's (2008) stages, it could be between the critical and breakthrough stages, or breakdown stages. According to László (2008), the following stages of partnerships will happen: the trigger stage happens when innovations in school partnerships could bring about efficiency; the transformation stage happens when innovations in school partnerships could bring about needed resources, foster population growth, and impact positive changes on the social and natural environment; the critical stage happens when innovations in school partnerships exhibit a subtle order that is sensitive to fluctuations. It is the point at which the values, perspectives, and ethics of stakeholders are realised. i.e. how the school's development trajectory forks off. If the responses are resistant to bringing positive change or transformation to school partnerships, the public school system may become dysfunctional or extinction may occur, whereas if they are positive and lead to transformation, a breakthrough may occur.

However, the present stage does not rule out the possibility of being transformed into a breakthrough stage where the public school system could become effective and efficient. Realising the hopes to achieve functionality or dysfunctionality is based on the will and purpose of partners in the education system and their assuming full responsibility. The old proverb could bear lessons in this regard: if the South African public school partnership system does not change the direction it is headed, then it is likely to have the same results repeatedly. It is therefore necessary to enhance the education system through the interventions required to manage school partnerships effectively (DBE, 2021).

. The stages of development (László, 2008) are illustrated in the following diagram.

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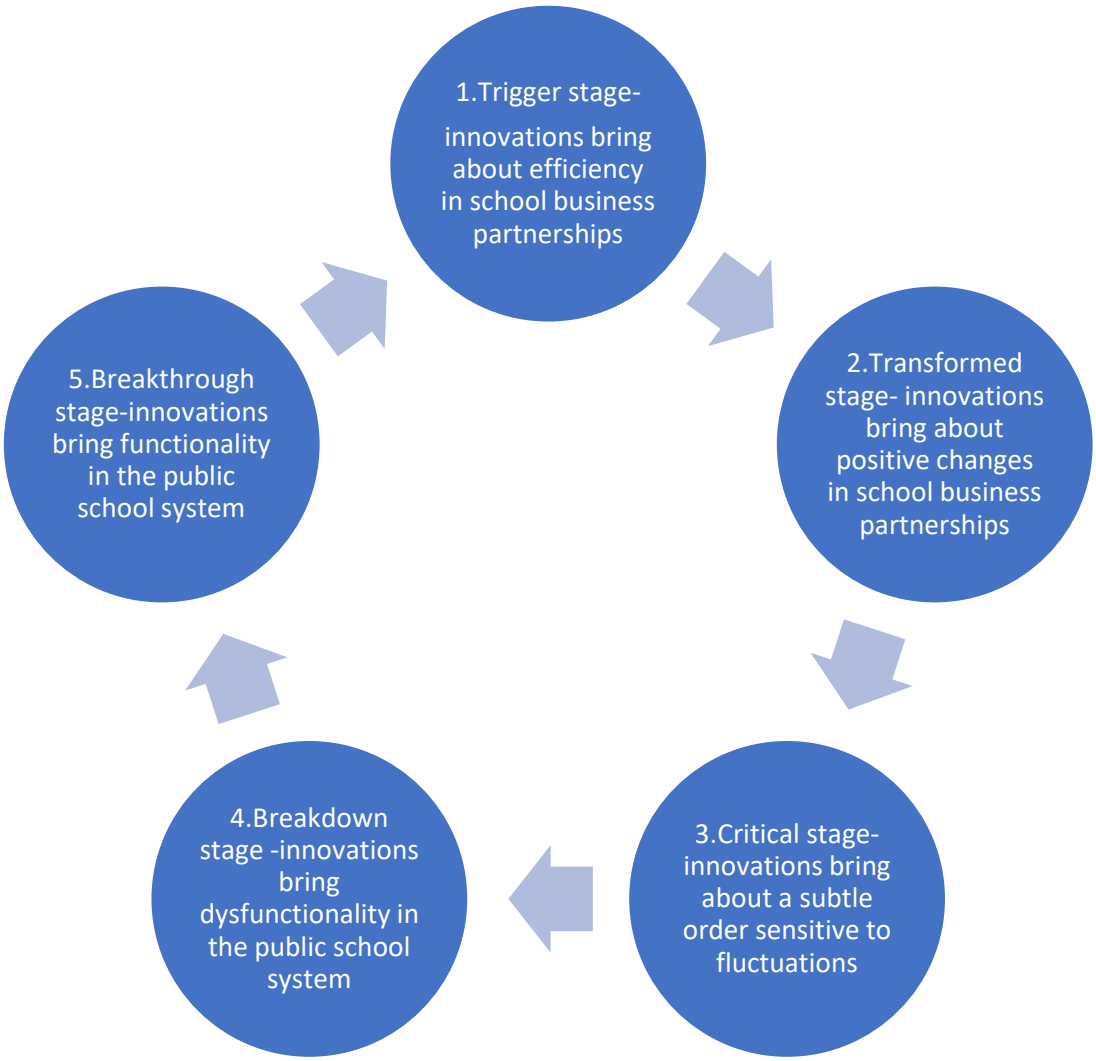


Figure 5.2: The researcher's examination and comparison of innovations in school partnerships stages of development

Source: Adapted from Ervin László (2008) stages of development

5.3 PART A: CASE STUDY DATA

The data provided in the following three case studies is mostly from interviews with respondents. The names given to the three cases are not real names. They are used for purposes of identification, presentation, and analysis. The contextual background and information given in the case studies are useful and important in this study for gaining a holistic view of the context, which impacts the provision of resources for better education.

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5.3.1 DESERTFIELD COMBINED SCHOOL CONTEXT

Desertfield Combined School is the only school in the small farm town of Rothmans. It started in 1972. It offers Grades R to 9. The phases are the foundation phase from Grades R to 3, the intermediate phase from Grades 4 to 6, and the senior phase from Grades 7 to 9. The home language is Setswana. It has 360 students and 10 educators, three of whom are men and seven of whom are women. The student-to-teacher ratio is 1:36. It is a farm school. It used to cater to learners from neighbouring farms, but now there is a formal settlement where the school is situated. People working on farms have relocated to the settlement to find a place of their own. It is approximately 50 kilometres away from the nearest town. Learners who pass Grade 9 must find admission and accommodation in town or at other neighbouring schools that are more than 50 kilometres away. This puts pressure on parents with low socio-economic status, as parents must ask for or pay for accommodations for learners to continue their studies. Many of these learners end up not completing Grade 12 because of the long distance to school. The circuit office is 50 kilometres away, and the district is 230 kilometres away. Limpopo provincial offices are 260 kilometres away from the school, which puts a strain on resources because the school management must attend to other urgent school issues.

5.3.1.1 THE SCHOOL BACKGROUND AND BELIEFS

According to the SMT, the principal is a male person in his mid-50s and is someone who believes in democratic principles of transparency, consultation, social justice, and equality in his leadership and management. Furthermore, he engages the staff through staff meetings for curriculum, sport and culture, projects, and governance activities and believes in consultation; as a result, the staff pulls together or there are not serious issues of conflict. There is no Department Head (DH), and the SMT comprises heads of the three phases. The SMT meetings are held before staff meetings, followed by SGB meetings and parent meetings. Three of the employees are over the age of 58, three are in their early 50s, and four are in their 30s. According to the SGB chairperson, the school has an SGB consisting of the principal, six parents, two educators, and two learners. Apart from the principal, all representatives are elected every three years. The SMT and SGB are part of the panel during teacher recruitment and interviews.

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The staff is stable, aligned, and coherent. Conflicts that arise are solved quickly at the school level.

> *"There was an issue of two new teachers not getting along in the same phase, not used to the school culture, as one had a daughter in another grade and felt her daughter was not treated well on issues of discipline by another educator"* (Educator).

The matter was resolved after the principal called them to the office, with reference to school policies, school culture, and codes of conduct for learners and teachers.

When asked of the school leadership, the educator commented that:

> *"The principal is treating us fairly and equally and that is why the staff has team work"* (Educator).

5.3.1.2 SCHOOL RESOURCES

Hostel accommodation is provided to a few educators only, as the school is nearer to learner residences in the informal settlements. In terms of poverty alleviation projects, the school benefits from the National School Nutrition Programme (NSNP) feeding scheme and department scholar transportation. The state provides stationery and textbooks for learners, but parents must buy uniforms for their children.

The classes are small, as they were converted from being hostel dormitories into classes. They are too small to accommodate more than thirty learners. The community member says the school was built in the 1960s. The hall was renovated and partitioned to make room for extra classes by the two mine donors from the neighbouring community, said the business representative. There is a huge shortage of classes as during the COVID-19 pandemic, learners had to attend school using a rotational system of classes A and B in the same grade. The parent, community member, and leader said the borehole was made through the donation as a result of disaster management, as the previous school was far from the settlement and had been vandalised.

As such, learners' classrooms are renovated hostels, as they were relocated after the first school roof was vandalised during the 2016 summer holidays. The school relies

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mostly on donations to meet its long list of needs. The school cannot meet the list of learner needs because of low student enrolment. There is a budget restraint as the school is a quintile one school, and parents are not allowed to make extra payments to cater for the school's resources. To hire the administrative clerk, the school must use the SGB post. The SGB chairperson says they must apply for donations for extra resources at the school, which is very difficult as they are sometimes assisted by the principal. The majority of school funding comes from the government in the form of Norms and Standards funding, which comes with instructions and allocations on how to use it.

> *"Because of budget restraint it is not possible to achieve goals within a planned period and the school has to prioritise most of the time"* (Principal).

> *"We cannot hire extra personnel like general staff and enough leaners to improve our school, as the department does not allow the school to use allocation per learner to pay school general workers, the department only provides for teachers at school"* (SGB chairperson).

5.3.1.3 FEEDER SCHOOLS, ADMISSION, COMPETITOR SCHOOLS, PARENT AND BUSINESS SUPPORT

The community member said that the school operated for many years without pre-school education, and therefore the learners were not ready, except that they qualified in terms of the age requirement but not school readiness for admission. The community member said that it is only since 2018 that two creches were introduced, and they do not have qualified staff. There are not enough competitors for ECD centres. According to the education department official, admission is applied for in terms of departmental policies for birth certificates, clinic cards, copies of parents, proof of residence, and transfer cards of learners from other schools. There are no other tests administered to admit learners. Most of the parents work on farms. The most highly educated parents have Grade 9 as their higher education level, and very few have Grades 10, 11, and 12.

> *"Most of the parents' socio-economic circumstances are poor and they have not received formal schooling to FET level"* (Community leader).

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The majority of parents do not academically support their children, but support is plenty on culture, sport and athletics activities and is a drawback and challenge academically. According to the principal, there is very minimal parent and community support in learners' school activities due to their not being averagely educated, or not knowing what to do, or not being empowered, or a lack of educational resources in the community.

> *"Parents usually come in large numbers when report cards are issued"* (Principal).

The industrial support received is not based on discussions but on lists of needs submitted to the circuit and thereafter sent to the industries. The industries will choose what they can offer.

> *"Sometimes industries will inform you that they want to bring school bags for learners with no discussions of quality and shape of the tracksuits"* (Teacher).

5.3.1.4 POLICIES, UNIONS AND AGENTS SUPPORT

The school's operations are supported by the availability of policies that come from the national, provincial, and school levels. Policies range from governance, curriculum, financial, feeding, organisational, admissions, conduct, uniform and safety. Other policies are made at schools. However, there is no evidence of a school-business partnership policy or prescription directing the activities of the partnership at the school, circuit, district, province, and national levels. When entering the school, there is a school vision and mission statement in the office, which was created more than five years ago.

Unions, as social partners, are doing their best to protect the rights of stakeholders in education, mostly educators' unions, who are visible during teaching processes, like interviews and stakeholder workshops and meetings. They range from branch level to national level, where decisions are taken based on grassroots engagements, mostly on labour and welfare issues. Universities are doing their best in partnership with education, coming to schools for support in the form of research investigations, training, workshops, and consulting.

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5.3.2 CASE STUDY 2: VERSVELDT PRIMARY SCHOOL

Versveldt Primary School is a big school in the township of Hamilton. It started in 1980. It offers Grades R to 7. It has a learner population of approximately 1,235 educators, two administration clerks, eight National School Nutrition Programme (NSNP) staff, five general workers, the principal, two deputy principals, and four departmental heads. It has been declared a dysfunctional school for three successive years because of its Grade 6 math and English first additional language achievement results being less than 60% (LDE, 2018). It is a quintile school and gets funding from the Norms and Standards programme. It serves students whose parents work in the nearby mine and two power stations and live in the township. The township is 25 kilometres away from town, and other parents work for businesses in town. It is a feeder school for two secondary schools in the township. The school gets support from the circuit office, which is 25 kilometres away, the district office, which is 175 kilometres away, and the provincial office, which is 220 kilometres away.

5.3.2.1 THE SCHOOL BACKGROUND AND BELIEFS

The principal is a female, aged 50, who was recommended from the deputy principalship position after the former female principal went on retirement. According to the educators, the former principal was a very strict, authoritarian leader who depended on instructions to give directions and had a vision to perform excellently at school. Although educator meetings were held regularly, the former principal knew her position on all issues discussed and would sway educators in the direction of her convictions with confidence. She had education policies and other school policies to guide her in reaching decisions and implementing them. There have been quite a few welfare cases at school about how she took decisions concerning the management of the school. She used her position of power to influence the SGB to support her decisions. Most of the educators in the foundation phase (Grades R–3) are senior, experienced teachers and are doing well in the phase. Other educators are young males and females of middle age who have energy and are quite hard at work. The educators are less willing and have ability but are focused on tasks and have low relationships because of strict leadership.

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5.3.2.2 THE SCHOOL RESOURCES

According to the education official, the school has classes to accommodate learners but is recently experiencing an enormous challenge of overcrowded classes during learner admissions. The department is in the process of building another primary school as the two primary schools in the area have higher student enrolments than what the schools can accommodate, and this puts a burden on overcrowded classrooms for teachers. According to the community leader, it is caused by the second electricity power station that was built in the area, where many people were employed. As such, the school facilities, like the basic infrastructure like chairs and tables, are not enough anymore. The principal says the school has been given mobile classes by the department, which offered a little relief. The challenges are that the school has no library, hall, or sufficient space for school sports grounds. The school enjoys a few small donations from the mines, power station, and businesses. There is no budget for hiring extra staff and educators to cater to the many learners enrolled at the school. As the school is a quintile one, classified as serving children from the disadvantaged community, parents are not allowed to pay extra school fees. The department allocates Norms and Standards money for learners at an amount of approximately R1,000 per learner. The school needs more support in terms of financial, human, and physical resources to cater for the needs of learners and to improve learner performance. It has the typical brick-built administration with numerous printers, copiers, laptops, and stationery items to run the school, all purchased with “Norms and Standards” money. The municipality supplies water and sanitation as well as waste removal services at the school. There is no hostel accommodation as it is relatively close to learner residences in the township. It is the beneficiary of the NSNP feeding scheme as a poverty alleviation programme. The state provides stationery for learners, but parents must buy uniforms for their children.

5.3.2.3 FEEDER SCHOOLS, ADMISSION, COMPETITOR SCHOOLS, PARENT AND BUSINESS SUPPORT

The community member reported on various creches and ECD centres around the school. However, the teacher stated that most of the learners enrolled in Grade R are in a state of school readiness. According to the principal, the challenge is the ECD practitioners, as most of them are not well qualified, with some continuing with studies

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at a time when they are most needed by the institutions. There is only one competing primary school with a large number of students. The education official reported that for admission purposes, schools are guided by requirements from the departmental policies. Due to overcrowded classrooms, only learners from the township feeder zones are admitted.

The SMT member said some literate parents assist learners, while some illiterate parents do not know how to assist learners. The community leader informed the researcher that the school serves middle- and low-income households, and active parental involvement is still lacking, with less than 50% of parents attending school meetings.

The SMT reports that the school receives donations from companies, even if companies come with a list of items to donate to schools. The business representative reports that they work with the circuit manager in requesting applications, and the circuit manager would then ask schools to submit a particular number of learners to be assisted. School principals lack the authority to involve stakeholders in the processes. As a result, schools comply by submitting lists of school needs and a certain number of learners as prescribed by the donor. There are minimal donations from parents because they think that the government will provide schools with money to buy everything. The SGB chairperson complains that parental support is lacking, as evidenced by the recent SGB elections, when the parent meeting did not meet quorum requirements.

5.3.2.4 POLICIES, UNIONS AND AGENTS' SUPPORT

There are visions, mission statements, and many policies of the school as one enters the office of the school. According to the SMT member, the school management uses a variety of education policy frameworks available at the national, provincial, district, and school levels for planning, implementation, monitoring, and evaluation purposes. The principal reports that the school applies mandatory and other school-developed policies to manage school programmes, and these legal frameworks assist in governance and management. Apart from interactions with school structures such as SGBs and SMTs, the principal cascades the information to the lower echelons when social partners and other agencies visit the school to provide support.

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Concerning welfare cases at school, the teacher asserts that educators' cases are handled at the school level, while a few are escalated to higher levels such as union offices if not resolved. Regarding educator support from agencies and universities, there is extra tutoring that provides proposals for the improvement of numeracy and literacy in grade level subject teaching and learning. According to the education official, various institutions visit the district for coordination of consultative work programmes that are carried out for indigenous language teaching and learning in all grades. Support and relationships occur through stakeholder consultative meetings, workshops, and functions where various forms of projects and partnerships are presented, as reported by municipal officials.

5.3.3 CASE STUDY 3: FLOWERDALE HIGH SCHOOL CONTEXT

Flowerdale High School (FHS) is an old, big high school in the rural area of Candy. It started in 1968. It offers Grades 8 to 12. Its learner population dropped from 1,000 in the 1990s to 400 in the 2020s. There are 15 educators, two administrative clerks, two general workers, and five National School Nutrition Programme (NSNP) volunteers. It has one principal, one deputy principal, two heads of departments, and 11 CS1 educators. It has been declared a dysfunctional school because its overall Grade 12 results were below 60%. It is situated in a rural area and caters to learners coming from disadvantaged families. The socio-economic level is very low, as many parents depend on state grants for survival. The circuit office is 25 kilometres away from the school; the district office is 340 kilometres away; and the provincial office is 310 kilometres away. It is 90 kilometres away from town.

5.3.3.1 THE SCHOOL BACKGROUND AND BELIEFS

According to the school principal, educational support is provided by the SMT, SGB, and RCL. The principal is a male in his mid-fifties who has been at the school for the past ten years. According to the teacher, parent, and SGB chairperson, he is a very kind and lenient person who cannot discipline and puts harsh measures in place against educators who do not perform according to set subject academic targets. The educator and SMT explain the type of leadership as more democratic and, if not monitored, could move towards a *laissez-faire* type. According to them, the educators' willingness and ability are very weak, with better relationships needed to sustain the

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mediocre performance; but staff are lacking hands-on experience. The principal reported that he gets support from the circuit and district-based personnel. The principal contended that he was involved in the PfP programme and paired with the business leader believed to be a change agent with more experience and well-equipped to assist principals in selected public schools.

5.3.3.2 THE SCHOOL RESOURCES

According to the education official, there is no hostel accommodation as the school is nearer to learner residences in the village. The school benefits from the NSNP feeding scheme as a poverty alleviation project. The state provides stationery and textbooks for learners, but parents must buy uniforms for their children. It has water from community resources.

The SGB chairperson says the school does not have enough classes because old classrooms need renovation. According to the community member, the school has an average-performing primary school that serves as the feeder school. The SMT member complained that the school does not have a laboratory and has converted a classroom into a library. As such, subjects offered from the sciences are not performing well. Only educators of subjects in the general stream, including home language and additional language, are doing well. The teacher said the school has athletic, cultural, and sporting activities. The principal indicated that the school has received very few or no donations in a period of five years. According to the parent, this is caused by the long distance from the school to town, where most industries are. The major source of school revenue comes from departmental Norms and Standards funding, as the school is a quintile one school where the government pays an amount of R1,000 per learner each year. It is not permitted for the school to use it to pay extra teachers, administrative clerks, or general workers. According to the parent, community member, and leader, learners are fed at school by the NSNP, which is a major social and economic relief project for the community. Furthermore, it was indicated that learners receive books from the state and parents do not buy stationery and textbooks since the school is a quintile one school and is in a disadvantaged community. According to the respondents, these initiatives have relieved parents so much, as many could not afford these costs for feeding, school fees, and stationery. Concerning educational support, the education official commented that the educator

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assistants whose five-month contracts expired could have been permanently appointed to assist teachers as, during their presence, struggling learners were given individual support.

5.3.3.3 FEEDER SCHOOLS, ADMISSION, COMPETITOR SCHOOLS, PARENTS AND BUSINESS SUPPORT

According to the parent and the community member, the feeder school is an old primary school from the rural village where most of the Grade 8 learners admitted to school come from. They further indicated that the socio-economic level of the parents is very low, with more than 80% benefiting from various state aid and social grants. Concerning parental support, the parent, community member, SGB chairperson, teacher, and principal indicated that it is lacking in school academic activities like parental evenings for book viewing and buying extra resources like mathematics calculators and dictionaries. They further alluded to the fact that this happens even though stationery and textbooks are provided by the state because parents cannot afford to buy study aid books for learners in various subjects. Therefore, that gave rise to dismal learner performance; consequently, few parents could successfully apply for learner admission in town schools. As a result, most of the parents lost confidence in the quality of instruction and student attainment in the school.

According to the community member, local taxis and buses transport learners to schools of their parents' choice in surrounding villages. The principal hinted at poor attendance of meetings by parents, which is estimated to be below 40%. The recent SGB elections were a case in point where the quorum was not reached, so they could not continue with the first meeting. As such, the parents' trust, respect, and confidence seem to have eroded in the school management, especially the principal. Issues of conflicts of chieftaincy were cited by the community member and leader as they sometimes disrupt schooling, as learners receive threats to not attend school to support factional fights for leadership.

Concerning the provision of resources, it was reported by the education official that resources are scarce and business support in rural schools is underdeveloped, especially in terms of renovation of classrooms and infrastructure, as well as teacher professional development and curriculum support. According to the business

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representative, schools nearer to the companies receive better assistance than those in remote rural areas.

5.3.3.4 POLICIES, UNIONS AND AGENTS' SUPPORT

According to the SGB Chairperson, the SGB structure is available but not functioning well in terms of attendance at meetings and involvement in school activities. He further explained that the school has an SMT that supports the principal. This was supported by the SMT member, who said the principal uses policies to manage the school's processes. However, according to the teacher, not all staff members are fully committed, as weak learner performance is linked to weak parental involvement and a lack of resources. It amounts to the "shift of blame and responsibility syndrome". Many respondents describe the school culture as that of belonging to an old school with a half-committed workforce that looks up to the principal to do everything to produce academic excellence. Apparently, the educators are satisfied with mediocrity and weak performance. This might imply that they are content with their output in terms of learner performance, with weak targets for an outstanding performance. Both parents and community members agree that teachers should meet in groups to share good practices. The SMT and the principal noted that teacher unions have a tendency to represent ill-disciplined teachers during hearings when grievances arise at school. According to the principal, district and circuit support teams make unannounced school visits to check on academic progress in terms of curriculum coverage and activities. In addition, support for the SMT comes from university research units that do research and mostly help with teaching in the native language and improving the way science is taught. Many of the respondents indicate that there is high learner support in Grade 12 as they exit for further education and training compared to learner support in the foundation, intermediate, and senior phase levels.

PART B: QUALITATIVE CASESTUDY FINDINGS AND DISCUSSION

5.4 ELEMENTS OF MANAGING SCHOOL-BUSINESS PARTNERSHIPS

This part talks about what the interviewees said about the different case studies, based on the basic parts of the theoretical framework and the goals of the study. The study investigates the management of business partnerships with public schools in the

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following areas of corporate citizenship (De Jongh et al., 2012; Nieuwenhuis & Rossouw, 2012):

- The school-business policy framework.
- Stakeholder roles and relationships.
- Implementation of school-business development programmes.
- School leadership and management interventions.

The study tries to answer the following questions so that steps can be taken to make school business partnerships more effective and efficient:

- Which policy guidelines inform stakeholders in the school-business partnership processes?
- What are the roles played by the different stakeholders in the management of school-business partnerships?
- What methods are used in implementing, monitoring and evaluation of development programmes used in school business partnerships?
- What intervention strategies can be used in effective management of school-business partnerships?
- What are the challenges experienced by management teams in the management of school-business partnerships?

5.4.1 CASE STUDY 1: DESERTFIELD COMBINED SCHOOL

5.4.1.1 SCHOOL-BUSINESS PARTNERSHIP POLICY

According to Harris (2020), policy is a purposeful course of action followed by an actor or set of actors in dealing with a problem or matter of concern. A policy is defined as the structure and confluence of values and behaviour involving a governmental entity. A school partnership is started with the expectation that using a combination of resources, skilled people, and appropriate methods, planned school results can be achieved. Although it emerges from the above definitions that a policy is not one unified single phenomenon, one can deduce that it involves actions to be followed, having goals and values, structures, strategies, culture, and behaviours, as well as being future-oriented. In the light of the above assertions, the need for a policy is

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critical to the success of school partnerships and better school outcomes. Regarding the school-business partnership policy, stakeholders had the following views:

> *"There is no specific policy for school-business partnerships or CSI partnership projects"* (Principal).

When asked if there is any document that guides the school partnership activities from the district, province, and national level, the response from the principal is, "I have not seen any thus far." When the SGB chairperson was asked if the team used to market resources for the school or hold meetings with business representatives from the private sector, he answered:

> *"The school does not have any, we depend on the principal for guidance"* (SGB Chairperson).

According to Alexander (2013), the guidelines will be useful to schools and businesses seeking direction on how to implement, expand, and improve partnerships to best meet the needs of the schools, businesses, and communities that support them. A document containing guiding principles is the first in a series of resources to support schools, businesses, and communities in the development of school-business partnerships. This is believed to enable the partners to provide mutual benefits and best meet the needs of schools.

> *"We usually know when reported by the principal that the donor brought the following resources. We rely mostly with what they have for us and are expected to write a letter of appreciation*" (Educator).

When asked about any meetings with the business sector for projects meant to improve the school, the community member commented:

> *"I happened to be a parent whose learner was adopted by the mine for support from Grade 9 to 12 and beyond, until the learner completes at tertiary level. When the then general manager of the mine was dismissed and the new manager appointed, the mine did not want to continue with the plan. After long period of discussions with the six learners' parents, the principal and the*

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business representative, the mine gave in and promised to continue with the support in a nearby technical school" (Community member).

As a result, the availability of the team would have ensured the continuation of the business representative's plan of adopting learners even if the manager was no longer present. The parents fought the battle by themselves, which does not contribute to the favourable social climate at school as the parents expected the school to intervene on their behalf.

"There is literally no school-business partnership policy planning" (Principal).

The availability of the SGB, which is under-capitalised, forces the principal to handle all school-business partnership requests. The SGB ends up not meeting expectations. The monitoring and evaluation of projects is sometimes one-sided and done by the business representative, who could take any decision that suits them. Matters involving communication and reporting are not well done because the absence of a guideline document poses a challenge to those involved. It ends up benefiting only the business sector.

5.4.1.2 SCHOOL STAKEHOLDER ROLES AND RELATIONSHIP

The school-business partnership policy council believes that business representatives should be familiar with education issues as it brings additional insight about the resources and activities that can support the partnership (Alexander, 2013). Stakeholder engagement will afford not only the business an opportunity to be enlightened about education issues but also give other stakeholders the opportunity to learn more from each other's perspectives. This will bring empowerment, confidence, trust, and openness to the partners involved. Thus, engagement is the only vehicle that would allow the sharing and communication of school partnership values, goals, and objectives. Partners should look forward to a real relationship where partners' needs are honestly discussed and plans implemented.

"*I share my ideas with the rest of the educators in the staff meeting*" (Principal).

Concerning stakeholder engagement, the SGB Chairperson agreed with the above main assertion, as it is contended that suggestions are welcomed and as explained.

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> *"I am free to make suggestion to the principal and SMT. There is an open-door policy"* (Parent).

According to the parent, in terms of parent engagement, parents are allowed to voice their opinions at parent meetings and occasionally volunteer to work in various committees on various projects.

Regarding educator involvement in educational matters, educators seemed to be involved in creative problem-solving during meetings where learners encountered problems answering questions demanding critical thinking skills, as reported by the educator. Nevertheless, educators also noted the lack of much reading and the absence of active parental involvement in supporting the learning of children as negatively impacting the learners' critical thinking skills. As commented below,

> *"Lack of educational support by parents emanating from lower grade completion in foundation phase education is the cause"* (Educator).

However, the principal insisted that part of it may be due to the educators' inappropriate method of teaching. The principal believes that it is through inspirational motivation and innovation that educators' expectations can be raised. In terms of key stakeholder engagement, respondents claimed that the principal has motivated educators to achieve more than they did previously, particularly during meetings where learner performance is reviewed.

According to the SMT, most of the mobilisation for resources like projectors, websites for the network for access to resource mobilisation, and integrated communications technology emanated from the ideas of the educators during meetings.

> *"The principal will usually say we can do more than this in learner performance reviews"* (Educator).

During interpersonal conflict resolution processes, the principal was able to advise educators to differentiate between issues that emanate from self-interest and those that are organisational. During very difficult times regarding socio-economic challenges facing the community, in instances where the parents cannot buy calculators for their children, the principal would ask the educator to compromise with

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whatever resources are available and look at the wider benefit as opposed to narrow personal gains, according to the SMT.

Working as a team and working extremely hard has always been encouraged in order to gain an understanding of what must be accomplished. Established routines at school have contributed to the culture of the school and, in most cases, assisted in resolving conflicts.

"The school has never experienced divisions in the past" (Principal).

These comments helped to strengthen relationships among stakeholders, mostly among educators. Campbell and Reyes-Picknell (2015) state that there is a clear link between participation and productivity, and productivity. Furthermore, they contend that the creation of teams brings about teamwork. These teams are like self-organising units that organise themselves through the creation of visions, structures, goals, values, norms, communication networks, and behaviours.

However, the above discussions are not specifically related to school partnerships and issues of funding, capacity building, and involving the wider community. The school does not have a structure or team specifically designed for school partnerships. Issues of donations and funding were discussed as and when they needed attention or when companies showed up at school. When there is a new mine opening, it is advised that letters be written to the company for sponsorship of listed projects. Furthermore, contend that effective leaders are better at relying on their people and not controlling everyone themselves. Where people are involved, there is creativity, innovation, and intelligence with the aim of achieving set targets of academic performance.

Participants are of the same idea that school partnership issues need the collaborative effort of the school, community, and business, and that representatives from all partners involved are needed. They will work together to develop a mission statement and strategy, sustain a two-way dialogue, and track its progress in a way tailored to meet the needs of all stakeholders while maintaining realistic expectations. As they engage with respect, honesty, and fairness, they ensure mutual goals are met. They will all be committed to meeting school resource needs. Parents and community members will bring gifts and own the process and the final product.

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The researcher is of the opinion that stakeholders are sure about the school's vision, mission, values, expectations, and needs through active engagement, participation, clarification of expectations by the principal, and various courageous conversations that are held through meetings at school.

It also appeared that the staff and SMT are clear about the roles and duties to perform through the principal's maximum involvement in raising their expectations and in the delegation of duties.

During educator and SGB workshops, the principal delegated and shared presentations through the delegation of responsibilities as well as the sharing of tasks in the implementation of projects. The principal has served as an example and has been able to set clear statements of expectations and outcomes in matters of great importance.

5.4.1.3 IMPLEMENTATION OF SCHOOL-BUSINESS PARTNERHIPS DEVELOPMENT PROGRAMMES

Project development is seen in terms of greater understanding of the social, economic, and political processes; enhanced competence to analyse and solve problems; expansion of manual skills; greater control of economic resources; and restoration of human dignity and respect (Alexander, 2013). Furthermore, in the context of societal development, school-business partnerships necessitate a deeper level of rootedness in civil society. Governments should limit the state's role to charting the overall development strategy, participating in projects that the private sector is not prepared or unable to carry out, and creating favourable conditions for the private sector's expansion. While participation by the private sector in the development process is essential, certain conditions prevailing still make the state a necessary actor. About partnerships between schools and businesses, project development could be thought of as a dynamic process of change and growth, where the old way of doing things is thrown out and the new way is built up.

As previously stated, business assistance is not negotiated at the school level; however, businesses may come with learner needs, such as learner uniforms for vulnerable learners, or schools may be instructed by circuits to send a list of prioritised

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school needs, which the circuit will send to local companies, as alluded to by participants' responses below:

> "*Sometimes the donors bring furniture like chairs, tables, school uniforms and cabbages that are not fresh*" (Educator).
>
> "*The donor would need a list of fifty most vulnerable learners in need of shoes*" (Principal).
>
> "*They do help us with school bags*" (Parent).
>
> "*We need six best learners in grade whom we can adopt and support until they finish their tertiary studies"* (Business representative).

Participants think that issues with putting needs on the table are non-existent. Businesses and donors use a one-way communication system. The principal said that even if they visit the school, they already know what to offer. They will tell the principal that for now they can afford this. There is no frank discussion between the parties. As such, this creates tensions and weaknesses in school-business partnerships. The lack of a formal partnership structure for consultation and advice renders partnerships dysfunctional.

According to the Council for Corporate and School Partnerships, an ideal partnership is one built on values shared by the participating schools, businesses, and local communities (Alexander, 2013). According to the council, it is defined by clear goals and measurable outcomes and is being implemented with support from school and business leadership to become a part of virtually every school and business. The above assertion further emphasises and necessitates the need for a structure or team to discuss the needs of all stakeholders for the improvement of school performance. The absence of a document that guides the planning and implementation of activities is a drawback that breeds the possibility of a lack of expected learner outcomes.

The determination of unmet needs for all stakeholders, with more emphasis on learner achievements, should be followed by the assessment of potential contributions that leads to the search for resource networks.

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> *"The SMT thinks the school-business relationships are influenced by which school is well known thus neglecting other schools farther away from the industrial areas or town".*

Thus, according to the above statement, the school's contextual background could be a barrier in terms of accessing donations, in contrast to schools nearer to business and industrial areas.

> *"Seldom the SMT member is called in the meetings of businesses with the principal, but no teacher"* (Educator).

The planning and implementation of projects following the engagement process, which is not inclusive of all key stakeholders such as parents and the community, will be determined in offices rather than in parental meetings.

> *"Most of the parents in the informal settlement are not working. None occupying top management company posts are included in school governance or partnership structures"* (Parent).

The preceding statement may be related to some schools receiving assistance while others receive nothing because their SGB parents do not hold positions in powerful companies where they can have a positive influence and provide motivation.

> *"Two consecutive meetings of the community with the neighbouring mine manager and social labour practitioner were disrupted"* (Community member).

The above assertions make it very clear that the collaboration of school-business partnerships is characterised by tensions. There are a lot of uncertainties about who reports to whom and who does what. Inclusion of community members in structures or teams, which might be appreciated and further strengthen their capacity, is absent. The disruption of community briefing meetings with stakeholder groups further clarifies the need for an inclusive or transformative approach where all important stakeholders will be represented and security provided. The municipal official thinks making community connections and tapping internal community strengths alludes to the importance of community involvement. The principal is of the view that the economic status of the parents or community further hinders progressive initiatives to improve

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the school's results. Other factors interfere that need to be addressed, thus the need for a holistic approach to school improvement. The ideal partnership to suggest awareness programmes to the community is the solution. Such a partnership will facilitate the sharing of core values such as good citizenship, a sense of community, inclusivity, diversity, and quality education for all learners, which is vital to the partnership.

A school-business partnership proposal and programme should be initiated, written, and provided to the potential business partner for consideration (BITC, 2021; Armstrong, 2015). At present, follow-up meetings or calls are not coordinated. It is clear that most schools have delegated this to the fundraising committee in the SGB with unclear guidelines and support. The SGBs suffer from dependency paralysis, where everything should be done by the principal, particularly in under-resourced public schools. Lack of capacity in the SGBs' or partnership's structure has automatically relegated this function to the principal.

According to the principal, the School Business Partnership Team (SBPT) is not available to identify the types of training needs. Training could come from within the company or from an outside source provided to help with the training. The explicit support of the school-business partnership at all levels of both organisations, parents, and the community is not secured, that is, from all the key actors. According to participants, employees from the business side and school staff are not given a chance to make inputs. Furthermore, dialogue and consensus at this level, which are critical for development as members will be actively involved and ensure a positive outcome, will be absent. The community is not given the opportunity to contribute. The inclusion of diverse community talents in the structure, team, or committee is not considered. The partnership structure does not update the stakeholders through emails, newsletters, or messages on the website. The structure to ensure that partners' contributions are privately and publicly recognised, as it inspires partners' participation, is nowhere to be found. Regarding the benefits of partnership, as equal partners, they should both benefit from the relationship, as the participants highlighted below:

> "*If a colleague sees another mentoring a learner, they will be inspired to do it as well*" (Business representative).

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"*The skills and relevance provided by business employees will benefit themselves as well as the learners*" (Business representative).

"If they see young aspirant and highly skilled workers, learners will be motivated not to drop out" (Business representative).

5.4.1.4 SCHOOL LEADERSHIP AND MANAGEMENT INTERVENTIONS

While school leadership is considered the most critical factor in the determination of better academic performance, the literature states that the need to further develop an understanding of the leadership style that complements the sophistication of contemporary control techniques and methods is important (Harris,2020). Good management of the school-community partnership requires leadership that moves away from reactionary styles and behaviours. The need for school leadership with a proactive style and behaviour is paramount for the success of the school partnership. The principal, SMT, and SGB management and leadership need to have a vision, a mission, and clarity about school expectations or outcomes. There is a need for the school's leadership to understand and explain the bigger picture, anticipate events, and even prevent problems. The fact that participants agree that the principal holds meetings with business leaders but seldom with SMT, staff, parents, and learners does not promote the spirit of discussions and continuous dialogue. It also does not build an enabling atmosphere to build on social interactions for unmet school needs. It does not ensure that regular articulation and clarity of vision, mission, values, goals, and objectives, a code of conduct, and academic performance are shared among stakeholders.

Even though the school visions appear on office walls, it is evident from the responses that the regular and clear articulation of vision, mission, values, and school policy to all stakeholders is not done. The link of curricular activities that will be communicated to all key stakeholders in parent meetings may be the missing link to the school's values and culture of hard work, discipline, commitment, and support, all of which are tenets of a functional school.

"I understand that the principal is working very hard to improve the learner achievement in very difficult low socio-economic circumstances" (Business representative).

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The assertion above may be linked to the fact that most of the time, business representatives hold conversations about the school's progress with the principal, who does not listen to other stakeholders' views. In addition, the principal explains the long list of school resources.

According to the SMT, SGB, parents, and staff, most of the meetings were held as planned. The stakeholders seemed to be convinced of the direction the principal is moving the school towards and are aligned and cohesive. Positive energy was evident at the learners' achievement ceremony held at school, where the various stakeholders were visible in committees.

> *"The SMT were seen not be more confident in terms of delegating the work to teachers" (*Principal).

The above might be influenced by the fact that most of the time, the principal attended the leadership development partnership sessions and workshops alone. The school leadership reporting and development sessions were weak and ineffective. This creates a gap in terms of the sustainability of the programme. That the SMT do not delegate teachers, and this might be linked to a lack of confidence by the SMT. According to the SMT and the teachers, teachers are happy with the way leadership interacts, works, and relates to them. They seem to work as a team.

> *"I enjoy teaching at this school and cooperation of teachers, we work as a team, I think I have been fortunate to come to this school"* (Educator).

The teacher said learners support the principal and listen carefully to the principal's speech. According to the SGB chairperson, learners adhere to the code of conduct, and there are no serious issues of conflict among the staff, teachers, and SGB members.

The evidence of social interactions facilitated through meetings shows that there is a high probability that school partnership teams can be built, cultivated, and enhanced for the improvement of school outcomes. Individual capabilities, motivation, and inspiration can be harnessed through stakeholder forums and built on through continuous engagements as well as participation in school activities.

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5.4.2 CASE STUDY 2: VERSVELDT PRIMARY SCHOOL

5.4.2.1 SCHOOL-BUSINESS PARTNERSHIP POLICY

Lasswell and Kaplan define policy as a projected programme of goals, values, and practises (Harris, 2020). Concerning the above-mentioned school-business policy, giving direction, structure composition, and marketing processes of the school-business processes, the principal responded that what they usually did was write a letter requesting donations, and businesses would indicate whether or not they were able to donate. Schools that benefit the most are those whose parent components are in senior management positions in large corporations and are parents of school learners, particularly SGB members. Such parents would request letters themselves, knowing they are part of the decision-making bodies at the companies. Sometimes business representatives visit schools without making appointments through the circuit offices and schools. The structure at the local municipality level only becomes active if there are serious challenges, like when disaster incidents occur, in cases when the schools are damaged by natural hazards, or when stakeholder ceremonies are held to celebrate or launch a project. The corporate sector does have its own document for the CSI projects. Most of the time, the corporate sector interacts with the municipality and the school district without involving the schools.

The principal, SMT, and teacher said that there is no policy for dealing specifically with school partnership projects. The teacher said most of the teachers are informed of approved small projects during meetings, and they do not have a body that discusses school needs pertaining to partnerships. The parent complained that they are reported in the form of decisions in the parents' meeting without any active involvement. Usually, business representatives would come with due dates for schools to submit requests. This shows that sometimes compliance with the law puts more pressure on companies to help the community than a sense of responsibility. Policies that guide partnerships at the school level are not available. As such, communication is one-way, and the choice of school projects depends on business decisions.

5.4.2.2 SCHOOL STAKEHOLDER ROLES AND RELATIONSHIP

According to Block (2011), engagement is the art of bringing people together and requires real commitment if delivery is to take place. The fact of the matter is that the

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active involvement of key stakeholders in a way that increases the likelihood of real, lasting change in the school-business partnership process is crucial. The following response from the principal regards the engagement of key stakeholders:

> *"We do welcome stakeholders and discuss issues of funding and donations"* (Principal).

Apparently, only the principal is actively involved in matters of communication with stakeholders. As noted in the previous discussions, there is no stakeholder establishment, structure, or team that specifically deals with school stakeholder engagement and relationship building. The principal's involvement is linked to his position of authority as a manager who welcomes visitors, some of whom are stakeholders. After having discussions with the business representative, the principal would then brief the SMT, according to the teacher. Thereafter, the information will be cascaded to the staff and teachers. Parents would be reported to and persuaded to agree to the decision or line of thinking already taken, during school parent-teacher conferences. Learners would be the last to be informed when the project starts.

During the flow of information, when information is cascaded to lower levels, the alternative views will not be considered as the decisions were taken by the senior partners, who are the principal and company representative. One could argue that poverty has permeated society so deeply that receiving any form of assistance without active engagement on priority needs would have a significant impact. However, it "becomes too instructional", the parent commented.

> *"Sometimes wrong items are delivered meaning they may not be belonging or meant for the school in particular"* (Teacher).

The school community finds itself in a position where they put everything in the hands of the principal to do the right thing. The full responsibility is entrusted to the principal, who is bound to show the way for the school community. During this time, the company would back down and not keep promises, citing budget constraints as an excuse. Lack of resources compels the community to give thanks for everything. There is literally no space for stakeholder building, relationships, and engagement in school matters such as stakeholder partnerships. The lack of human capital and potential is evident. The partners' social interactions are very much lacking.

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5.4.2.3 IMPLEMENTATION OF SCHOOL-BUSINESS DEVELOPMENT PROGRAMMES

According to Block (2011), implementation of programmes requires structure, relationship building with faith, and commitment. It is critical to support the need to actively engage in processes and activities that are sure to lead to improved teaching and learning in schools (Education World, 2019; Christie et al., 2007; Bush et al., 2010; Kiriori, 2017). With reference to responses to the planning, implementation, monitoring and evaluation of projects, the principal said that the school has a large learner population, such that small donations or gifts in the form of sweets and chocolates are not sufficient for all learners. This happens when visitors from abroad buy small gifts like chocolates and sweets for learners to give to educators so that they can share them among learners in the foundation phase during visits to schools. The researcher made an observation of the boards for sponsored advertising projects appearing on the fence of the school after small projects had been completed by the sponsor.

Regarding project implementation, businesses market themselves by making school boards with their business names on them.

> *"Making school letter boards also has the name of the business, and usually sponsors are once-off whereas the school expectation is that this is the beginning of long-term partnership but only to find that it was a once off venture*" (Teacher and SMT).

> *"When catering events, flyers will be all over the school yard which happens also for Higher Education and Further Educations Training (FET) colleges when learners complete their school education, advertising the career paths available at their institutions"* (The teacher pointed out the benefits for businesses during development activities).

The principal contended that learners are at times given bags with company labels to contain products when selling at school. Sponsoring school curriculum in business subjects may benefit businesses more than students because students carry bags with company names to school, in taxis and buses, and on the streets on their way home. At times, learners must pay a certain amount of money to tutors who assist them during weekends and holidays. The community member complained that those

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who cannot afford it will be denied access. If organised by the Department of Education through centres comprising a few schools, parents must pay for transportation and food while the department pays tutors. Companies will occasionally sponsor Grade 12 camps for high-achieving students only.

According to the educator, such powerful enrichment camp projects appear to benefit a small number of children, as they would instruct five students per school. According to the parent, only students in Grade 12 benefit from these extra classes, while students in other grades do not. There are learners in lower grades who like to begin these enriching projects at an early stage, said the community member. The thinking is that most of the projects are done for promotion, marketing purposes, or business commission. Schools are usually on the receiving end of this to see how many of their students will assist their peers and announce it to students without question.

The SGB chairperson said not all the members are kept continuously updated since they meet once per quarter, which implies that they would only be reported to together with the parents of such projects. The parent echoed the same sentiments; that development activities are lacking as a result of weak communication and engagement in the planning phase. The SMT said donations linked to learners and teaching material are brought to the school, and the school community will be informed later. The teacher said documents will come to the school later for the principal to sign for compliance with tax measures and regulations.

Among the development activities based on stakeholder needs are direct tutoring and mentoring support for educators and learners, and a family literacy programme through workshops at school or in the community, assisting parents to speak, read, and write in English and their home language in order to take a more active role in their children's education. Professional development, technology assistance, classroom instruction for parents, math and reading tutors, culture tutors, funding support for hiring retired educators, afterschool tutoring, extracurricular activities, teacher training, awards programs, book donations, school uniforms, field trips, computers, and laptops are among the programmes offered. Katz also cites a lack of relevance in schools as the cause of the high dropout rate for learners, saying high-quality after-school programmes leverage hands-on learning experiences and

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community connections to prepare youth for success in college and the workforce (Education World, 2019).

5.4.2.4 SCHOOL LEADERSHIP AND MANAGEMENT INTERVENTIONS

According to the Centre for Business Studies, once a structure for school partnerships and after-school programmes is in place, start small, highlight benefits to learners, understand teachers are learners, be flexible, and go global (Education World 2019). Authentic leadership is good for managing school partnerships through the implementation of legal frameworks. However, such leadership needs to be complemented with matters of parents, educators, and community involvement for better provision of physical, human, and financial resources. Conflict that arises needs to be dealt with within the spectrum of active involvement of teachers, parents, and the community to enable and cultivate a favourable teaching and learning atmosphere. Communication, as an essential component of a vibrant organisation, must always be used. Work delegation thrives in a welcoming school environment. Transactional partnerships need to be accomplished with the involvement of stakeholders, such as relevant partnership teams. The school structures, such as SMT, RCL, and SGB, as well as other partnership committees, need to cascade information openly and transparently, considering all stakeholders of importance.

The vision, mission, and values of the school are displayed on the walls, and various committees have been formed to assist with school management and leadership. Whether the constitution and school policy are shared by most parents is a challenging question. The parent said she does not know the school's vision or policy. The teacher expressed that some of the new teachers do not know the vision and school policy since they have not been taken through that process. This also implies that, on an annual basis or regularly, it has not been communicated to the structures of the school, even if it appears on school walls.

The clear articulation of the vision, mission, values, and school policy to all stakeholders is not done regularly. The communication of curricular activities may be the missing link to the school culture of hard work, discipline, commitment, and support, which are the tenets of a functional school.

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"Teachers at this school cooperate and work as a team in matters involving projects of functions" (Educator).

"*There is no teamwork in the SGB and SMT*" (SMT).

The SGB chairperson complained about the lack of support that is evident through weak attendance at school affairs. The views of the parent, community member, and leader were that the previous principal was very weak on community participation and engagement. She was so powerful and dictatorial that she believed she could change things on her own.

However, the school seems to be working fairly well on average. The lack of cohesion amongst key stakeholders might be linked to a leadership style that is directing and very weak on building relationships and engagements. The school must work on building and improving relationships with key stakeholders and creating a favourable climate for stakeholder dialogue and the school partnership team.

5.4.3 CASE STUDY 3: FLOWERDALE HIGH SCHOOL

5.4.3.1 SCHOOL PARTNERHIP POLICY FRAMEWORK

Policy is a major guideline for action directed at the future (Harris, 2020). There is evidence of a variety of school policies to assist in the management of the school, both mandatory and SGB-initiated policies. There are established committees such as admission, safety, maintenance, subject policies, codes of conduct for teachers and learners, and school policy with a vision and mission. The circuit manager felt that there must be clear articulation and understanding of the vision and mission statements among the school stakeholders, particularly the parents.

"There is no specific policy from the school that guides the school on the management of school stakeholder partnerships. We do not even have one from the district" (Principal).

When asked how they deal with requests from various businesses, the teacher said,

"We advise them to see the principal. The principal is the one who has information regarding the aspect".

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The teacher highlighted that even if appointments are made, business leaders and donors still meet with the principal, who would then report how the discussions went after three months at an SGB meeting. There is no guideline document to use during those meetings. Typically, the principal would listen to the needs of the business representative and accept what was offered, such as compiling a list of school needs for submission to businesses via circuit offices.

The parent stated:

> *"I have just seen the mobile library at school and I do not know who donated it or whether the department gave it to the school"* (Parent).

During the COVID-19 pandemic, students would only be given masks from school. The principal would receive sanitizers from the department without knowing the donors. Sometimes the circuit managers would just share sanitizers among the schools in the circuit without knowledge of the donors or the quality of the product. The implementation, expansion, and improvement of school stakeholder partnerships are the responsibility of one person, namely, the principal.

Parents noted that they were not aware of any contribution to the school as the department provides the school with money to take care of its needs. When asked about small gifts to contribute to the school, the parent response was that they are not even aware of that. There is no planning in terms of partnerships; the school solely relies on random visits made by the businesses and visiting agents, which is a matter of luck as there are more than sixty schools in the area. Infrastructure and classroom building are the responsibility of the district, and they occur after disaster in the form of storms, theft of roofs, and many years of the school being in a dilapidated state. Seemingly, the responsibility falls directly on the school stakeholder team, which does not exist to assist the SGB, and as a result, it is the duty of the principal to report to the committees. It is common knowledge that discussions do not reflect the larger school organisation.

5.4.3.2 SCHOOL STAKEHOLDER ROLES AND RELATIONSHIP

Stakeholder engagement is defined as an encounter between stakeholders engaged in a dialogue in which the parties come together, get to know each other better, and

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become true partners throughout the engagement process (Block, 2011). The rural school, like all other schools, is a complex organisation as its stakeholders differ from learners, parents, teachers, community education officials, businesses, community leaders, municipal representatives, social partners, businesses, and other institutions with an interest in education.

> "*There is a big gap between the community and the school*" (The education official).

As a result, parental visits and parent evenings are minimal except when the school issues notice of meetings to give parents reports of student performance. The principal said business leaders rarely come to their school except in cases where all schools are involved. According to the principal, the involvement of parents is much better during athletics and sports activities. Active participation on a voluntary basis is very scarce. The parent said they see their role as more about preparing learners to get to school with clean uniforms and books. Professional teachers handle other aspects of assisting students with their schoolwork. Thus, assistance on a higher level by parents does not exist. Parents who have money can get tutors who help learners and are being paid monthly stipends. Active participation in committees is absent. The fear of being elected to the SGB and its subcommittees accounts for the low attendance at meetings, which is less than 40%.

> "*There is no active participation and communication between the community, parents, traditional authorities and the school*" (The parent).

This leads to the principal remaining with more powers to do work that is supposed to be done by parents. As a result, the success of the school depends much on the principal. Policy support in decision-making, implementation, and evaluation is necessary to build effective schools with good governance and leadership. The absence of parents in schools deprives students of adequate resources and encourages lower participation in career path workshops. However, the education official was hopeful that the gap between the school and community could be bridged and communication could improve.

There is a complete lack of policy decisions in school stakeholder partnerships, which leaves a void in school processes because of the lack of dialogue. Businesses and

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donors need well-written letters with a list of needs that are well and fairly documented over a period of three years with well-thought-out plans and outlined activities. School partnerships need a structure that includes a team of players who share the vision, mission, and values of the school. Among parents, some role players are heads of companies and others are directors, and they can easily volunteer to offer help when assistance is sought in meetings and teams, where partnership teams are involved, engaged, and participating.

Business people who are parents do not participate in school committees. Donors on business management committees are reinvesting in their communities, but the demand is greater than what the school requires.

> *''Businesses are at a distance*" (The parent).

There is a big gap that needs all stakeholders involved for the sake of better education for learners.

> "*Businesses need school committees to ask and complete forms*" (Business representative).

The parent stated that committees are formed after a disaster when learners do not have classrooms to attend their lessons. As teams stop functioning after school renovations, the functions and relationships are left with the principal and businesses. There is confusion as educators feel they are not recognised for certain roles, such as leadership in partnership teams. The teachers regard the processes as unfair in cases where only the principal is involved, cascading the information to the lower levels of the school system.

5.4.3.3 IMPLEMENTATION OF SCHOOL-BUSINESS PARTNERSHIPS DEVELOPMENT PROGRAMMES

Transformational activities need the ability of all partners to leverage and network to raise resources, to have openness to learning and change, to have the drive and commitment to a common vision, and to have a trusting and respectful collaborative and working relationship to achieve the desired outcomes (Butcher, Bezzina & Moran, 2011). The implementation of development programmes occurs when businesses

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offer assistance and donations voluntarily. The principal said sometimes donations come in the form of used files, office tables, and chairs. A list of learners whose homes are poverty-stricken and declared vulnerable is listed and known through the circuit offices. They would agree to smaller projects like assisting with ceilings, wall paint, tiles, and doors. The majority of donations will be shoes and sanitary pads for girls.

The teacher says that schools write letters of request for donations, and the mining industry will take more than twelve months to respond, by visiting the school, or not responding at all. It is a wait-and-see mentality. Some businesses use the opportunity to donate for state tax reduction purposes in a very short space of time without real engagement taking place. Other businesses would form partnerships to comply with policies that compel participation in community projects. The business representative indicated that they have a minimal budget, and as such, they would deliver school stationery holders and school bags for learners.

According to the education official, little is being done to provide learners with career guidance for their chosen career path. Learners' talents are not explored. Respondents agreed that learners should be helped to recognise their skills and that there should be a programme to support these career workshops. It is rare for neighbouring companies to initiate teacher curriculum workshops because they do not participate so much in curriculum matters. The parent said that curricular activities, which are the main core, are left with the department. The principal felt that the curriculum departments sometimes have less resources to visit the schools individually to provide the necessary support. Furthermore, it is apparent that the development of activities is not continuous and sustainable because of a lack of organisational policy support and specific committees to oversee its work. The principal complained that if everything must come from the top, such as at the national, provincial, and district levels, it cultivates a culture that lacks community innovativeness and undermines valuable initiatives at the grassroots level. The education representative from the municipality said that if projects are from the national level and are deemed authentic, final, and approved, they create gaps in the planning and implementation of projects at the community level. When asked how they usually assist the school, the community leader responded that the community

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believes the state should provide everything. The community member added that it creates a culture of saying that if it is not done at the top level, it is useless.

The Centre for Education Studies (2019) says that businesses can assist in providing a more rigorous and skills-based curriculum, highlighting employability skills like teamwork, communication, and presentation skills. Relationships are important not only at school and in business but also in their personal lives. Students gain access to role models they may otherwise not have. The business world develops engaged and innovative employees through the building of performance and achievement teams, and schools can do the same. The Centre for Education Studies further makes a comparison between a good educator who has no practical examples of high school accounting workplace experience and an employee who illustrated the same lesson with a real-life example of calculating inventory for "Ford Mustangs." As a result, the class perked up when they realised the relevance of the lesson to "a good, interesting job" (Education World, 2019). The preceding scenario demonstrates the relevance, rigor, and rich experiences of the power of businesses collaborating with schools, and that the benefit to learners is immeasurable.

5.4.3.4 SCHOOL LEADERSHIP AND MANAGEMENT INTERVENTIONS

School leadership and management responsibility to instil a culture of trust, transparency, and confidence among the local community, government, and stakeholders seem to be lacking because of more than five successive years of poor student performance. The school's leadership lacked the commitment and engagement of its local stakeholders. There was inadequate mobilisation of resources to pull the teaching and learning processes together.

The SMT and teacher said one of the drawbacks comes from the lack of collaboration in the agreed-upon measures to improve the school that occurs during the decision-making process. Thus, a relational approach is missing, which is critical to the value of trust. The leadership style does not actively involve key stakeholders; it is kind of *laissez-faire* and breeds practises that are incongruent with expected school improvement plans and goals.

> "*We need to support each other so that we can achieve more in our schools. To work together to change the mindset of teachers, learners and parents in*

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order to rebuild the dysfunctional parts of the basic education system. To involve the staff for their professional development and to promote proper governance'' (Education official).

The assertion above indicates a lack of thorough consultation, cooperation among key stakeholders, and teacher professional development. Furthermore, it suggests that the vision, mission, and values of the school are not well articulated and shared by stakeholders, to link the teaching and learning processes during the implementation of school programmes.

The chairperson of the SGB said regular communication is the missing factor to provide ownership rights, full stakeholder engagements, and the presentation of gifts by the neighbourhood and parents, as well as local companies, which would give rise to stakeholder support and commitment in school activities. The school community occupies a watching space instead of being active participants in school affairs. Whenever a meeting occurs, the parents need to be told what is happening in the school. The school community becomes more of a listener than a planner and developer of systems for improving the school.

The parent, community member, and leader are not sure of the school's processes. The need for openness in stakeholder meetings and school partnerships was therefore insufficient. The education official says plans for regular visits during implementation were lacking for stakeholders to abide by their decisions and implement them. Accountability in school leadership was very weak and weakens the partners in the whole school as the SGB chairperson is not fully knowledgeable about many of the school processes.

Thus, the need for values to sustain actions, collaboration to produce excellence, justice and fairness in working together, a friendly and enabling school climate for the implementation of plans, a sense of belonging, and temperance must be key ingredients of the school processes to enhance school partnerships and better school outcomes. The school's stakeholders require strong working relationships, which would bring courage, determination, sensitivity, the love of teamwork, individual talent, friendship, a sense of sacrifice, fortitude, and a relish for engaging in challenges.

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5.5 CONCLUSION

This chapter presented and discussed some important factors and issues that may have a direct or indirect influence on school-business partnerships. These discussions have assisted and provided clarity in the analysis of data.

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CHAPTER SIX: FINDINGS AND DISCUSSIONS

6.1 INTRODUCTION

Qualitative data is in the form of words, which are relatively imprecise, diffuse, and context-based; data analysis entails sorting and reducing the collected data to more manageable concepts and finding ways to reconnect them (Schwandt, 2015). Therefore, data analysis involves the ordering and structuring of data to produce knowledge. In this study, some of the qualitative data was quantified. The data was analysed using both qualitative and quantitative methods. The analytic strategies, questions, and adapted framework were used for analysing the data in the study. Sentences, as key words, were organised and classified into key concepts, which were then organised. Emerging trends were further discussed. Furthermore, the interactive governance model advanced by Kooiman et al. (2008) and Kahn (2011) was used to check the effectiveness of the applicability and occurrence of governance, management, and policy processes in school partnerships. Triangulation and thick description methods were used to identify themes. For ease of reading, the same framework that ran through the other chapters was used, with adapted elements of corporate citizenship for analysing school-business partnerships (Nieuwenhuis & Rossouw, 2012;). The framework picked up the important areas for school partnerships' effectiveness and efficiency. The variables linked to the success of school partnership management were thoroughly examined and analysed. Alexander (2013) states that schools in the 21st century will be driven in large part by partnerships. Hence, the analysis of data begins with themes that emerged during the discussions of the literature review and interview process and reports on findings as guided by the framework, followed by the quantitative findings and discussions, as well as pertinent issues that came out of the study.

6.2 OBJECTIVES, THEMES AND FINDINGS OF THE STUDY

The study investigated the following objectives linked to elements as used in the theoretical framework and discussed in the review of literature:

- To investigate policy frameworks guiding management of school-business partnerships.

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- To find out the roles played by the different stakeholders in the management of school-business partnerships.
- To find out the methods used in implementing, monitoring and evaluation of development programmes used in school business partnerships.
- To establish intervention strategies used in effective management of school-business partnerships.
- To establish challenges experienced by management teams in the management of school-business partnerships.

Data obtained from field interviews, were coded by hand from the conceptual framework, to conduct the initial round of data analysis. The researcher conducted line by line reading and coded all data concepts, which were corroborated by the literature review to establish facts.

In the second phase of data analysis, the researcher aggregated related codes into overarching themes. The trustworthiness of the thematic findings was attended through describing the school context, providing assurance to the participants, explaining the engagement process, sampling a wide variety of participants, and triangulation of multiple data sources to permit the reader to judge the transferability and credibility of the research study. Data revealed the following findings linked to the objectives of the study. The themes used in the questionnaire offered further interpretation and clarification.

Table 6.1: Objectives, themes and findings of the study

Objectives of the study	Themes	Findings
• To investigate policy frameworks guiding management of school-business partnerships.	• School partnership policy, structure, vision, goals and objectives	• The school-business partnership structure is not available. • The school-business partnership policy is not available. • The school-business partnership vision, goals and objectives are not available.

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• To find out roles played out by different stakeholders in the management of school-business partnership.	• Key stakeholders, roles and responsibilities, communication channels, relationships and decision-making process	• There are no clear identified stakeholders. • There is no clear identified roles and responsibilities. • There is lack of collaboration of structures. • There is lack of clear communication channels and decision-making process.
• To find out the methods used in implementing, monitoring and evaluation development programmes in school-business partnerships.	• Needs identification, planning, implementation and evaluation of projects • Resources and assets	• There is no memorandum of agreement between schools and businesses. • There is no clear availability of needs specification and resources gap identification relating to school-business partnerships. • There is no clear planning, implementation, monitoring and evaluation of projects.
• To establish intervention strategies used in effective management school-business partnerships.	• Positive school climate, capacity building, commitment and motivation	• Lack of positive climate towards school-business practice. • No development of stakeholders for sustainability of programmes. • Lack of direction and commitment on the school leadership to establish school-business teams. • There is no capacity building of stakeholders.

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6.3 CASE STUDY FINDINGS AND DISCUSSIONS

The researcher gathered data using semi-structured interviews and then reported. The three case studies differed in context to give a rich variety of information considering the different backgrounds of South African schools. Schools had a farm school, township and rural school background. Additionally, a purposive sampling approach was used to select schools which previously had been involved in school-business partnerships and the same respondents for interviews also completed the questionnaires. This was done to ensure that identified factors are reliable based on the knowledge they possess. Purposive sampling is a judgemental or expert opinion sample selected based on specific knowledge of the respondents who are or were involved in the phenomenon under investigation (Cohen, Manion & Morrison, 2018).

A questionnaire (Appendix 4) with a five-point Likert scale was sent to all participants. The questionnaire consists of one to five ratings, using abbreviations for Not in Place (NP), Do not Know (DK), Under Developed (UD), Partially in Place (PP) and Fully Developed (FP). All participants participated; the researcher explained the research aims and that it is not compulsory for them but could assist the school's learner performance. Participants were asked to cross the response that closely represents his or her opinion.

Results were then mixed during the interpretation stage using a triangulation logic to check coherence and corroboration (Ivankova, Cresswell & Plano Clark, 2020). The scores from ratings of the questionnaire responses of the first, second, and third case studies based on the variables in the study were recorded.

Microsoft Excel statistical package was used to analyze the quantitative data using step by step calculation of the mean, median and standard deviation of the three case studies. In the analysis, Likert scale responses were converted into their corresponding percentage values based on the provided rating scale. The mean percentage value of the aggregated responses was then calculated using the AVERAGE function in Microsoft Excel. In the analysis, Likert scale responses were converted into their corresponding percentage values based on the provided rating scale. The mean percentage value of the aggregated responses was then calculated using the AVERAGE function in Microsoft Excel.

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Rating one was equivalent to 20%, indicating not in place or not available; rating two was equivalent to 40%, indicating do not know; rating three was equivalent to 60%, indicating not developed; rating four was equivalent to 80%, indicating partially developed; and rating five was equivalent to 100%, indicating fully developed.

Thirty participants were interviewed and completed the questionnaires. Participants' ages ranged from thirty to sixty years. Nineteen of the participants were females while eleven were males. On the race factor of participants, thirty-eight were Africans and two were whites who were the community leader and business leader. Three principals participated, where two were males and one was female; all were between the ages of fifty and sixty. Three chairpersons of SGBs participated, between the ages of forty to sixty, and two were males and one female. Community leaders were between the ages of forty and sixty, where one was a white female and two were male Africans. The education officials were Africans between the age of forty to sixty, and two were females and one male. Three female SMTs participated, between the ages of thirty and fifty. Three teachers, two females and one male who participated, were Africans between the ages of thirty and fifty. Three parents took part between the ages of thirty and fifty, one was male and two were female. Three business representatives participated, between the ages of thirty and fifty, and all were female. Three members of the community participated, one male and two females, between the ages of thirty and forty. Three municipal officials participated, between the ages of thirty and fifty, where two were females and one male. Twenty participants had more than ten years' experience involved with schools' interactions, three less than five years, and seven had more than ten years' experience in school involvement. Parents, SGB chairpersons, community leaders and members, and municipal officials had below degrees and diplomas, whilst business representatives, educators, SMTs, principals and education officials had degrees and diplomas. The Cronbach's alpha value was between 0, 87, which indicates the internal response validity was acceptable, considering the responses of participants' knowledge and experience they possess.

Microsoft Excel statistical package was used to analyze the quantitative data using step by step calculation of the mean, median and standard deviation of the three case studies. The researcher ensured that the following steps in quantitative data analysis as outlined in Nieuwenhuis (2020) were observed and adhered to.

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- ✓ Preparing the data
- ✓ Describing the sample and participants of the data
- ✓ Organising the data
- ✓ Transcribing the data
- ✓ Getting to know the study data

6.3.1 SCHOOL-BUSINESS PARTNERSHIP POLICY

Participants in each case study included principals, SMT members, the SGB chairperson, and education officials. The objective in question was to investigate the use of a policy framework in school-business partnerships. Questions were asked regarding the availability of tools and principles to guide the operations of the school-business partnership processes. The following themes were probed: the availability of the school-business team, policies, goals and values, project activities, and reporting and evaluation. The scores were determined following the responses of participants in each variable. Below are tables to indicate the results in brief.

The following case studies data were meant to investigate policy frameworks guiding the management of school-business partnerships. The criteria used are, namely, availability of policy guiding school-business partnerships, partnership structures, goals and objectives, projects activities and reporting.

Table 6.2: Case Study 1

Variable	Questionnaire items	Raw Scores (%)	Median scores (%)	Mean (%)	Standard Deviation
School-business partnership policy	A1, A6, A10, A11	34	38	38	3.7
Partnership structure	A2, A3, A4, A5,	35	38	38	3.7
Goals and objectives	A7, A8, A9, A16	38	38	38	3.7
Projects activities	A12, A13, A14, A15	40	38	38	3.7
Reporting	A17, A18, A19, A20	43	38	38	3.7

Table 6.3: Case Study 2

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Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
School-business partnership policy	A1, A6, A10, A11	45	45	46.4	3.7
Partnership structure	A2, A3, A4, A5,	44	45	46.4	3.7
Goals and objectives	A7, A8, A9, A16	40	45	46.4	3.7
Projects activities	A12, A13, A14, A15	48	45	46.4	3.7
Reporting	A17, 18, A19, A20	55	45	46.4	3.7

Table 6.4: Case Study 3

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
School-business partnership policy	A1, A6, A10, A11	28	32	31.2	3.7
Partnership structure	A2, A3, A4, A5,	30	32	31.2	3.7
Goals and objectives	A7, A8, A9, A16	32	32	31.2	3.7
Projects activities	A12, A13, A14, A15	34	32	31.2	3.7
Reporting	A17, A18, A19, A20	32	32	31.2	37

Analysis of data in Table 6.2 shows the mean being equal to the median, which suggests that data for this variable of school-business partnership policy are negatively skewed. Scores are also low when looking at points for participants, and the standard deviation is more than three. Therefore, data is negative for this variable, suggesting that it has a negative impact on the school-business partnership. This also happens in Table 6.4 where the mean is less than the median, with the same standard deviation above three. In Table 6.3, the analysis of data shows a slightly different picture from the two tables indicated above. The mean is more than the median, which indicates a positive impact on the variable. The standard deviation is above three and therefore indicates that the variable is not satisfactorily addressed and has an impact on the school-business partnerships as a whole. The variable is still not well developed.

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In terms of the first variable, namely, “school-business partnership policy”, the scores of the first and third case studies are between 30 % and 40 %, whereas the second case study is between 40 % and 50 %. Participants agreed that there is no policy to facilitate the school's business partnership activities. This includes the goals and objectives, activities, and monitoring and evaluation processes. The difference could be attributed to contextual factors, such as the second case study's proximity to the industries, mines, and businesses where they conduct school visits. Policy did not support interactions between school stakeholders well enough in any of the schools.

The participants indicated that school-business partnership structures to engage on policy matters are not available. As a result, they have no guidelines for how to interact with stakeholders, such as businesses, in their local areas. There are no specific committees or teams directly responsible for school-business partnerships. Partnerships are not institutionalised. In the absence of structures, interactions with businesses, communities, or the state are left in the hands of the principal. As a result, the principal is bound by whatever the business has to offer. On the other hand, the business has a list of what to offer at the school. It appears that on matters of partnerships, the principal does not have much power to sway the direction of processes as a representative of the department. The SGB is not available because businesses do not always make appointments with schools when they visit schools. The SGB appears to lack capacity to engage on this matter. The option could be to involve other members in developing a partnership policy framework. Policy support must institutionalise and enable the coordination of useful and important partnership activities. The vision of the school partnerships was underdeveloped, undervalued, unsupported, and the activities of its innovations were not coordinated.

However, the school-business partnership states that in countries with advanced education systems, many education organisations have responded to the increased corporate involvement in schools with guiding principles, resolutions, and legislative initiatives (Alexander, 2013). It appears that establishing ground rules in schools, communities, and business partnerships is critical for the success of the South African schooling in terms of academic excellence and child welfare. Rules provide benchmarks for determining standards and boundaries. In all case studies, the lack of

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policymaking in guiding school-business partnership practises has created a vacuum. This is evident in the following scenario shared from the interviews:

In the mine nearer to the first case study, the new mine manager did not want to continue with the agreed upon contract plan started by the previous manager of adopting six learners, up to Grade 12 and the completion of tertiary studies, supporting them with resources financially and materially. He said he wanted to support learners locally. This means the mine supported only learners at local schools. The parents of six learners came to the school and were advised by the principal to talk to the business representative and mine manager at the mine. When they consulted the mine manager, he did not want to entertain it, saying it is the business of the business representative, and instructed the business representative to hold meetings with the parents and the principal. In the meeting were six parents, the business representative and the principal. There is an agreement that was made and during the discussions, the participants in the meeting had no frame of reference except the agreement made. The SGB chairperson was invited but did not come. The parents wanted their children to receive good education. But they were taken from pillar to post. The mine could not afford it, as the business representative indicated. The gap was caused by the unavailability of the policy and structure to engage in such matters.

The above scenario depicts some shortfalls, inadequacies, uncertainties, weaknesses, and difficulties that are experienced in school-business partnership processes where foundations for school partnerships are not well-laid. The views that some businesses approach schools with diverse and selfish agendas seems to be true. Reading from the scenario above, both the business representative and the mine manager could not have opted to discontinue the agreement as they approached the school and parents. Parents' expectations were raised, but the motives were not clear. It could have been well engaged and discussed to reach an amicable solution if it was motivated by a genuine desire to serve the community. An aspect that could have interfered is the race factor that prevented the new mine manager from engaging parents on the difficulties the mine faces, as the previous mine manager was black and the present was white. Both the business representative and the new mine manager could have availed themselves. It was necessary to hold a stakeholder partnership meeting and raise this as an urgent issue to be debated by all concerned parents, including the mine manager. However, the most important thing is that he was not involved in the decision-making. Hence, the question of engagement is very important and shows the participatory approach in the process as being of critical

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importance. It also shows that if the business sector includes only the business representative, it is not complete because in his or her absence, the partnership may fail. But including employees and managers ensures collective collegiality, relationship building, and collaboration, which instils faith, pride, respect, and hope for achievement. The business representatives do not have powers. Hence, the issue of a social labour plan being included in the company's strategic objectives is necessary.

6.3.2 SCHOOL STAKEHOLDER ROLES AND RELATIONSHIP

In each of the case studies, the participants were the parents, community leaders, community members, municipal officials, and business representatives. Questions were asked regarding who the key stakeholders are and their roles, the nature of the engagements in decision-making, and communication and collaboration in the school-business partnership.

The following case studies data were meant to find out the roles played by the different stakeholders in the management oof school-business partnerships. The criteria used are, namely, identification of stakeholders and their roles, communication, decision making and collaboration in school-business partnerships.

Table 6.5: Case Study 1

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Communication	B; B1; B17; B2; B26	57	53	52.5	2.5
Stakeholder roles	B2; B8; B10; B11; B13; B14 B16; B27	53	53	52.5	2.5
Decision making	B3; B5; B6; B19; B20; B25	50	53	52.5	2.5
Collaboration of stakeholders	B4; B7; B9; B15; B21; B23; B28	52	53	52.5	2.5

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Table 6.6: Case Study 2

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Communication	B1; B14; B17; B22; B26	59	55.5	55.5	2.8
Stakeholder roles	B2; B8; B10; B11; B12; B13; B14; B16; B27	57	55.5	55.5	2.8
Decision making	B3; B5; B6; B19; B20; B24; B25	54	55.5	55.5	2.8
Collaboration of stakeholders	B4; B7; B9; B15; B21; B23; B28	52	55.5	55.5	2.8

Table 6.7: Case Study 3

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Communication	B1; B14; B17; B22; B26	54	53	53.7	2.6
Stakeholder roles	B2; B8; B10; B11; B12; B13; B14; B16; B27	53	53	53.7	2.6
Decision making	B3; B5; B6; B19; B20; B24; B25	55	53	53.7	2.6
Collaboration of stakeholders	B4; B7; B9; B15; B21; B23; B28	53	53	53.7	2.6

Analysis of data in Tables 6.5 and 6.7 shows that the mean is more than the median, which suggests that data for these variables of school-business partnership policy are positively skewed. The raw scores are also above 50% when looking for participants, and the standard deviation is between two and three. Therefore, the data is positive for this variable, suggesting that it has a positive impact on the school-business partnership. This also happens in Table 6.6 where the mean is equal to the median, with the standard deviation above two but less than three. The fact that the standard deviation is between two and three therefore indicates that the variable is satisfactorily addressed and has a positive impact on the school-business partnerships as a whole. The variable is still well-developed as opposed to the first variable.

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The scores of the variables affecting stakeholder engagement and relationships are between 50 % and 60 %. Following up on the lack of structures and policy, these scores could specifically be linked to discussions after the businesses have presented their request to donate to the principal. Apparently, they exclude sitting around the table and engaging robustly with the needs of learners. Moreover, in all case studies, it was found in the discussion related to policy that, due to the absence of specific school partnership structures that deal with issues of donations, school development, and support, there are no stakeholder engagements. As such, there were no permanent roles attached to the task team members. Task teams are temporarily set up and assigned roles to deal with the school partnership's short-term projects as they arise. Engagements are either left in the hands of the principal or SGB members, with limited knowledge that is not supported by policy principles and documentation. The only engagements at 50% that respondents indicated were those that occurred when companies approached the schools. The SGB chairperson stated that one large mining company has expressed dissatisfaction with schools contacting them in large numbers with many school needs. It raises questions about the lack of interest or negative attitude of some company managers who engage with a lack of willingness, fairness, trust, and faithfulness.

Stakeholder engagement as an innovation system to define the partnership policy vision that guides the mission and activities aligned to the schools' vision was evidently lacking. The fact that there is no team and structure to deal with school partnership processes, as alluded to in the above section, indicates that the engagement processes happened in an occasional and unorganised manner, only when businesses or donors showed up at school. As a result, decision-making processes were hampered by poor communication as equal partners, in relationships, and networking with stakeholders during staff, parent, SGB, and stakeholder meetings. Evidence from the interactions, observations, and practise showed that during the principal's interaction with business representatives' collaborative efforts, individual learning was enhanced; however, it resulted in little or no feedback, at times, being given to other key stakeholders during meetings and workshops. It implies that information was not timely or effectively disseminated to the general public, for a variety of reasons. As a result, issues that need further discussion are often left unattended, resulting in an incomplete service to the community due to a lack of robust

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engagement by partnership members. Most often, it emerged that donations are being finalised at the top level, like the provincial and district level, with minimal stakeholder participation at the grassroots level. Thus, it erodes the belief in local companies providing services and making donations to local schools. As a result of the unavailability of recognised school partnership structures at the local level, company managers are compelled to approach the province, districts, and circuits. The absence of the SGB chairperson and secretary, as well as key representatives of the SGB, in partnership engagements raises concern, which underlines the importance of a school partnership business team working together. Community involvement and parental representation with clear roles and responsibilities in school partnerships are of paramount importance. The availability of a well-coordinated structure for drawing up proposals, calling meetings, and coordinating the functions of the team is needed. That there are no partnership structures or teams in schools further shows the incapacity and inefficiencies of the SGBs, as it is their prerogative to mobilise support. According to Reyes and Picknell (2015), school partnership teams that assist and support the SGBs in governance will manage school-business partnership activities guided by the six steps, as follows: identify, plan, schedule, assign, execute, and close. The school partnership team will do better to ensure that the members are actively involved in school-business partnership activities.

Through the engagement of other key stakeholders and an enabling, positive school climate, the implementation of school partnership programmes will ensure the realisation of the school partnership and NDP 2030 vision. The committee's roles and responsibilities will strengthen the institutional building and relationships of the SGB and its subcommittees, school structures, the community, and active citizenship in general. It will further prevent business sector bias and deviation from the accepted norms, as entailed in the partnership policy. It will prevent manipulation by bureaucratic officials' individual interests and these standing in the way of changes, as all key actors will be engaged. Through the key actors' interactions, the partnership process will be effective and efficient. The common understanding of fair school partnership practise from the state, community, business, and school management perspectives was not enhanced. Only the business leader and principal transactional partnership occurred. The study found that, contrary to the assumptions the business leaders had, school-business partnerships have the capacity to give partners

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experiences of influencing skills, positive influence as compared to power, listening skills, brilliance, value for people, and humility. Furthermore, co-learning and experiential learning in transactional partnerships did not replicate to other key stakeholders as immediately as anticipated over two years' time, but took more than five years. Hence, it necessitates the inclusive participation and integration of other stakeholder members in school partnership structures. The benefits of engagement, such as equal, unique partnerships, are not experienced because of a lack of structural formation.

6.3.3 IMPLEMENTATION OF SCHOOL-BUSINESS PARTNERSHIP PROGRAMMES

Participants in the case studies included principals, SMT members, educators, SGB chairpersons, and education officials. Questions were asked regarding the needs of learners as well as the school, methods to secure resources, inclusion in the strategic planning process, implementation, and continuous evaluation of activities.

The following case studies data were meant to find out the methods used in implementing, monitoring and evaluation of development programmes used in school-business partnerships. The criteria used are, namely, needs assessment of learners, planning, implementation, community-based support and monitoring and evaluation of activities.

Table 6.8: Case Study 1

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Needs assessment	C1; C10; C11	54	52	53.2	2.5
Planning of activities	C2; C4; C6; C21	59	52	53.2	2.5
Implementation of activities	C3; C13; C15; C16; C20	51	52	53.2	2.5
Community based support	C6; C7; C12; C1; C17	52	52	53.2	2.5
Monitoring and evaluation	C8; C9; C18; C19	50	52	53.2	2.5

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Table 6.9: Case Study 2

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Needs assessment	C1; C10; C11	68	62	63.2	2.9
Planning of activities	C2; C4; C6; C21	67	62	63.2	2.9
Implementation of activities	C3; C13; C15; C16; C20	60	62	63.2	2.9
Community based support	C6; C7; C12; C1; C17	62	62	63.2	2.9
Monitoring and evaluation	C8; C9; C18; C19	59	62	63.2	2.9

Table 6.10: Case Study 3

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Needs assessment	C1; C10; C11	54	53	52.8	2.6
Planning of activities	C2; C4; C6; C21	54	53	52.8	2.6
Implementation of activities	C3; C13; C15; C16; C20	53	53	52.8	2.6
Community based support	C6; C7; C12; C1; C17	52	53	52.8	2.6
Monitoring and evaluation	C8; C9; C18; C19	51	53	52.8	2.6

Analysis of data in Tables 6.8 and 6.9 shows that the mean is more than the median which suggests that data for these variables of school-business partnership policy are positively skewed. Scores are also above 50 % when looking for participants, and the standard deviation is between two and three. Therefore, the data is positive for this variable suggesting that it has a positive impact on the school-business partnership. This also happens in Table 6.10 where the mean is slightly below the median and the

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standard deviation above two but less than three. The fact that the standard deviation is between two and three therefore indicates that the variable is modestly addressed and has a modest impact on the school-business partnerships as a whole. The variable is still fairly developed as compared to the first variable.

Planning for school and learner needs, as well as programme implementation, is critical in producing academic excellence in public schools. The variables' scores in the first case and the third case study are around fifty, but in the second case study is around sixty. The difference could be linked to the environment of the schools, as the second study is around town and surrounded by mines and power stations; the first study is on farms; and the third study is in rural areas far away from town. The latter two are in disadvantaged areas characterised by factors such as low parental income and state social grants as the main source of family income. The second case study seems to have more access and opportunity for business donations and sponsorships as compared to the first and third case studies. Although the second case study receives more attention than its counterparts, in general, there seems to be little progress in terms of development activities in the case studies.

Development needs resources. Resources necessitate collaborative efforts in schools via collaboration teams. Development is first and foremost the prerogative of a functional SGB. Development goes hand in hand with building capacity and making resources available. The programme of activities to continuously enhance better teaching and learning needs the SGB, which is embedded with competence, commitment, knowledge, and skills. In all schools, earnest and continuous capacity development of all SGB members and their subcommittees has not taken place. Observation in practise and the study indicate that in some instances, not all members are invited to workshops; only the key portfolios of the chairperson, secretary, and treasurer are invited to training sessions. This implies that most members begin to offer duties without knowledge or skills and are not prepared to perform duties. This culminates in the practise of weak structures and a lack of capacity in SGBs in public schools. Newly hired SGBs are given a one-day, one-time training session for job readiness, which is insufficient. According to the researcher, this indicates a weakness of innovativeness in thorough policy planning and implementation. The SGB sub-committees also receive guidelines for implementation without being fully capacitated

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in their duties. As such, key structures like the SMT and SGB assume duty without being in a state of readiness. This causes backwardness in terms of producing academic excellence and the realisation of the NDP vision and goals as well as school expectations. Ensuring and enabling the inclusive development of community, school, and business actors for access and equity in public schools needs planned development. Lack of planning regarding development activities is further linked to the unavailability of school partnership teams. Schools can sustain the long-term vision of stakeholder partnerships through the planning and development of activities in school partnerships. There will also be whole-school development as resources will be in abundance. The study believes the school-business partnership can support the SGB and SMT in raising expectations and achieving them in public schools. According to the research study, school partnership teams are the way to go and an innovative solution to the dire situation schools are in because schools have not performed well in the presence of SGB structures.

In the case studies, school-business partnership committees do not exist. According to the SGB chairpersons and principals, school needs are many, and resource provision is minimal. The school development plan (SDP) is developed by the school development team (SDT) and could take many years to be implemented or not be implemented at all due to lack of funds. The study associates this lack of implementation with the failure of SBPT to develop funding plans. Apparently, the function of the finance committee, which is a mandatory committee of the SGB, is to monitor the use of “Norms and Standards” money given to schools according to quintiles, which does not cater for other needs and projects for school improvement purposes. All educational change of value requires new skills, behaviours, beliefs, and understanding, and it involves capacity, commitment, motivation, beliefs, insight, and discretionary judgement. People need each other to learn and accomplish things. It also emerges that little or no mentoring and peer relationships take place in the SGB structures. This is further linked to a lack of team bonding, which brings about teamwork. Team bonding comes as a result of continuous training. The study suggests both small and large-scale developments are important. The state of SGBs as legal institutions to enhance the deliverables in the schools, as discussed above, is not satisfactory. It is therefore necessary to suggest a rethinking of the management of school-business partnerships. The SGB needs support to carry on with the school's

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development, as there is very little or no competency to perform their duties. There are no profound ways for SGBs and their subcommittees to develop in order to improve school performance. Dialogue with key actors appears to be minimal, as there are few networks for dialogue. There is limited intersectoral collaboration that leads to innovative communication flows and probes avenues for further dialogue. There is no delivery of effective and efficient development initiatives and programmes. The questions of who should plan, implement, monitor, supervise, control, and report remain unanswered.

In all case studies conducted at the school level, it came out that information regarding development programmes was not effectively cascaded to lower-level educators, parents, and the community timeously and successfully. Various reasons are attributed to this, such as poor parental attendance during meetings and the lack of SBPT teams that should be responsible. It appears that the delegation of tasks and projects done by the principals during interactions with stakeholders did not filter well to produce good results. The principal could only delegate the SMT and educators for the completion of tasks and projects. It is also noted that the SMTs could not delegate tasks to educators efficiently. The cause could be that workshops and training were not provided to SMTs, and as a result, they lack the capacity and confidence to engage and delegate educators in projects. The main reason could be the absence of key stakeholders in leadership development workshops. Only the principal was capacitated to shoulder the whole school's development. The weakness is that when the principal gets promoted, goes on pension, or gets sick, the much-awaited coordination and impact are lost. That is the rationale for the research finding that one is too small a number to achieve greatness (Maxwell, 2011), which relates to the principal alone with the SMT not being able to achieve school success. Schools need the business sector's support to deliver on their expectations. This has been tested during the COVID-19 pandemic to prove that the partnership is possible. According to literature from around the world, development is carried out through the interaction of private sector sponsorships. This results in low levels of motivation and job satisfaction as well as happiness. Nevertheless, empowerment could be in the sense that certain groups of people in the school community now have the opportunity to influence the course of events in the life of the school to a greater extent than in the past. In the case studies, it comes out that the training has not filtered down to the SMT, educators,

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parents, and community. Thus, the school partnerships are not inclusive, holistic, and integrative in approach. There has been no evidence of competence or trust among other key stakeholders as they are not included in the partnership teams. The partnerships were mostly between two people, the principal and the business leader; hence, no capacity building, motivation, or communication took place. There was no pride, faith, or respect communicated to key stakeholders. The partnerships were not effective and efficient in contributing to excellent school learner achievement results. There is a need for interventions if public schools are to perform well.

6.3.4 SCHOOL LEADERSHIP AND MANAGEMENT INTERVENTIONS ON SCHOOL-BUSINESS PARTNERSHIP

Participants in all case studies included principals, SMT members, SGB chairpersons, education officials, and business representatives. Questions were raised about the policy, which allowed stakeholders to provide input on how learner expectations should be met; plans for school development programmes were developed; policy guidelines were developed to facilitate and implement school-business partnerships and barriers; and management plans were developed to coordinate curriculum delivery and improve the standard of teaching and learning. The percentages were determined following the rating scale of participants in each variable. Below are the percentages and discussions.

The following case studies data were meant to establish intervention strategies used in effective management of school-business partnerships. The criteria used are, namely, vision and mission of the school, training and development, commitment and competence, stakeholder partnership and motivation.

Table 6.11: Case Study 1

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Vision and mission of the school	C1; C10; C20, C21	60	56	55.6	1.8
Training and development	C6; C9; C11; C15;	58	56	55.6	1.8

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Commitment and competence	C12; C13; C14; C24; C25	52	56	55.6	1.8
Stakeholder participation	C2; C4; C7; C16; C17; C18	52	56	55.6	1.8
Motivation	C5; C22; C23; C26	56	56	55.6	1.8

Table 6.12: Case Study 2

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Vision and mission of the school	C1; C10; C20, C21	80	58	61.2	1.2
Training and development	C6; C9; C11; C15; C19	58	58	61.2	1.2
Commitment and competence	C12; C13; C14; C24; C25	58	58	61.2	1.2
Stakeholder participation	C2; C4; C7; C16; C17; C18	54	58	61.2	1.2
Motivation	C5; C22; C23; C26	56	58	61.2	1.2

Table 6.13: Case Study 3

Variable	Questionnaire items	Raw Scores (%)	Median (%)	Mean (%)	Standard Deviation
Vision and mission of the school	C1; C10; C20, C21	54	54	53.4	1.0
Training and development	C6; C9; C11; C15; C19	55	54	53.4	1.0
Commitment and competence	C12; C13; C14; C24; C25	54	54	53.4	1.0
Stakeholder participation	C2; C4; C7; C16; C17; C18	53	54	53.4	1.0
Motivation	C5; C22; C23; C26	51	54	53.4	1.0

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Analysis of data in Tables 6.11, 6.12 and 6.13 show that the mean is less than the median for all case studies, which suggests that data for these variables of school-business partnership policy are negatively skewed. Scores are also above 50 % when looking for participants, and the standard deviation is between one and two in the first two cases and between two and three in last case study. This indicates that there is a modest participation as far as the variable is concerned. The picture shows that participants are not really convinced whether the school can enable and cultivate an inviting school culture for all stakeholder to play an active role in the school. Therefore, data is positive for this variable, suggesting that it has a positive impact on the school-business partnership. The standard deviation above one but less than three also indicates that there is disagreement among participants. On the other hand, the data show that that the variable is not well addressed and has an impact on the school-business partnerships as a whole. The variable is partially developed.

Schools have vision and mission boards in their offices. There is very little training and development to support SGB and SMT structures as well as educators in their daily activities. It could be a one-time occurrence after they have been assigned to offices. This may be a major contributing factor to their incompetence and lack of commitment to their duties, as shown in the provincial results. As a result, there is no motivation for the wide participation that is expected by institutional development.

The case studies show that schools have lovely visions, missions, and values. However, in case studies one and three, the visions are scored 60 % and 54 %, respectively, indicating that they were not well developed and aligned with the provincial vision statement, whereas in case study two, it was partially developed. The fact that key stakeholders understand the vision and mission statements and can align school plans with school policies is another question that needs investigation. It has been noted that the participants do not know their schools' vision by heart. That there is minimal support (between 30 to 40 percent attendance at parent meetings and school functions), as indicated in the above discussions, raises further concern. According to SGB chairpersons, poor attendance at parent meetings is an aggravating and disturbing factor in terms of parental involvement in school meetings and activities and could be linked to a lack of knowledge and understanding of the vision. Poor

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parents' attendance during the 2021 elections of parental components of SGB members bears evidence. This also shows a lack of understanding, knowledge, confidence, motivation, and active participation of key role players in school stakeholder activities. It raises the question of whether or not a culture of participation and enabling school-business partnerships exists. It really raises many questions regarding the roles of parents in schools if the parents are afraid of elections or do not want to be part of SGB structures. Schools need the support of parents if they are to produce academic excellence. To enjoy some consensus of confidence and support, the school's leadership must deal with major stakeholders more directly and integrate disparate parts into a greater whole. As a result, the school administration will engage communities more constructively in participation, relationships, and self-management. Parents will be able to forge links and networks for more resources in school-business partnerships. The absence of parents indicates a gap in school-business partnerships that plays a role in the pursuit of academic excellence. The gap can be linked more to a lack of willingness on the part of school leadership and incapacity than to a lack of stakeholder participation per se. The innovative role of teams and authentic collective leadership is critical (Hill, 2021; George, 2021; Gino, 2021) in delivering the goals of school-business partnership and ultimately quality school outcomes.

Currently, the fact that parents say they do not know how to make positive contributions to the school relates to poor parental involvement in school affairs. This implies that they are not innovatively engaged in problem solving and depend more on educators and principals for their children's needs. Parental absence from school activities is linked to parents' belief that the principal and educators should pass or progress students. This way of thinking is based on the assumption that the parents were punished in school and that their children should be punished for not doing their homework.

6.4 CHALLENGES EXPERIENCED BY SCHOOL MANAGEMENT TEAMS IN THE MANAGEMENT OF SCHOOL BUSINESS PARTNERSHIPS

During the study, various weaknesses emerged from the interactions, which could be turned into strengths and form part of interventions:

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6.4.1 LACK OF STRATEGIC PLANNING: LACK OF LINKAGE AND INCLUSION OF SCHOOL-BUSINESS PARTNERSHIP PROGRAMMES IN THE SCHOOL'S STRATEGIC VISION AND PLANNING

Planning and providing strategic direction for the school-business partnership were not visible throughout the case studies. Strategic planning entails establishing the structure, which was absent in all case studies. Strategic planning further probes and questions the link between and among school activities and the vision and mission. Strategic planning requires the transmission of the vision, mission statement, and values, as well as the principles and guidelines of school partnerships to key stakeholders, which was unavailable. Strategic planning consists of building a team and assigning roles and responsibilities to team members. The structure will allow the team to engage and carry out tasks successfully. The scenario relating to the way partnerships took place hinted at a lack of long-term perspective regarding partnerships. This resulted in the inability to sustain projects that were useful in improving learner performance. This has been evident in low parental meeting attendance, which indicates weakness in terms of strategic planning in schools. The SGB chairpersons were not happy about the turnout of parents during meetings. It demonstrates the absence of robust engagements that must characterise AGMs.

6.5 WEAK STRUCTURES: THE NEED FOR A STRONG PURPOSEFUL, COLLABORATIVE SCHOOL-BUSINESS TEAM

The need for wider participation could be achieved through the engagement of structures. In a school context, it widens educational opportunities for learners. This happens only when individuals come together from different environments to engage in development activities informed by the existing conditions and knowledge base of the institution. Hence, the disadvantaged public school will benefit from the differentiated skills and competency team working together for the school's success. There will be collaboration across areas of the school with a focus on prioritising the needs of learners. The team will provide insight, direction, and advice in fulfilling their purpose.

The school's AGM is not only for budgets but also to review learner progress in terms of the vision and mission statements; to review the school's vision and make

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recommendations for changes, if possible. Weak school structures are at the heart of the school-business partnership challenges. The research investigation concurs with the literature that ‘weak partnerships’ could be caused by the absence of support structures (Oleyaran-Oyeyinka, 2014; Garchie, 2019) that would otherwise ensure the cascading and implementation of national goals at local levels and strengthen the partnerships. In this research, specifically, the SGBs in public schools are not measuring up according to the expected outcomes. School-business teams are the support structures needed for most key priorities. It relates to the lack of support structures such as school partnership teams or committees being directed and supervised by the SGBs at the school level to assist in achieving the NDP 2030 vision and goals. According to the researchers' observations and interviews, this factor could be linked to the dysfunctionality of SGBs and the weakness of the legal structure to support the SMTs in the process of producing academic excellence. It is at the school level where support structures should be formed to strengthen partnerships. It is these key stakeholders’ social interactions that should enhance the innovations in the school partnerships (Kooiman et al., 2008). In terms of the study, the author speaks of the respondents as key stakeholders in school partnerships.

6.5.1 LACK OF STRONG HUMAN CAPITAL

When schools and business join hands, learners’ benefit. The need to develop a new paradigm for human capacity to meet the demands of the post-COVID-19 era requires nurturing talent in schools, creating an environment in schools where everyone is inspired to make contributions and grow creatively, and engaging more fully in the present while preparing for future generations. There is a need for structures with competent and committed individuals working together for innovation and a shared purpose. The structures that will support school activities will have both flexibility and reflexivity to adapt to shifting circumstances and new school developments. Continuous human resource capacity development programmes exist for school leadership, like LRC, SMT, SGB, and SBPT. Institutions and the government should invest in their human capital through training sessions.

In structures such as the SGBs, a lack of strong human capital to facilitate necessary school-business partnerships at the school level, for social interactions beneficial to the school, has emerged as a challenge. It also demonstrates the lack of policy support

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at the institutional management framework in upper structures that would assist schools. It leads to a lack of strong collaboration among social actors, strained relationships, and a lack of continuous dialogue during partnerships to improve learner performance at the school level. This lack of strong interactions is a problem of insufficient capacity, which necessitates the continuous development of social actors in structures such as SGBs throughout their term of office to ensure capacity building. This will improve their effectiveness and efficiency not only at the school level for improving learner performance, but also as individuals and members of society. The NECT programmes should cover the whole school's development without focusing only on the curriculum because learners must be developed in totality.

6.5.2 CONTINUOUS TRAINING AND DEVELOPMENT OF SUPPORT STRUCTURES

Capacity building is a critical and important issue in Africa as a whole. It should begin with a shared vision statement by the staff and community, which is key to the implementation of all school programmes. This shared vision statement will be further cascaded to the parents and broader community structures for buy-in to assist in school development programmes. This shared vision should create an open and positive school climate or culture. Continuous training and development of structures such as the SGB and SMT is a missing link in the education system. It usually comes as an event. However, it must be a process to ensure capacity development for strong partnerships. This caters both for individual consideration and inspirational motivation in assisting the social actors to actualise their needs and feelings while building trust among team members and their leaders. It helps to facilitate common understanding and information sharing, which leads to collaborative decision-making. Leadership practise has shown that the ability to inspire and motivate social actors can come from intrinsic sources such as job satisfaction, improved learner outcomes, and long-term school excellence, but it can also come from extrinsic sources such as incentives paid to SGB members. As their roles and responsibilities are linked to the purpose of their schools and clearly articulated during school, circuit, and district meetings, positive energy could be inspired by these incentives given their low socio-economic environments. As partners work together, the leaders delegate responsibilities in the partnership; coaching, teaching, and mentoring are provided to individuals, and

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partners are expected to work together in order to identify and address the challenges affecting the partnership. Collins (2015) says that in essence, the partners are required to combine their knowledge, experience, and skills in a co-action and co-learning partnership, and in the process, they come to discover the power of creative thinking and the ability to mobilise actions. This type of developmental action is referred to as action learning, an experience-based approach to learning that focuses on the development of leadership skills through the interaction of a diverse problem-solving team that is charged with the task of resolving complex systemic and societal problems (Collins, 2015).

6.5.3 LACK OF CONFIDENCE, MOTIVATION AND KNOWLEDGE

The DBE's Lekgotla (2022) recommended programmes that support the cognitive and behavioural skills of self-reliance, decision-making, anxiety management, communication, and assertiveness to assist the human resource capital in succeeding in their plans and activities. These factors are crucial in the attainment of improved learner results, enabling a positive school climate where stakeholders are free to participate. The value of using multiple networks on the social media platform has been encouraged during preparations for meetings. Their lack of confidence, motivation, and knowledge was shown by their absence during electoral meetings. It also emerges during collaborative networks, such as SGB interactions and deliberations during meetings. It implies that information from data sources needed to stimulate interaction processes was absent due to a lack of capacity. These are the competencies required to link the strategic goals and objectives of the school partnerships with the vision and mission of the school. These require consideration of the intellectual stimulation of partners in their meetings. During partnership meetings, engagements were limited as most partnerships were between the principal and the business representative. It is an effort to be proactive in tackling problems, uncertainties, and tensions. An effective change leader can manage change and uncertainty by engaging followers in creative problem solving. Partners must be creative and innovative. Hence, interactions between two people (the principal and a business representative) mostly limited creativity and innovation in the school partnerships. According to Avolio & Yammarino (2013), leaders stimulate the partners' innovativeness and creativity by questioning assumptions, reframing problems, and

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approaching old situations in new ways. In the case studies, SGBs had no workshops specifically provided to enhance their knowledge, skills, and experience, which helped them engage in the partnerships. Collins (2015) says workshops help partners spend time together, which, in turn, helps them build strong and trusting relationships. In the absence of proper engagements, the school partnerships did not provide emotional support, trust, commitment, and competencies.

6.5.4 PROVISION OF EFFECTIVE LEADERSHIP

The provision of effective leadership in all case studies is key but lacking. A call for firm leadership and consultation on policy issues affecting their daily operations was issued. The importance of consistency between espoused values and working realities is central to both a positive school environment and a clear vision, such as an expressed commitment towards equality of opportunity for minority groups like women represented in senior positions. The senior staff should be seen modelling professional behaviour in their daily work. Quality engagement could encourage quality parental support by fostering a spirit of cooperation in the way they teach in the classroom. The literature indicated that a lack of policy oversight is predominant in Sub-Saharan countries; it came out in the case studies that the lack of effective school partnership delivery was a challenge as it excluded key school stakeholders. School partnerships lack planning, implementation, monitoring, evaluation, and support, which are believed to enhance the quality of results in South African education in schools (NDC, 2012). Lack of collaboration between SMTs and SGBs regarding school partnerships was evident. When the SMT collaborates with the SGB and other social actors, it will ensure that innovative flows take place, which eventually will give effect to shared and established formulations of support structures and policies and provide avenues for further dialogue, access, opportunity, equality, and sustainability of the school's success (Mullins & Christy, 2016).

Noted that in addition to identifying the team's vision and mission to key stakeholders, leadership must direct, encourage, and support the team members. The leadership of the school will be able to draw up a long-term development plan for the key social actors in the SGB and the school. It involves raising the consciousness of team members by appealing to higher ideals and values and moving the focus of partners away from self-interest to go beyond what is in it for me. The leadership must promote

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an understanding of the wider benefits of the partnership among stakeholders. A vision for the partnership is essential for developing an understanding of purpose. Leadership needs skills in task and people behaviours for achieving set goals and objectives. The need for resource acquisition, plans, and activities needs good leadership.

6.5.5 LIMITED TERM OF OFFICE BY THE SGB

In terms of capacitating the SGBs, the three-year term office of the SGBs is very limited, especially in rural areas where parents have low literacy and numeracy levels, and where training and practise of office bearers is seen as a challenge that interferes with the larger picture of academic excellence. According to the experience in the field, mostly in public schools, the three-year term of the SGBs expires quickly given the lack of continuous training and development. Principals in public schools that are in disadvantaged areas spend most of their time capacitating SGBs as they come and go per their three-year term in office. The SGB performance is more likely to improve as they learn and become accustomed to their roles and responsibilities. However, when they settle, the term of office expires. According to Kiriori (2017), the capping of stakeholders and delivery take up to five years, mostly in complex organisations such as schools. The researcher suggests that the term of office be five years for the enhancement of learner performance. The three-year term weakens the public school system as opposed to the assumed policy intention of strengthening the whole education system. It is a policy matter that requires urgent attention to increase the three-year term to five years, as impactful interventions are evident over a five-year period.

6.6 CONCLUSION

It emerged from the study that schools need partnership structures. Schools do not have school partnership teams that deal with issues of business partnerships. Partnership processes were handled as they arose or as information became available. Hence, ad hoc structures were put in place, and no permanent measures existed to proactively deal with these challenging issues that principals encountered in the process; the person who mostly dealt with issues, since no meetings were held, appeared to be the principal. Most often, the schools relied on a reactive and passive

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way of dealing with the partnerships. Principals worked only with business leaders or representatives. The nature of partnerships should be transformational; both the literature and respondents agree on the importance of wide stakeholder participation and involvement for creativity, innovation, and problem solving.

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CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter gives a summary of the findings from the study, draws conclusions, and provides recommendations for practice, policy, and research, as well as interventions for the effective management of school-business partnerships in public schools.

- The study's main aim was to provide mechanisms and interventions for best practises in the management of school-business partnerships, to enhance the delivery of better school outcomes at the school level.

- The study came out with focus areas that could leverage good practises and proper management of school-business partnerships in South African public schools.

- The study agrees with literature and practises in educationally advanced countries that the traditional way of handling school-business partnerships needs to be reimagined, where other stakeholders should come on board, enrich, and add value through their contributions.

- It has become clear that with the right tools and technology, policies, and methods of implementation, the benefits of school-business partnerships are critical in delivering better education outcomes.

- The belief that education is a societal issue shall be realised, giving substance and progress to the democratic dispensation in South Africa. With the outcry from civil society about low educational standards and poor educational outcomes, particularly in public schools located in disadvantaged areas of the country, effective school-business partnerships will provide innovation in the form of interventions and contribute significantly to the realisation of the NDP 2030 vision.

- What follows is a summary of conclusions, implications for research and practice, as well as recommendations in the form of school-business teams and policy formulation, partnership agreements, and programmes set for an

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enabling and conducive school environment where school teams can do their best.

7.2 SUMMARY OF CONCLUSIONS

The summary of conclusions will be done under the following sub-headings as the study's objectives.

- To investigate the use of a school-business partnerships policy framework.
- To find out the key stakeholders, roles and relationships in the management of school-business partnerships.
- To find out the methods used in implementing development programmes used in school partnerships.
- To establish management interventions for the effective management of school-business partnerships.
- To establish challenges in the management of school-business partnerships.

7.2.1 THE USE OF SCHOOL-BUSINESS PARTNERSHIP POLICY

The goal of this variable was:

- To discover the use of policy in school-business partnerships in terms of providing guidelines and principles.

The question was:

- Which policy guidelines inform stakeholders in the school-business partnership processes?

The study found that:

- The school-business partnership structure, the school-business partnership policy, and the school-business partnership vision, goals, and objectives are not available. The school's business practises lack foundational principles and guidelines.

There is evidence of the non-availability of school-business partnership structures and policies for implementation. The call for best practises in school-business partnerships

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needs policy guidelines and directives from the national, provincial, and district levels that would guide practises at the school level. De Lima (2010) contends that key features of effective partnerships are goal-directedness, clear and specific goals, structural relationships, and a central planning and coordinating function. The policy will grant powers to the SGBs with the support of school stakeholder partnerships. The school partnership policy will complement the companies' strategic plans regarding the inclusion of this policy in the plans, and ensure that their agreements and commitments are satisfactorily binding to all parties. Furthermore, this will give substance to the probable solution that leaders at the school level need, namely, the capacity to manage school-business partnerships within a centrally determined policy framework. However, due to the inflexibility of the SGBs in the disadvantaged public schools and their procedures and the lack of continuous training, it has proven difficult to implement processes for school-business partnerships. The availability and interactions of school-business partnership teams at the school level to provide innovation are necessary for accomplishing desired goals at the school level in the education system. Therefore, as suggested throughout the study, the need for a structure or a team that would coordinate activities of SBPT at the school level is necessary and a precondition to enforcing and impacting the spirit and delivery of partnerships to deliver the goals in the NDP 2030 vision. Furthermore, efficiency will be achieved when structural changes favour national development and engage all sectors of the population in the development process. Hence, the SBPTs will report to the district stakeholder partnership directorate on their activities. The district stakeholder department will ensure contextualisation, creativity, capacity building, equality of opportunities, and innovations through the transformation of collective leadership, culminating in learner development in the coordination processes.

Consequently, upon the availability of school-business policies and structures, businesses will find it convenient to liaise with school partnership teams, especially when it comes to local companies doing partnerships with local schools in the Waterberg district. As the literature indicates, the impact occurs when local businesses interact with local schools. Finally, the school-business partnership will bring the Limpopo Province impact statement to life by better preparing learners who leave the education system for the world of work. Sustainable practises will be enhanced through school-business agreements and programmes. It will reduce the youth

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unemployment rate as the school-business partnership would have been introduced in schools, inviting employees to provide a link between school and the world of work. Therefore, many learners exiting the system would be familiar with the world of work and, therefore, contribute positively to the economy of the country. Consequently, the call and emergence of capacitated strategic leadership as the central requirement for school-business partnership management that is more transformational, is useful and important for purposes of planning. It will be inclusive of diverse key school stakeholders as opposed to being individualised by the school principal. In the context of the study, this implies that the ability to fully engage school-business partners is a commitment to improving student performance in public schools. The public schools' business partnerships would function much better and assist schools with interventions to produce quality, innovation, and excellence in school academic performance. Equally important, the school-business partnership's innovativeness needs to encourage wide participation of stakeholders and will be characterised by inclusivity, equality, access, equity, and sustainability to minimise local stakeholder conflicts.

7.2.2 THE ROLES AND RELATIONSHIP OF STAKEHOLDERS IN SCHOOL-BUSINESS PARTNERSHIP

In this variable, the objective was:

- To find out about school-business partnership stakeholders involved and their roles, and responsibilities, relationships and collaboration.

The question was:

- What are the roles played by the different stakeholders in the management of school-business partnerships?

The study found that:

- Stakeholders to deal with school-business partnerships are not identified; identified roles and responsibilities do not exist; collaboration among structures is not available; and there are no clear communication channels or decision-

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making processes. Business partnerships are handled by the school principals as and when they occur.

In light of the results of low-level social interactions in the three case studies, Kooiman et al. (2008) provide clarity on participatory development, in that it leaves no sector of the population outside the scope of change and development. Stakeholder engagement and partnerships are important and useful in this context. UKCES (2012) says partnership involves a high level of commitment, mutual trust, equal ownership, and the achievement of a common goal. This happens when role players are involved and know their roles. It is more concerned with social interactions than with doing things alone. As a result, it argues against the traditional approach of the principal engaging businesses solely. The latter is not fruitful, as education is a societal matter. Schools need partnerships in the truest sense. Contemporary studies indicate that today's challenges in institutions need partnership as the solution (Van Rhyn & Garrun, 2020; NDC, 2012). In this context, the SBPT, through its diverse nature, is an innovation that looks at the planning and implementation of school-business activities, among others, through resource provisioning and as a support team to the SGB, which monitors whole school governance issues. This will actualise the dominant principle of organisations, which has shifted from management in order to control an enterprise, to leadership that brings out the best in people.

Hence, stakeholder engagement will bring diversity of knowledge, skills, and talents from different partners. Business in the Community (BITC) (2021) states that team-based methods use groups of people who have a common mission, develop relationships, and create highly productive output. Teams are innovative, creative, intelligent, and optimise performance. In addition, BITC (2021) says that teams are truly living organisms: they grant partners autonomy along with responsibility; employees in one area have so much to teach and learn from others; the entire team and organisation gain strength and ideas from motivated continuous improvement and exchange of skills; and teams increase job satisfaction. The nature of school-business partnerships is transformational in the true sense of experiential learning, coaching, and teaching individuals in their school stakeholder partnership roles. Consequently, this will produce empowerment, growth, development, and sustainability in schools and society at large.

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7.2.3 METHODS USED IN THE IMPLEMENTATION OF SCHOOL-BUSINESS PARTNERSHIP PROGRAMMES

In this variable, the objective was:

- To find out the methods used in the implementation, monitoring, and evaluation of developmental programmes in school-business partnerships.

The question was:

- What methods are used in implementing, monitoring and evaluation of development programmes in school business partnerships?

The study found that:

- There were no specified methods used in the implementation process of school-business partnerships. There were no followed procedures in the implementation process. Tools such as memoranda of understanding, school and business needs specifications, and documentation for project planning, implementation, monitoring, and evaluation are not available.

Given the lack of school-business programmes for school development in the findings, the Harvard Family Research Project (2010) contends that partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved programme quality, more efficient use of resources, and better alignment of goals and curricula. Therefore, partnership provides clarity in giving high priority to the development of human potential, the provision of employment opportunities, and meeting the needs of learners. The study has found that school-business partnership teams have a great impact on learners through effective school-business planning and development of programmes. School-business partnerships have the potential to influence the community to be involved by getting retired employees on board, as well as churches, community organisations, non-profit organisations, and the private sector, through workshops and many forms of donation. It will gradually improve social equity and security.

Therefore, setting up a school-business partnership policy and team begins with the setting of the vision and goals, plans and programmes, implementation, monitoring,

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evaluation, and reporting mechanisms, as well as continuous communication. School leadership, including the principals and SGBs, do not have to make phone calls, knock on doors, or write letters by themselves but must involve the broader community through SBPTs. It is necessary to establish functional relationships between businesses, communities, and schools. As high school learners are the future workforce of businesses, through school-business partnerships, forms of business involvement include employees' lessons, training, mentoring, and shadowing of learners. Through school-business partnerships, a few programmes must be developed to arouse the interest of the learners in their companies. Thus, the mechanisms will culminate in inculcating a desire for learners to stay in school and continue their education (Education World, 2019).

However, businesses receive information about schools through parents and community members. This can only happen if the school's leadership and management open doors for the community to participate willingly in school activities. Practice indicates that if the community gets involved, the businesses are also involved, and if business partners are involved, the community gets involved. Hence, it is in this context that Block (2015) describes the encompassing view of the school stakeholder partnerships as "broader community development" and that citizens contributing beyond the immediate confines of their work to a broader community should be encouraged. Block emphasises the importance of investing in a collective future in which our individual success is inextricably linked to those around us (Block, 2015). This serves to inculcate a culture of responsibility and compassion among individuals who want to find a way to contribute to society. These programmes and processes mostly occur through school-business stakeholder partnerships' regular awareness, implementation programmes publicly recognised in local newspapers, and people volunteering to do more through community connectedness. Through school-business partnership interventions, community involvement comes through goodwill, recognition of involvement in a particular sector, and the development and nurturing of strategic partnerships.

The lack of school-business partnerships in the case studies has revealed the negative impact of the socio-economic challenges that impede the success of schools' operations, and underscores the need for schools to partner in programmes that will

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sustain communities. Programmes include supplying resources to educators and facilitating training through approved departmental curriculum guidelines. School-business partnerships forge more community and school networks that give rise to school development projects that are transformational and sustain school developments permanently. Effective school-business partnership initiatives that are sustainable, resource-based, and equipment-based address the environmental problems that impact negatively on the performance of learners. These provisions of transformational school partnerships, which are expected in the NDP 2030 vision to bring qualitative results in public schools, are a precondition for better school outcomes across all grades.

7.2.4 THE SCHOOL MANAGEMENT'S POLICY INTERVENTIONS TO SUPPORT SCHOOL-BUSINESS PARTNERSHIPS

In this variable, the objective was:

- To find out how the leadership and management policies and mechanisms put in place enhance the school's positive climate for school-business partnerships.

The question was:

- What intervention strategies can be used in effective management of school-business partnerships?

The study found:

- A lack of positive climate and culture towards school-business practises due to a lack of direction and commitment on the part of the SMT and SGB to establish school-business teams, the unavailability of interventions such as capacity building among stakeholders and lack of sustainability of the programmes.

Gross, Haines, Hill, Francis, Blue-Banning and Turnbull (2015) cite strong school leadership, an inviting school culture, educator commitment, and the ability to communicate and collaborate as essential in successful partnerships. Ainscow and Sandhill (2010) cite administrative leadership as central to instituting the idea of school partnerships and effective school transformation. In this context of school-business

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partnerships, the school's leadership should have the ability to present ideas on the one hand and work with others on the other, as these are the cornerstones of the world's future. The SMT should have an open-door policy that has embedded an inviting culture within it, where everyone is welcome and it feels inviting.

The lack of a favourable school climate for stakeholder participation by the school leadership and management has been evident throughout the studies. UKCES (2012) emphasizes strong and engaged school leadership as well as a strong educator support system. The school's leadership should have greater influence on the people as a collective and on the community. Hence, the appropriate leadership is depicted in the situational leadership approach as that which develops individuals over time so they can reach the highest level in their school partnerships (Ching, 2014). The leadership process involves helping individuals become self-motivated and self-directed. It is based on the relationship between the individual stakeholders' development level in terms of competency and commitment to school partnership goals. Hence, Gross et al., (2015) emphasise a multi-relational process that includes, engages, and educates the whole community. Members of the school partnership must increase the frequency and quality of partnership dialogue, while also valuing and honouring their differences and providing support, direction, and motivation. Members of the school partnership must agree on the basic school needs and individual members' needs for capacity development as they work together.

School partnership for school performance includes steps in the process, such as agreement on smart goals to achieve, agreement on the diagnosis of the school's development needs, sustaining communication, and current, future, and appropriate leadership. The process ensures achieving the benefits of school partnerships, such as enhancing the school's capacity to provide skills and resources needed by the school and building a long-term capacity to deliver improved performance through policy guidelines, engagement and relationship building, and leadership support, especially in schools in disadvantaged areas (BITC, 2021; UKCES, 2012). It adds value by complementing the delivery of the curriculum through broadening the experience of the learners and improving access to high-quality integrated systems of learning. It helps learners transition from school to further education and provides job opportunities. School-business partnerships will enhance community confidence,

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support, and connections. This happens when school leaders and businesses work together to enhance and enrich the delivery of education through a range of development activities.

Ching (2014) talks of school principals whose time is heavily indebted to "matters" other than curriculum and instruction, such as issues of parent relations, student discipline, and school finance. Furthermore, says principals should supervise and evaluate teachers, plan and coordinate curriculum, and actively monitor the technology or the progress of the school (Ching, 2014). According to the above view, Murphy provided the framework for the role of the principal as follows: formulation of mission and goals, processes of learning and teaching, climate of learning, and supportive environment. This philosophy is against Fullan's view of the principalship, which places emphasis on vision, autonomy, courage, empowerment of others, strategic planning, and the development of the self (Fullan, 2014). Murphy advocates a leadership view of working with others, the transmission of vision, mission, and values during planning, curriculum development, resource support, and building networks of support. Both perspectives on the principal's role accurately reflect the principal's all-encompassing roles of school management and leadership. The first is more transactional, whereas the latter is more transformational. The latter considers the school as a unit of change that encompasses all stakeholders and gives them the opportunity to contribute. It is the visionary and transformational leadership envisioned in the school-stakeholder partnership; policy-driven, proactive, builds networks, engages every important partner, and brings change. It includes the management, leadership, and governance roles of the principal. It is complex, diverse, and dynamic, and by its nature, school partnerships need a transformational approach. As a result, respondents rated transformational leadership as more democratic and useful, and it was associated with successful leadership outcomes, as opposed to autocratic leadership, which is more transactional in approach (Auerbach, 2010), where stakeholder engagement and relationship building are important in school partnerships. It is more democratic and inclusive, with an element of equality, quality, inclusion, and sustainability. It is correlated with successful leadership as opposed to autocratic leadership that was viewed as more transactional in partnership.

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7.2.5 CHALLENGES EXPERIENCED BY SCHOOL MANAGEMENT TEAMS

The question was whether there are challenges experienced by management teams in the management of school-business partnerships?

The study found that:

School leadership is not providing fertile ground for thinking about social interactions of school stakeholders in the context and the organisation with the goal of improving practice, and therefore, is not recognising that innovation is a team sport, that the school alone cannot do it.

- The lack of support structures such as the school-business teams. Further, their importance is undervalued; therefore, the necessity to enhance supporting structures policies, methods and strategies in planning becomes paramount.
- Lack of a robust framework for assessing and stimulating impact, partnership with businesses, government and civil society engagements for the school-business partnership to generate a profound impact in public schools.
- Lack of communication and evaluation for fostering the credibility, relationship and trust of school-business partnerships.
- Lack of policies for guidelines and ensuring that school-business partnerships' impact becomes more accessible.
- Lack of continuous professional development for empowering stakeholders with knowledge and skills to enable the intersectoral collaboration.
- Lack of delineation of roles and responsibilities of school leadership, community stakeholders and SGBs to collaborate and build structures that will provide the necessary tools for innovation and improvement.
- To improve on practice to break away from the traditional way of relating, to work together with school-business teams filled with new ideas.
- Lack of high-quality service delivery and needs identification, and resource gaps.

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- Lack of school-business plans, programmes and memorandums of agreement.

7.3 IMPLICATIONS FOR POLICY AND PRACTICE

7.3.1 RE-THINKING THE MANAGEMENT OF SCHOOL-BUSINESS PARTNERSHIPS

The research investigated the present practises of school-business partnerships, which were mostly traditional and transactional in approach, involving only the school principal and business leaders. The study proposed a new approach to managing school-business partnerships based on equality, accessibility, collaboration, cooperation, democracy, transparency, development, sustainability, and prosperity. As a result, such collaborations have a strategic vision and goals, involve stakeholders, and are dedicated to the development of strategic collaborations that will further strengthen the institution and become an innovative force that advances the public good through the delivery of quality education (Moore, 2008). Moore (2008) adds that it promotes an engagement that situates the institution in the community. The assertion speaks more to inclusivity and cross-sectoral kinds of school partnerships. The author agrees on the importance of contextualising the school-business stakeholder partnerships' role and purpose in society; that is, it advocates active community involvement as opposed to passive community involvement, as highlighted in the study. Moreover, he adds that the institution must work in closer partnership with other social actors, and it is the task of the team to build and develop these relationships based on shared projects and interests (Moore, 2008; Kahn, 2011). The school-business partnerships highlight that finding a common goal or cause is of paramount importance. This is a collaborative, developmental approach to leadership in the management of school-business partnership projects. It brings all the stakeholders together as it values their presence and contributions. It is not only the principal and the business leader (SSA, 2017/2018), or the municipal leader, traditional leader, or SGB chairperson who meet, but all the representatives of stakeholders. This builds on capacity, motivation, commitment, and competencies.

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7.3.2 MANAGING CHANGE IN THE DEVELOPMENT OF SCHOOL-BUSINESS PARTNERSHIPS

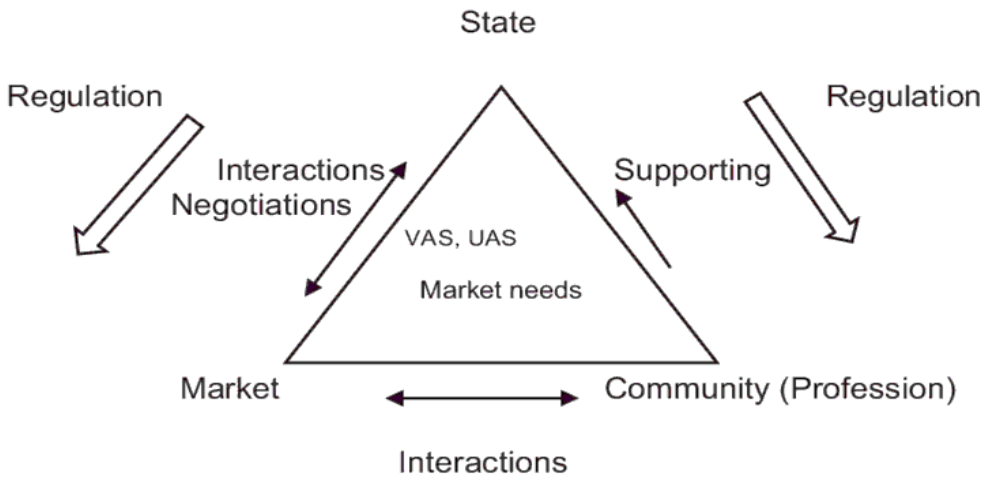


Figure 7.1: Megginson Public Private and Community partnerships (Megginson, 2005)

As guided by the models and lessons from the literature, the above diagram encourages school-business partnerships to include representatives of the state, community, and business. And as pointed out in literature, that the schools cannot do it alone, mostly in disadvantaged rural schools interactions of different stakeholders would help break the cycle of disjuncture by providing the necessary innovation. Therefore, the ability to manage change is an essential skill in post-modern society. McDermont & Hall (2016) say partnership efforts should begin at the local level with ample public meetings and participation efforts to build trust, openness, cooperation, accountability, and equity among partners. The school-business partnerships recognise that the staff needs parents and other members of the community, business, and society to become involved. Neither the principal nor staff or an educational official can lead change alone. This implies that the community is not fully engaged and involved in practise because the school climate is not yet favourable. The study indicates that the solution lies in representation and partnership. Hence, there is the need for a policy framework, stakeholder participation and communication, developmental programmes, and strategic leadership. Christie (2011), argue that not all functioning schools owe their achievement to a powerful principal; the involvement and working together of stakeholders are useful and important. The underlying principle seems to be that schools that fail and schools that succeed depend on the

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extent to which parents, businesses, teachers, and community leaders are involved in the school. Businesses, the community, social actors, and schools can support each other in their engagement. School-business partnerships should have substantial and sustainable changes that are permanent and enhance school stability, as opposed to a transactional approach that has temporary results with no sustainability.

Campbell and Reyes-Picknell (2015) indicate benchmarking steps for large-scale transformations, which are recommended in the school partnership developments, adapted as follows:

Steps in new way of managing school-business partnership process

- Identify the school-business partnership needs.
- The principal must facilitate and lead the process.
- Establish a structure/team/committee that will lead the change.
- Establish the vision, mission, values, principles, strategies, activities in school-business partnership policy.
- Plan the activities with goals and smart objectives relevant to enhance learner achievement for all important stakeholders.
- Communicate the plan to all stakeholders.
- Execute your plan.
- Monitor, evaluate and report to stakeholders.
- Continued dialogue, engagements and development of the representatives, community and society at large.

7.3.3 LEARNING, TRAINING AND DEVELOPMENT PROGRAMMES

In agreement with the research findings, namely, the use of policy guidelines in the implementation of school-business partnerships, as indicated earlier, Poliah (DBE Lekgotla, 2022) in his presentation of the DBE Lekgotla, says the DBE needs the system to support change in policy issues, organisational structure, and resource provisioning. In the study context, it means the availability of school-business policy, structure, and programmes as resources because the key to success is people and that proactive change is sustained only by highly motivated people (Campbell & Reyes-Picknell, 2015). Learning is constant and a way of life. The team will investigate more productive ways of completing school partnership tasks and achieving goals.

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With the positive attitude, knowledge, and skills of members, best practises will emerge from team engagements. The process of learning culminates in self-responsibility, perspective, and forgiveness. Thus, this includes accepting ownership of the current situation and the future, being able to view events from many angles, and being capable of living with uncertainty and mistakes. The partnership team's and community members' training start with teams' and communities' basic literacy and numeracy programmes. The aim of training will be to upgrade the team's individual members' skills to acquire proficiency in each task or work, which eventually will have a ripple effect on all stakeholders. The training strategy will have the following components: a clear objective, a review of training programmes, an understanding of the unique working culture, an implementation plan, a budget for costs and expenditures, and a method of continual assessment (Campbell & Reyes-Picknell, 2015). The bottom-up approach is the most appropriate.

With the assistance of the training and development, the team will execute a well-thought-out strategy, taking ownership of it, and achieve results that help them achieve the planned outcomes as members participate throughout the school partnership process. Every stakeholder will discover the capacity for citizenship through engagement, development workshop programmes, and leadership training initiatives. It will be a win-win for the state, school, stakeholders, community, and business. It is also guided by the NDP, which envisions a society working together to build a just and equitable country. The team will do both external and internal marketing for the school. It engages the community through its leaders and builds trust and confidence. It becomes a shared, socialised power. It creates school ownership.

7.3.4 RESEARCH AND DEVELOPMENT

Although the questionnaire and interview schedules were designed for research purposes, they could be adapted and used as diagnostic tools to assist schools in reviewing and improving their partnerships with stakeholders. The diagnostic tools would concentrate on and seek to improve school partnership processes in order to increase their effectiveness. In order to produce a reliable and effective diagnostic tool, it would be necessary for a project to redesign the existing instruments and test them with a group of primary and secondary schools. The research study findings also highlight the need for a follow-up project on the school business partnership model for

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effective and efficient implementation. The present project study was exploratory and descriptive, based on the perceptions of those involved in the process, which is called homogenous purposeful sampling. Although it discovered and produced a rich and instructive set of data, it would be an advantage if a follow-up was made for further investigation on the themes that emerged for school partnership improvement. The second step would be to use this experience to inform the second study to establish an effective school partnership model for improved school performance.

7.4 RECOMMENDATIONS

Most of the South African public schools are situated in the disadvantaged parts of South Africa where many children from the vulnerable sectors of society live. It is imperative, therefore, that schools and businesses should work together in overcoming these challenges in public schools through a collaborative comprehensive approach. Strong school-business partnerships are essential for a world class twenty-first century education. The study therefore recommends ten key points for creating and sustaining effective school-business partnerships to improve school performance, towards achieving the NDP 2030 vision, adapted from the Institute for Educational Leadership (IEL) (2014), Campbell and Reyes-Picknell (2015), Woods (2012), and UKCES (2012) as follows:

7.4.1 THE SCHOOL-BUSINESS PARTNERSHIP TEAM

It is critical to engage different stakeholders in the participation, planning, implementation and evaluation of school-business partnership programmes. Knight and Black (2020) recommend the kind of partnership envisaged, stating that it is unique in its ability to bring schools, communities, and the business sector together as true partners caring for our children's future. Knight and Black (2020) further state that it is based on the gifts and strengths of all parties. Unlike many efforts, it does not treat the school as broken, the business sector as all-wise, or the community as disinterested. It changes the lives of each person who engages in the process in the direction of faith and hope for our collective future. McDermont & Hall (2016) speak of increasing the marketing and promotion functions, engaging in a greater range of partnerships, networking, and collaboration, and critically assessing the roles of school-business stakeholders. It would suggest a district school-business support

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team for coordination and development purposes that would link with the district development model announced by the president, to bring stakeholders together to hasten the service delivery process in communities (Ramaphosa, 2017). This was done at the government level in terms of the implementation of projects. In the governance structures, the district level is the third level, followed by the local community level. The district level is deemed appropriate and necessary for providing services to the communities. The local level is the community level, where schools are located. In the education system, the unit of change is the school. The school is the unit of transformation. It would be best for the school if it had its own team that collaborates with the district team. That will be the SBPT. The structure must be in place to coordinate, set agendas, prioritise programmes, and take action. It will be at the level of the school. It should initiate change that makes substantive improvements in communities. It will ensure that school partnerships are well managed by building healthy relationships through stakeholder engagement. It should not be up to task teams to facilitate projects as they arise. All the respondents should be members of the team. Partnership teams will be real, with stakeholders who respect each other, cooperate, empower each other, have different skills and creative input, listen to each other, and share ideas for common understanding.

The suggested SBPT that suits the school context and transformational partnership approach is illustrated in the following diagram:

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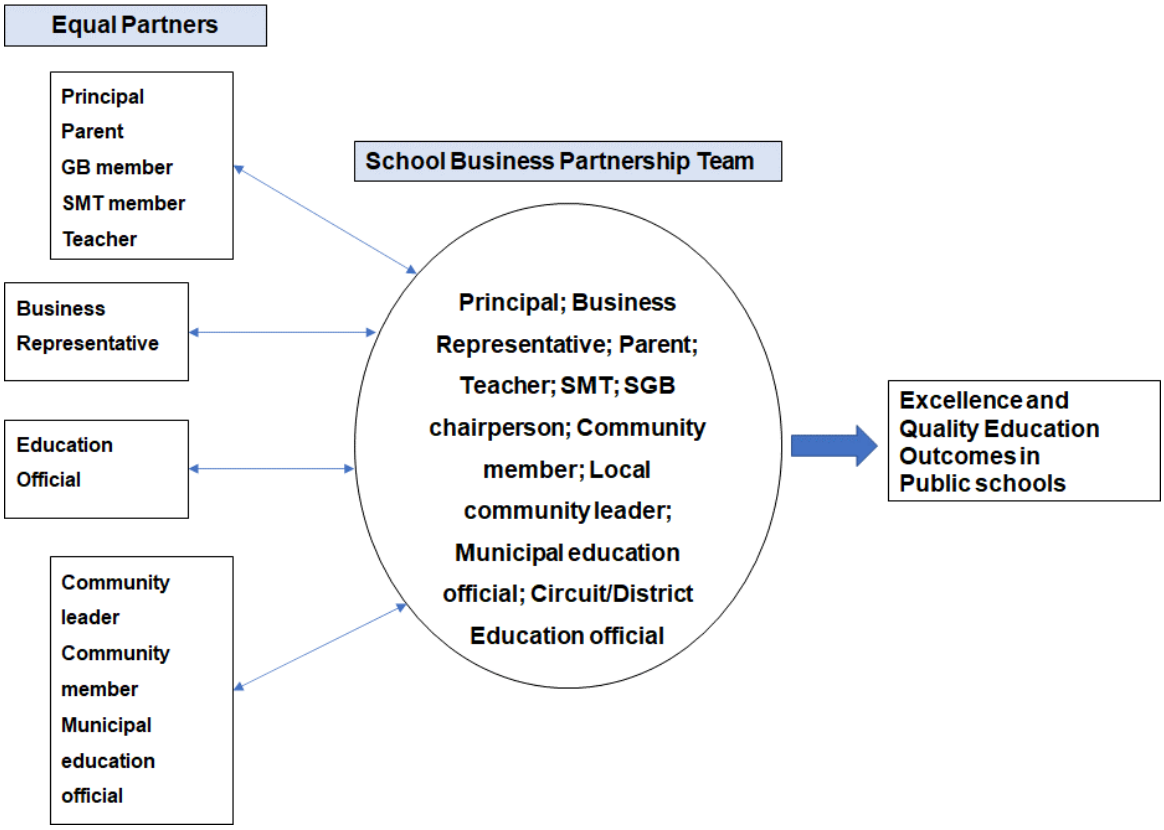


Figure 7.2: The School-Business Partnership Team in Education as adapted from Megginson framework (Megginson, 2005).

The above are key stakeholders from the school, business, community, municipality, and education representatives recommended by the study. They were also among the study's participants.

7.4.2 SCHOOL-BUSINESS PARTNERSHIP PROGRAMME

Hodge (2011) contends that getting the government to serve the needs of citizens remains a profound challenge. Furthermore, Hodge (2011) emphasises the need for the state to be rethought, reinvented, commercialised, more integrated, and act more as a partner with enhanced networking capabilities. Hodge (2011) further argues that the lens of regulatory governance can help in understanding how the modern state has developed over the past few decades. Ainscow and Sandhill (2010) state that to ensure the rethinking of school-business partnerships, leaders need advice, insight, and direction into the task of creating partnerships. Schools and businesses need each other like never before because each one benefits. School-business partnerships help build a strong educational programme. It is in this context and with these converging

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interests that school-business partnerships emerge as a foundational strategy for strengthening school structures. Baron (2010) says both schools and businesses can make a difference by working together, and furthermore, that leadership matters, and the leadership should be committed. The traditional ways of working alone should be replaced with a programme designed by all key stakeholders for sustainability, equality, and inclusivity. The need to develop goals and objectives, outcomes, needs, and resources is a prerequisite. The following guidelines are recommended components in the design of a school-business partnership programme:

SCHOOL-BUSINESS PARTNERSHIP PROGRAMME (Adapted from Bishop Woods Executive Academy, 2012-2013)

- Programme goals and structure
- Benefits of school-business partnership programme
- Partnership activities
- The process of forming a successful partnership
- School and business partner roles and responsibilities
- Business resource assessment
- School needs list
- Memorandum of Agreement
- School and business evaluation
- Contact information

7.4.3 SCHOOL-BUSINESS AGREEMENT

In a case where the school and business agreed to partner, then a Memorandum of Agreement (MOA) should be signed, entailing the names of the school and business with a list of commitments from both sides. This agreement is an important record to be kept for the continuity of partnership in cases where those who signed are not at the institutions anymore (Woods, 2012; UKCES, 2012).

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7.4.4 IDENTIFYING SCHOOL NEEDS, REOURCES AND ASSETS

After the needs assessment, resources and assets have been identified, School-Business Partnership Team should identify gaps and challenges and make a framework of results. The team should close up service and resource gaps and enhance the existing school-based delivery models. Based on identified needs, the school and business team should establish a framework, with short and long-term goals.

7.4.5 SETTING CLEAR EXPECTATIONS AND SHARED ACCOUNTABILITY

Delineation of roles and responsibilities for school and business partners enhances the efficiency and effectiveness of service delivery for improved school performance.

7.4.6 CONTINUOUS COMPREHENSIVE DEVELOPMENT OF THE SCHOOL PERSONNEL, STAFF, BUSINESS AND COMMUNITY PARTNERS

Regular meetings of participants should be held to ensure that they continue to build relationships and trust, share a common understanding, and learn common content and best practices on school-business partnerships. Therefore, continuous development and training is important for effective partnerships.

7.4.7 A SCHOOL COORDINATOR TO LEAD THE TEAM

A coordinator is needed to lead and facilitate the school-business processes. Coordinators ensure that partnerships are functional and maintained, together with the business representatives. They assist in communication and collaboration among the leadership team.

7.4.8 REGULAR COMMUNCATION AND EVALUATION OF SCHOOL-BUSINESS PARTNERSHIP EFFECTIVENESS

Partners are chosen with the required data in terms of the present needs of the school and legislative requirements. Through openness and transparency, successes and challenges should be shared to highlight what is working and ways to overcome challenges, and to educate team members with the hope of improving school-business partnerships.

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7.4.9 A DEVELOPMENT PLAN FOR SHORT AND LONG-TERM SUSTAINABILITY

Successful partnerships start with planning for sustainability purposes. There should be a diversified stream of funding to support service delivery from multiple business partners.

7.4.10 A DISTRICT BUSINESS PARTNERSHIP TEAM FOR COORDINATION

A district team for setting the overall vision and facilitating the schools' activities is critical for the success of the school-business partnerships. It will assist in capacitating the school-business teams and programmes for empowerment and implementation of projects.

7.5 CONCLUSION

In the context of the study, RSA Government Gazette (2011) that an alternative to federal and state borrowing involves a number of innovative approaches. Furthermore, that it demonstrates that the private sector could build the desired facilities more quickly and with less money. Thus, successful school-business partnerships are essential, not only for improving learner outcomes but also for introducing the learners to the realities of the world of work. This will create opportunities for learners and business people to raise expectations (Ray, 2021) and decrease the unemployment that is plaguing the country and the global world. Education is a societal matter, and when schools and businesses work together successfully, the society benefits (UKCES, 2012). The study concludes that South African school-business partnerships must be established and strengthened in order to improve and enrich educational outcomes, especially in public schools where there are many vulnerable sectors of the community. One of the critical goals is for young people to make an economic contribution to society. As such, it will contribute to the delivery of the NDP goals as well as sustainable goals in the global world.

Chapman (Armstrong, 2015) indicates that partnerships underpinned by a clearly defined purpose and formal supporting structures are most likely to be sustainable and to have a positive impact on learner outcomes. The study has considered this, as this has been the missing puzzle in the South African public education system. Therefore, individuals should come together from different environments to engage in

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development activities and be informed by the existing knowledge base. There is also a need for staff collaboration, emanating from key areas of the schooling system and spreading good practises across all schools. Consequently, the transformational school-business partnership approach would be implemented. The research indicated that changes in education need the full commitment of all those involved in the process, as opposed to the present practise of involving only school principals and business representatives. The current practise of actively involving communities through school-based social interactions contradicts the new democratic dispensation as indicated in SASA and the Republic of South Africa's constitution. Collaborating teams can destigmatise the learning experience in schools, make it more accessible and inclusive, and create more opportunities for learners. Teams working together can empower each other and build local capacity. Regarding school-business partnerships, local circumstances dictate the course that developments are to take and further highlight the universal issues that need local remedies. The key to success in the transformation of school-business partnerships is to provide core processes at the national level and allow for local solutions and process differences from districts to schools.

The development of standards to regulate and implement throughout the country is essential. School plans would come from schools, coordinated by the district office stakeholder departments. Head offices will help provide advice and assistance through training and development. The partnership team at the school level will report on progress and show results. Good communication between and among school teams at the circuit, district, and provincial levels will allow the best practices, methods, processes, and tactics to be shared. The education district offices should coordinate using a bottom-up approach from the schools where the school-business partnership teams are established. The rationale is that local differences in school-business partnership processes will account for local conditions and factors that help things move smoothly in different areas. The study concluded by recommending changes in the way school-business partnerships are managed, for access, inclusivity, equality, democracy, and sustainability, by suggesting an instrument: transformational partnerships.

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Finally, for effective and efficient school-business partnerships, qualities such as providing tools in the form of policy guidelines, teams, collaborative roles, deep connections and networks, and supporting the strength and independence of schools, long-standing learning barriers inequity and could be removed; this would make a difference.

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APPENDICES

ANNEXURE 1: PERMISSION LETTERS

Dear Participant

I am a student at Central University of Technology (CUT) and I am conducting a study on ‘Rethinking the management of school-business partnerships: A case of public schools in Limpopo area of South Africa’ for my Doctorate studies. I am particularly interested on how school-business partnerships are managed at school level with the support of policy guidelines, roles of stakeholders, methods of implementation and school teams’ interventions in contributing to better school outcomes.

I will conduct face-to-face interviews in order to gain more understanding of school-business partnerships. You will also be expected to complete a questionnaire at your own preferred time. Participation involves making yourself available at a time and place convenient to you. I expect the interview to take approximately 30 minutes. I promise that the information given will be kept with confidentiality.

Participation is entirely voluntary. Participation will not be beneficial to you other than it will provide an opportunity to explain the school-business partnership experiences at the institution. There will be no compensation. You can refuse to answer questions and end the interview at any time without any consequences.

Please note that the school stakeholders such as parent, educator, principal, education official, community member and business representatives whom you worked with will be interviewed. Please be informed that real names of school and interviewees will not be used in reporting the results of my research (other than in the acknowledgement form) and please feel free to indicate any information that is regarded as sensitive during the interview. I undertake to only use the information in a way that cannot be linked to you in any way. The final research report will be published online on the university’s website and an electronic copy be sent to you as a participant in this study.

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Your willingness to be part of the research will be most grateful. You are welcomed to contact me on the following email: malesela3235@gmail.com or cell number 0726690242 or my supervisor at this email: mkkimanzi@gmail.com

Yours sincerely,
Lamola Malesela Jacob



Resarch Ethics clearanc.pdf

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ANNEXURE 2: PARTICIPATION CONSENT FORM

I, …… am willing to participate in the research by Jacob Lamola.

(Please tick the preferred box)
I am willing to take part in the research.

☐

I also give consent that our school and stakeholders may be used as a case study in the research study.

☐

I understand that there will be no direct benefit for me in participating in this study and that my participation is voluntary. I understand that I am free to withdraw from the study at any time.

I have been given sufficient information about this research project. The purpose of my participation in this research as an interviewee and to complete a questionnaire has been explained clearly to me and is well understood.

I have been informed of the purpose of the research, use of pseudonyms and that confidentiality will be safeguarded for matters deemed sensitive and specified as such.

I have read and understood the participant information sheet. Queries about my participation in this research project have been answered satisfactorily and I am aware of the risks and benefits of taking part in the study.

Signature:_____ Date:

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ANNEXURE 3: INTERVIEW SCHEDULE

A: The school background and context (Respondents: SGB Chairperson / Principal)

- For how long has the school been functioning?
- Which grades and how many learners does the school have?
- Which quintile is the school?
- Which challenges does the school have in terms of teaching, administration and resources?
- What interventions are put in place to deal with workload challenges?
- How has the school been successful over the previous ten years?
- How do you view the success compared to the previous three years?
- Does the school have the school-business partnership agreement?
- Which businesses does the school partner with and what is the purpose of the partnership?
- Who are the beneficiaries of this partnership? What is your view on business support for the school?

B: Institutional management policy framework and governance (Respondents: Principal, SMT member and Education official)

- How is the team for the development of the school-business partnership policy composed?
- Explain:
- Who are the members of the team responsible for development of this school-business partnership?
- Is there a mission statement developed for the school-business partnership?
- Explain:
- Do you think the mission statement considers the school, the department and business partner's values and goals? Explain:
- Does the partnership structure appear on the schools' strategic plan?
- Explain:
- How is the mission statement used in the partnership business proposals and marketing tools of the school? Explain:
- Does the partnership policy have achievable objectives to provide a basis for monitoring and evaluation?
- Explain:
- Does the policy identify unmet school, learners' and partner's needs?
- Explain:

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- Has the policy considered the school and the partners' core values?
- Explain:
- Did the policy team develop a partnership proposal to present to the partners?
- In your opinion, what is the purpose of community, school collaboration and cooperation in as far as school partnerships are concerned?

C: Stakeholder engagement and relationship building (Respondents: Community member, parent, community leader, municipal official and business representative)

- What is the role of the school in engaging community businesses in cooperative, mutually beneficial relationships?
- Who are the key school stakeholders in the school-business partnership?
- Are the key stakeholders involved in the development of the mission statement of the school business partnership?
- Is there a frank discussion of values, goals and needs by the relevant stakeholders of the school-business partnership? Explain:
- Is there a clear, open and transparent communication channel in the partnerships?
- How are appointments made? Who normally coordinates the meetings? Explain:
- How are the needs, values, goals and objectives of the partnership communicated to the school and administrative staff, parents and the community? Explain:
- How do participants in the partnership activity provide input for developing role descriptions? Explain:
- Is the partnership temporary or permanent? Explain:
- Is there a smooth and equal partners' dialogue in the partnership? Explain:
- What is the role of community businesses in supporting student achievement?

C: Planning and implementation of developmental programmes (Principal, SGB chairperson, education official, SMT member and Educator)

- Is there a formal, written management structure with designated contact people for each partner established? What is included in the contract?
- Did the partnership team assess needs of the learners and the school before initiating the projects?
  Explain:
- Are strategies developed to ensure that there is an ongoing awareness of school-business partnership? Which tools are used?
- Are a wide variety of methods used to identify and secure human, material and financial resources? Explain:
- Do activities provide an opportunity for learners, educators, parents, community members and business employees to interact with each other? Explain:
- Are the partnership administrative procedures regularly reviewed and revised to improve effectiveness and relevancy? Explain:
- Is the partnership budget regularly monitored and accountability for all documents monitored? Explain:

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- Is evaluation of partnership and specific activities of the partnership planned and conducted in the context of the partnerships mission?
- What after school programmes are offered for business employees' support to learners?
- What are the strategies explored to get community involved in school projects?

D: School management (Principal and SMT member)

- How does the school management provide direction, support and motivation of stakeholders in the education development process?
- How does the school management clarify and raise the expectations of educators, learners, parents, community and social partners for the achievement of outcomes?
- What measures are put in place for promoting a conducive social climate for teaching and learning at school?
- Does the SMT have effective plans, with implementation, monitoring and evaluation mechanisms for school development programmes?
- How is the SMT and staff aligned, cohesive and united for a common purpose of academic excellence?
- What are the challenges experienced during the SB partnership meetings?
- How does the community support the school projects?
- Do the learners feel valued, supported and inspired to produce excellence? Explain:
- How has the school business relationship project impacted on the learner dropout rate and absenteeism?
- What is the role of community businesses in supporting student achievement?

E: Policy guidelines inform stakeholders in the school business partnership processes? (Education official, Business representative, SGB Chairperson and Principal and SMT member)

- Does the school have the vision, mission statements and values and various policies for the implementation, monitoring and evaluation of education programmes?
- Does the school have school-business partnerships policy?
- Who developed the policy? In your view which policy guidelines served as support in the partnership policy development?

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- How are the parents, community members, businesses providing educational support to the learners?
- What assists the school in the development of educators' unique potential?
- How does the school promote the development of parents?
- How does the school engage with learners on matters relating to their studies?
- How does the school engage with private sector, NGOs and CBOs on education matters?
- What conditions are present when a business initiates partnership with a school?
- What do you perceive as the major barriers which hinder effective partnerships between the business and the local school system?

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ANNEXURE 4: A QUESTIONNAIRE

A: Personal details

- Gender

Male	Female

- Age

Below 20	20 - 29	30 -39	40 -49	50 -59	60 and above

- Highest qualification

Primary school	Matric	Certificate/diploma	Bachelors/Honours degree	Masters and Doctorate

- Respondent

Parent	SMT member
Educator	Municipality official
Community member	Community leader
Principal	SGB Chairperson
Education official	
Business partner/ representative	

- Race

Indian	African	White	Coloured

- Number of years of involvement with the school

Less than 5 years	5 years to 10 years	11 years to 20 years	21 years and more

- Location of the school

Farm environment	Rural environment	Urban environment	Township environment

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Section B to E

Instructions:

Rating scale Abbreviations Full Word
5= FP= Fully in Place
4= PP= Partially in Place
3= UP= Under Developed
2= DK= Do not Know
1= NP= Not in Place

Please answer each question by cross marking the box which most closely represents your opinion. Please do the same to all the items in the questionnaire, except where you are asked to comment.

Section A: Institutional policy framework

A1.There is availability of a clearly documented school-business partnership policy directive at school, district, provincial and national level

NP	DK	UD	PP	FP

A2.There is availability of a body or team or sector for school-business partnership projects at school and are responsible for its administration clearly specified

NP	DK	UD	PP	FP

A3.The availability of a body or team or sector for school-business partnership projects at district and are responsible for its administration clearly specified

NP	DK	UD	PP	FP

A4.The availability of a body or team or sector for school-business partnership projects at province and are responsible for its administration clearly specified

NP	DK	UD	PP	FP

A5. The availability of a body or team or sector for school-business partnership projects at national and are responsible for its administration clearly specified

NP	DK	UD	PP	FP

A6. The availability of the school-business partnership system is based on clear, sound and specific legal provisions

NP	DK	UD	PP	FP

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A6. The school-business partnership goals reflect the educational goals of the school and district

NP	DK	UD	PP	FP

A7.The school-business partnership goals reflect the needs of the school and partner

NP	DK	UD	PP	FP

A8.The school-business partnership objectives are specific and measurable to provide the basis for monitoring and evaluation

NP	DK	UD	PP	FP

A9.The school-business partnership system includes the application of plans, programmes, policies and projects

NP	DK	UD	PP	FP

A10.The availability of resources to carry out the school-business partnership projects at province, district and school level

NP	DK	UD	PP	FP

A11.The availability of team to identify school-business partnership projects at province, district and school level

NP	DK	UD	PP	FP

A12.The availability of a plan for aligning and distributing the projects equally in the district

NP	DK	UD	PP	FP

A13.The availability of a plan for school-business partnership projects at province, district and school level

NP	DK	UD	PP	FP

A14.Consultations of school stakeholders on the school-business partnership projects undertaken at school level

NP	DK	UD	PP	FP

A15.Participation of school stakeholders on the school-business partnership projects undertaken at school level

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NP	DK	UD	PP	FP

A16.Monitoring of school-business partnership system at school level takes place

NP	DK	UD	PP	FP

A17.The availability of an impact report of school-business partnership projects at province, district and school level on school outcomes

NP	DK	UD	PP	FP

A18.The school-business partnership budget is in place that identifies relevant line item's expenditures

NP	DK	UD	PP	FP

A19.Incorporation of experiences in the feedback process included in the school-business partnership system

NP	DK	UD	PP	FP

Section B: Stakeholder engagement and relationship

CSI Partnership team:

B1.There is a clear, open and transparent communication channel

NP	DK	UD	PP	FP

B2.There is level playing field for all the participants

NP	DK	UD	PP	FP

B3.The room and sitting plan rearranged

NP	DK	UD	PP	FP

B4.A right of assembly and opportunity for teachers, learners, parents and business employees is ensured

NP	DK	UD	PP	FP

B5.The right to ask 'what do we want to create together?'

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NP	DK	UD	PP	FP

B6.The original agreement to be stated and activities ensured that they fit into school and business culture

NP	DK	UD	PP	FP

B7.The problem is analysed or assessed and duration of the partnership determined

NP	DK	UD	PP	FP

B8.The provision of how the situation is managed through the creation of management structure with specific individuals to ensure accountability, provide quality control and monitor alignment with goals

NP	DK	UD	PP	FP

B9The team ensures that team members are committed, accountable and support and concurrence secured

NP	DK	UD	PP	FP

B10.The team ensures that learners and members of the communities are engaged and committed to the course

NP	DK	UD	PP	FP

B11.The team has developed an understanding of each partners desired level of involvement

NP	DK	UD	PP	FP

B12.The team has affirmed its partner’s strengths and values to offer

NP	DK	UD	PP	FP

B13.The team has clarity of purpose and objectives

NP	DK	UD	PP	FP

B14.The team has a frank discussion about values, goals and needs

NP	DK	UD	PP	FP

B15.The team collaborates to identify activities to achieve values, goals and needs

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NP	DK	U	PP	FP

B16.The team ensures that activities are aligned to education goals of district and school

NP	DK	U	PP	FP

B17.There is agreement on monitoring and evaluation of performance

NP	DK	UD	PP	FP

B18.There is no status-based influence

NP	DK	UD	PP	FP

B19.Decisions are not based on influence of power and authority

NP	DK	UD	PP	FP

B20.There is decision making effectiveness

NP	DK	UD	PP	FP

B21.The norms for individual behaviour are clear and followed

NP	DK	UD	PP	FP

B22.There is good management of information

NP	DK	UD	PP	FP

B23.There is a clear leadership style

NP	DK	UD	PP	FP

B24.The is no domination of viewpoints

NP	DK	UD	PP	FP

B25.There is clear conflict management methods and techniques in place

NP	DK	UD	PP	FP

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B26.There is an objective assessments of issues

NP	DK	UD	PP	FP

B27.There is an understanding of changing needs of the s learners or diverse learner challenges

NP	DK	UD	PP	FP

B28.The team is inspired and energized by the common goals to be achieved

NP	DK	UD	PP	FP

Section C: Planning and implementation of programmes

C1.A needs assessment is developed and completed on a regular basis to develop goals and objectives that are consistent with the mission statement

NP	DK	UD	PP	FP

C2.There is agreement on clear and realistic goals and objectives

NP	DK	UD	PP	FP

C3.A partnership team assessed needs and implemented an awareness plan

NP	DK	UD	PP	FP

C4.The responsibility for implementing an awareness' activities is assigned to specific persons

NP	DK	UD	PP	FP

C5.Strategies are developed to ensure ongoing awareness of school and business partnership

NP	DK	UD	PP	FP

C6.There is agreement on how resources will be provided

NP	DK	UD	PP	FP

C7.There are ways initiated to invite organisations and people to contribute in the partnership

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NP	DK	UD	PP	FP

C8.The partners have equitably assigned responsibilities between themselves

NP	DK	UD	PP	FP

C9.There is a dispute resolution mechanism in place to deal with unforeseen circumstances

NP	DK	UD	PP	FP

C10. A variety of methods are used to collect and assess information to determine the needs of the school, department, learners, parents, community and partners.

NP	DK	UD	PP	FP

C11. A wide variety of methods are identified to secure human, material and financial resources

NP	DK	UD	PP	FP

C12.Equity for all learners is considered when matching resources with determined needs

NP	DK	UD	PP	FP

C13. The partnership objectives are smart to provide the basis for monitoring and evaluation process to take place

NP	DK	UD	PP	FP

C14. The partners assist in support, resources and guidance to the school

NP	DK	UD	PP	FP

C15. There are provisions of internships and service learning to teachers and learners

NP	DK	UD	PP	FP

C16. There are community engagement initiatives at school

NP	DK	UD	PP	FP

C17. Businesses bring artists and experts into the classroom to give learners authentic experiences

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NP	DK	UD	PP	FP

C18. Businesses bring guest speakers, job shadowing, student conferences, mentorships and internships to school

NP	DK	UD	PP	FP

C19. There is a community resource map that is created

NP	DK	UD	PP	FP

C20. Community resources are tapped to extend projects beyond the classroom walls

NP	DK	UD	PP	FP

C21.There are tips on connecting learners with real audiences in order to drive deeper learning

NP	DK	UD	PP	FP

C22. Events are held locally and nationally to enrich project-based learning and service learning

NP	DK	UD	PP	FP

C23. Strategies are explored to get the community involved in school projects

NP	DK	UD	PP	FP

C24. There are activities at school or locally to support career readiness and service learning

NP	DK	UD	PP	FP

C25. Entrepreneurship activities used to transform learners' work

NP	DK	UD	PP	FP

C26.Learners are introduced to the world of work

NP	DK	UD	PP	FP

C27. Introducing and making use of mentors for learners and educators

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NP	DK	UD	PP	FP

C28. Learners take ownership of technology

NP	DK	UD	PP	FP

C29. There is support for after school learning and enrichment programme

NP	DK	UD	PP	FP

C30. Local experts make learning to come to life

NP	DK	UD	PP	FP

C31. Business brings lessons in financial literacy to the school

NP	DK	UD	PP	FP

C32. There is learning on how the community gets involved in transforming school gardens and grounds

NP	DK	UD	PP	FP

C33. Educators reach out to the community to identify opportunities for place-based learning

NP	DK	UD	PP	FP

C34. Community based partners invited to school classrooms to share their expertise

NP	DK	UD	PP	FP

C35. Businesses and individuals craft internships that allow them to explore their interests, learn skills and work collaboratively

NP	DK	UD	PP	FP

C36. An overview of the semester long course for learners in the community-based learning programme downloaded

NP	DK	UD	PP	FP

C37. An evaluation form downloaded and sent to the community-based learning programme at the end to reflect on learners work and performance

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NP	DK	UD	PP	FP

C38. The community partners engaged to provide the new opportunities for learning

NP	DK	UD	PP	FP

C39. Have you built successful community or business partnerships with the school or district?

NP	DK	UD	PP	FP

Section D: School Management and leadership

The Principal/SGB Chairperson/SMT/Senior teacher:

D1. The school vision, mission statements and values are shared by all

NP	DK	UD	PP	FP

D2. The principal actively engages staff, parents and learners

NP	DK	UD	PP	FP

D3. Clarifies expectations of the school as an organisation

NP	DK	UD	PP	FP

D4. Has courageous conversations with the staff

NP	DK	UD	PP	FP

D5. Supports rather than instructs the staff

NP	DK	UD	PP	FP

D6. Promotes the development of teachers unique potential

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NP	DK	UD	PP	FP

D7. Proactively engages with all school stakeholders

NP	DK	UD	PP	FP

D8. Recognises and celebrates the achievements of teachers and learners

NP	DK	UD	PP	FP

D8. Has good working relationships with SMT and teaching staff

NP	DK	UD	PP	FP

D9. Has positive energy at personal and school level

NP	DK	UD	PP	FP

D10. The SMT and teaching staff is aligned, cohesive and planning effectively

NP	DK	UD	PP	FP

D11. The SMT effectively co-ordinates and delegates

NP	DK	UD	PP	FP

D12. The teachers expresses enthusiasm for teaching

NP	DK	UD	PP	FP

D13. There is less teacher and learner absenteeism

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NP	DK	UD	PP	FP

D14. Teachers are seen to spent more time on task

NP	DK	UD	PP	FP

D15. Teachers undertake more relevant professional development

NP	DK	UD	PP	FP

D16. More parents attend school meetings

NP	DK	UD	PP	FP

D17. The community support the school initiatives

NP	DK	UD	PP	FP

D18. Parents, individuals and organisations get involved

NP	DK	UD	PP	FP

D19. There is sufficient quantity and quality of teaching

NP	DK	UD	PP	FP

D20. Learners valued and supported in their education by teachers, parents and the community

NP	DK	UD	PP	FP

D21. There are more assets, resources and opportunities available to the school

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NP	DK	UD	PP	FP

D22. Learners feel inspired and motivated

NP	DK	UD	PP	FP

D23. Learners perform better in standardised test

NP	DK	UD	PP	FP

D24. More children do well in numeracy and literacy

NP	DK	UD	PP	FP

D25. There is increasing percent of learners who pass with diplomas and bachelors

NP	DK	UD	PP	FP

D26. Fewer learners drop out before reaching Grade 12

NP	DK	UD	PP	FP

- Observation schedule
    - Relevant school partnership documents
    - Policy guidelines
    - Meetings and workshops
    - Official ceremonies like handing over of projects
    - Partnership forums and committees

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