

**The dynamics of partnership in South African schools: Learning from school principals, SGB chairpersons and teacher-union site stewards**

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**A Thesis submitted to the University of  
KwaZulu-Natal for the Degree of Doctor of  
Philosophy**

**21 August 2019**

**School of education**

**University of KwaZulu-Natal**

**Educational Leadership, Management and Policy**

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## SUPERVISOR`S AUTHORISATION

This thesis has been submitted with my approval



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Professor Vitallis Chikoko

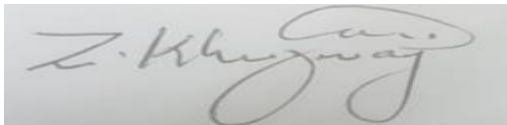
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## DECLARATION OF ORIGINALITY

I, Zamokuhle Innocent Khuzwayo solemn declare that this thesis, “**The dynamics of partnership in South African schools: Learning from school principals, SGB chairpersons and teacher-union site stewards**” abides by the following rules:

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- II. The thesis has not been submitted for any examination or degree at any other university.
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- IV. All other writers` writings have been specifically acknowledged as sources of that information:
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Date

## **DEDICATION**

This thesis is dedicated to the following three women. First, my grandmother known as MaMphumulo (Khulo) Hlengwa who valued and instilled education to her children and grandchildren. Second, my mother, Mrs Busisiwe Clara (Mclo) Khuzwayo who despite her low level of education always told us that education is the way to break the shackles of poverty. She sacrificed her marriage and sought employment as a domestic worker for the purpose of providing her children with education. The dream of these ladies was fulfilled by Mrs J.F. Hill. She felt pity for me when I studied at the park. She asked why, and I explained to her that I was working as a gardener at St` Augustine`s Hospital, living in a compound, and also doing standard ten at a night school. I further explained that the conducive and quite place for me to study was a toilet. My life changed from that day from zero to hero. She provided accommodation for me and assisted me to prepare for my Grade 12 examination. Thereafter, I went to university. All these late three ladies now late also contributed financially to my tuition fees. I am now completing this last degree because of them. May their souls rest in peace.

I also dedicate this thesis to my wife Sibongile Gloria Khuzwayo and my two sons, Nduduzo and Makabongwe (Junior) Khuzwayo. They have been very supportive and kept on encouraging me not to give up. I am blessed to have them as my family.

## ACKNOWLEDGEMENTS

Perseverance is the mother of success. These were the encouraging and inspiring words from people who have been pillars of strengths to me. If it was not for their support it would have been impossible for me to complete this thesis. I really respect, admire and honour them for their contribution and unconditional support.

I would like to thank my Almighty God who has been with me throughout my academic journey. There was a time when I wanted to give up, but I kept on hearing this voice from God saying you are not a failure.

I would like to express my sincere gratitude to my Supervisor, Professor Vitallis Chikoko. I admire him for his academic knowledge, dedication to his work, and academic support to us as students. I thank you Professor for your professional guidance. Even at times when I faced some challenges, being tempted to abandon this study, but you kept on motivating me. Your guidance and academic support have filtered through my career as a leader. You have taught me that there is nothing impossible in life. Thank you for believing in me. If you were not there for me, it would have been impossible to reach this stage.

I am very grateful to my wife Mrs Sbongile MaCira Khuzwayo and my two sons Nduduzo and Junior Khuzwayo, for their understanding, patience, encouragement, and prayers.

Words of gratitude also go to five principals who openly allowed me to conduct this study at their schools. I am also thankful to them that they agreed to be my participants. I further thank School Governing Body chairpersons and teacher-union site stewards who also agreed to participate in this study. I appreciate the time they took to contribute to this endeavour holistically.

I am thankful to our cohort group members. Ladies and gentleman, this final document is the result of your support and encouragement. Thank you Mrs Boshiwe Magubane, Mr Enock Mtshali, Mrs Nomsa Ndlovu and Mzwakhe Mhlongo for always motivating me to complete this study.

I thank my colleagues who have been very supportive. It helps to be surrounded by progressive staff members. Thanks to Ms T. Glasspool, Ms Y. Thyssen, Ms N. Mfusi, Mrs G. Govender, Ms T. Ndlovu and Mrs Whitehurst for their support.

Words of gratitude also go to my Supervisors' colleagues Professor T.T. Bhengu, Professor I. Naicker, Doctor P. Myende, Doctor Bayeni, Doctor Mthiyane, and Mr Aubrey Mpungose. These distinguished professionals together with my Supervisor (Professor Chikoko) ran very inspiring and motivating cohorts.

May God bless all individuals who have contributed to this study to be a success.

## **ABBREVIATIONS**

ANC	-	African National Congress
COLME	-	Collegiality Leadership Model
DBE	-	Department of Basic Education
DoE	-	Department of Education
IFP	-	Inkatha Freedom Party
LRA	-	Labour Relations Act
Naptosa	-	National Professional Teachers` Organisation of South Africa
NATU	-	National Teachers Union
NEPA	-	National Education Policy Act
NEPI	-	National Education Policy Initiative
NTUF	-	National Teacher - Union Federation
PTA	-	Parent- Teacher Association
PTSA	-	Parent-Teacher Student Association
RSA	-	Republic of South Africa
SASA	-	South African Schools Act
SADTU	-	South African Democratic Teachers Union
SAUO	-	Suid Afrikanse Onderwyses Unie
SGB	-	School Governing Body
SS	-	Site Steward
TU	-	Teacher-Union

## **ABSTRACT**

This study explored the dynamics of school partnership in five schools located in the Durban Metropolitan area. This study was a multiple case-study. I utilised four research questions. Though literature on partnership was available, there was a knowledge gap regarding school partnership's dynamics, involving school principals, SGB chairpersons and teacher-union site stewards. This study's theoretical frameworks were The Participative and the Transformational Leadership Theory and the Collegiality Leadership Model. These frameworks prepared the researcher to understand the essence of partnership. The study was a qualitative approach located within the interpretive paradigm. I utilised semi - structured interviews to generate data on two occasions. Scholars' writings, policies and South African legislation were the basis of reviewed literature. They all promote partnership principles, among others are support, honest and mutual respect. Unfortunately, some of these partnership leaders, did the opposite. Findings reveal that school partnerships were full of tensions, power struggle, betrayal, corruption, nepotism, moral degradation and self-enrichments.

Despite all these setbacks, there were a few leaders, who stuck to their guns, to ensure that school partnership operated within the democratic principles. Though they were the minority, their moral conduct and adherence to the democratic principles ensured that, fellow partners emulated their leadership style. This led to the realisation that to avoid conflict situations, it was essential to be democratic, adopt a participative approach and be the transformational leaders. Most came up with various suggestions regarding the enhancement of school partnership. These proposals were democratic principles that are highlighted throughout the study as key to effective partnership. Furthermore, these partners stated that they learnt principles, such as democratic governance and shared leadership from fellow - ethical partners. What was also inspiring was that these partners did not only come up with proposals regarding the enhancement of partnership, but they committed themselves to be agents of change. They learnt from the very few partners who promoted ethical leadership amongst fellow partners. This study concluded that as long as there are democratic and moral leaders in school partnership, there is a silver lining that a utopian school partnership would be realised.



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# CHAPTER ONE

## Background and Orientation to the study

### 1.1 Introduction

Partnership has become popular and acclaimed as the most powerful tool in bringing about educational reforms at schools where all stakeholders such as parents, teachers, teacher unions (and learners in high schools in countries such as South Africa) are legally recognised as partners regardless of their educational level, gender, colour, race or creed (South African Schools Act, 1996). The origin and official acknowledgement of partnership at school level emerged from the World Declaration on Education for all. This declaration was made in an Education Conference held in Thailand in 1990 (Bray, 1999). According to this declaration, in order to improve education partnership, stakeholders such as government, non-government, local communities, religious groups and families are needed to play a crucial role. All countries that attended this conference were in agreement that genuine partnership was seen as solutions in contributing to the planning, implementing, managing and evaluating of basic education programmes. That was how the concept partnership in relation to education emerged. The emphasis was on teamwork amongst stakeholders. When the announcement was made the attendees again were all in agreement that in order for the partnership to be a success, concepts such as democracy, local school governance, sharing of power, power to the people, decentralisation of schools, school-community involvement and community participation should feature in this ideal partnership. These notions dominate throughout this study.

The proclamation of partnership in Jomtein came at an appropriate time for South Africans who were against apartheid education. This apartheid education system promoted disunion, division and dissociation among educational stakeholders (Christie, 1992). The relevance of this statement was because South Africa was in a transitional stage from apartheid regime to democratic regime. The then last apartheid president, Mr F.W de Klerk invited all political parties, community members, government departments, non-governmental organisations and private companies to work as partners in order to improve the education system of South Africa. However, several questions arise about whether these partners, especially school principals, SGBs (previously known as school boards and school committees) and teacher - unions were ready to transform schools or not. This question emerged because these stakeholders previously had worked in isolation, and at times displayed antagonistic attitude towards each other. Their state of readiness regarding being able to be the champions of change was under question. This



was a big task for them since they were duty-bound to foster and implement democratic partnership, understand, experience, react and respond to the working relationships from their partners. This study examined school principals, SGB chairpersons and teacher-union site stewards. In this study the principals represented the Department of Education. SGB chairpersons represented parents and the SGBs. The teacher-union site stewards represented educators. It was essential to explore the underlying factors that impede or fast-track this partnership. The study involved three primary schools and two high schools located in the Durban metropolitan area in the Province of KwaZulu-Natal in South Africa.

## **1.2 Background to the study**

According to Naidoo (2005), there were some provisions for `community participation` which were made to South African schools towards the end of the apartheid era. This was done through school boards, school councils and management committees. Interestingly, these members were either elected or appointed from the local community (Naidoo, 2005 & Christie, 1991). Naidoo (2005) further reports that the involvement of parents serving on these structures differed. They were not regarded as partners who were expected to contribute logically and constructively to the school affairs. Parents in black schools played the consultative and advisory roles. In the white schools parents played the supervisory and advisory role. Christie and Collins (1982) assert that it is true that white parents involved in committees enjoyed greater autonomy than their black counterparts.

White parents were encouraged to participate and have a say in the education of their children (Mncube, 2009). Christie (2011) confirms that in former white schools, (especially in the 1990s at the Model C schools) parents were allowed to voice their opinions through parent-teacher associations, school committees, boards of control or school boards; or in any other manner available to them.

This is not a comparative study as stated previously, but this background information provides an insight in terms of the dynamics involved in the way that these stakeholders function. Currently, the picture that is being portrayed here is that of unequal powers being given to parents. Skhosana (2014) reports that partnership and solidarity amongst stakeholders at black schools was never encouraged. The scholar substantiates his argument by professing that this non-encouragement of partnership was done deliberately to promote division, disunity and discord amongst these stakeholders. Due to the apartheid political situation at the time, black people were discouraged to work as a team and co-operatively in all spheres of life. Moreover,

their involvement in the decision-making process was always weakened. Davenport and Saunders (2000) concur with Skhosana (2014) that indeed “divide and rule” was an apartheid policy which was enforced to deter black South African people from working together because this was perceived as a threat to the white apartheid government. Davenport and Saunders (2000) are of the opinion that through time, history always determines our present and our future. Therefore, at the time of interviews, there was one or two questions regarding the history of stakeholders` involvement and participation before the promulgation of the South African School Act which encouraged all stakeholders to work as partners. The rest was about the stakeholders` experiences of partnership, their responses and the effects of these dynamics to the success or failure of partnership.

Education under apartheid was highly centralised (Clark & Wonger, 2013). This centralisation of power resulted in stakeholders being forced to comply with oppressive government segregated policies. The state handed partial power to school principals provided that they showed loyalty to the education officials. Abel (2015) confirms that indeed there were teacher organisations which were recognised by the apartheid state and expected to be loyal and obedient. According to Finkel and Ernst (2005), the principals had the power to punish teachers for their “perceived misbehaviour” and teachers were not allowed to voice their opinions regarding working conditions. Finkel and Ernst (2005) further argue that teachers could lose their jobs if they were perceived as having the “wrong attitude”. This resulted in them being blacklisted. Christie (2006) concurs with Finkel and Ernst (2005) and argue that those teachers who openly opposed the government were not promoted or were demoted if they had already been in senior positions. The militant teachers, regardless of their ranks were dismissed. There was a 1978 Law which was passed stating that promoting politics in schools was an offense and punishable by the expulsion of the offending teacher (Kallaway, 2002). Govender`s (2004) findings confirm and reveal that furthermore, the state did not recognise teacher unions as partners. There was no democracy and encouragement of teachers` participation in education. This background reveals a contradictory situation where people such as teachers, who were standing in loco - parentis to the learners, found themselves excluded from decision making. Chick (1996) points out that during the apartheid era, teamwork and team spirit amongst teachers were highly dissuaded from taking place. Black teachers, just like black parents as stated above, had to follow orders from departmental officials (Christie, 1992). Control over teachers` work in black schools was bureaucratic, hierarchical and authoritative. Inspectors used checklists to evaluate teachers and ensure that they remained loyal to apartheid education.

Partnership, team-work and team spirit, which are currently encouraged were non-existent. On the contrary, white teachers, just like white parents were allowed to exert more influence in policy-making. This information revealed by Christie (1992) is crucial in terms of understanding whether the history of exposure or non-exposure in harmonious working relationship among the above-stakeholders, minimise or maximise dynamics which either impact positively or negatively on the partnership.

According to Barchiesi (2011), this unjust expectation of parents and teacher unions' participation as school partners was one of the reasons that resulted in multiple civic organisations and teacher unions respectively. Barchiesi (2011) further states that one of their demands was to be involved in the education of their children as partners who would enjoy equal status with other stakeholders.

### **1.3 Formation of civic organisations and teacher unions**

Non-white parents felt that they could no longer be complacent and remain excluded from the education of their children. They demanded full participation and recognition. They started a forum known as People's Education in 1985. Father Smangaliso Mkhathshwa was the first leader of this forum (Mkhathshwa & Otekat, 2005). In the first speech addressing parents in 1985, Mkhathshwa encouraged them to unite and organise themselves and strive for People's Education for people's power (Christie, 2011). This was the year when teachers, parents and students made a revolutionary demand to form Parents Teachers Students Association (PTSA) and teacher organisations (Hyslop, 1999).

This enthusiasm resulted in the formation of various teacher unions, regionally, and provincially along racial lines, because the apartheid government prohibited racially 'mixed' unions. Seidman (1994) reports that any existing union which had members from different races had to divide themselves into separate organisations for each race. Eventually, most teacher unions which demanded democratisation of schools, formed the National Teachers Unity Forum (NTUF) in 1989 (Samuel, 2008). The objective of NTUF was to have a single, non-sexist, non-racial and democratic union. Hence, the South African Democratic Teachers Union (SADTU) was formed on 6 October 1990 in Johannesburg (Sanger, 1990). Moll (2012) portrays SADTU as the most non-racial and representative teachers' organisation in the history of the country. Crozier and Reay (2005) highlight that the struggle for recognition of black parents and teacher unions by the Department of Education as partners continued until the attainment of democracy in 1994. Letseka, Bantwini, King and McKenzie (2012) report that

not all Teacher Unions joined SADTU. There were unions like the National African Teachers Union (NATU), NAPTOSA and Suid Afrikaanse Onderwys Unie (SAOU). These teacher unions still work independently of each other. According to Pattillo (2012), what is noticed nowadays is that these teacher unions do not function along racial lines anymore. They are now affiliated to political parties. This shows that they wanted to be taken seriously as partners in education who are politically minded. This is how Pattillo (2012) associates these teacher unions to political parties: NATU was founded in 1935 and had been aligned with the Inkatha Freedom Party (Tilton, 1992). Naptosa affiliated to the Democratic Alliance (Govender, 2012). SADTU's political role was institutionally formalised in 1993 when it affiliated with the Tripartite Alliance comprised of African National Congress (ANC), Cosatu and the South African Community Party (SACP) (Maree, 1998).

The most important aspect about the initiative taken by parents and teachers was that it eventually resulted in them being officially recognised as social partners who are to contribute in decision making in order to take schools forward. This meant that these stakeholders, who previously worked in isolation were now expected to work as partners. The study investigates the dynamics they experienced on a daily basis in this partnership. According to South African Schools Act, 1996, principals, SGB chairpersons and teacher unions' Site Stewards, as leaders, have a very important role to play in making sure that partnership becomes a success. The level of understanding their roles as stipulated in SASA (1996) as partners is discussed in chapter four. Succinctly, these stakeholders are all entrusted with important roles which are designed to foster partnership. This is where dominating features of the dynamics that exist in the partnership come into sight, either through verbatim or inference. The background so far shows that the roadmap to fight for recognition as decision-makers in the education sector resulted in the empowerment of all stakeholders. The visibility of this empowerment was when most of the democratic laws were promulgated after the attainment of democracy. Most of these democratic acts (if not all) accentuate partnership among stakeholders (in the case of schools - among management, parents, teachers and learners in high schools). It is good to observe that eventually the achievements of these stakeholders were not only about recognition, but it was also about being involved in decision making animatedly, and by looking into ways of invigorating schools. Despite this revitalisation of partnership among these stakeholders through promulgation of the democratic Acts, the question about the state of stakeholders' readiness and factors impeding or catapulting this partnership still remains. As reported prior, these dynamics are unveiled in chapter four where the participants' responses are cited

verbatim. This is where we get a grasp of partnership as indicated above, which is fully supported by the government through various acts.

#### **1.4 The democratic policy frameworks**

In 1994 the first democratically elected government led by the African National Congress (ANC) took over and was fully aware that it was in power because of the support of the people. The government was also mindful that one of the people's goals was to see the holistic democratisation of the education system (Karlsson, 2002). Therefore, the first step was to pass the Constitution of South Africa 108, 1996. In the preamble of this Constitution, it states that one of the intentions is to heal the division of the past and establish a society based on democratic values, social justice and human rights. This said objective in the preamble clearly shows that the South African democratic government was in a campaign of promoting partnership in institutions (including education) based on democratic principles. It is good to see that this partnership among stakeholders is enshrined in the constitution of the country and every citizen has a responsibility to uphold it.

The Constitution of South Africa further announces openly that its unequivocal commitment is "to encourage representative and participatory democracy, transparency, accountability and public involvement (RSA, 1996c)". Participation, it indicates, not just to represent your constituency as a token but to influence decisions. It is through this constitution where previously marginalised and disempowered stakeholders such as parents and teachers, began to feel that they are empowered to contribute to the education of South African children. In a nutshell, the South African constitution laid a solid foundation for partnership among stakeholders. Educationally, the democratisation of all institutions emphasised by the South African constitution, resulted in the enactment of the South African Schools Act which specifically deals with education.

Sayed (1999) states that South Africa, in post 1994, introduced legislation where education was made a priority in the new Constitution (1993) and the South African Schools Act (1996). Furthermore, Chapter Two of the Constitution guarantees the right of South Africans to equal and equitable education. According to the South African Constitution Act 108 of 1996, school governance is no longer the responsibility of the state, but of the School Governing Body (Republic of South Africa, 1996). This statement portrays a situation where parents are now recognised as official stakeholders. Naidoo (2005) and Khuzwayo (2007) perceive this recognition as a victory and power to the parents. This is because parents had been fighting for

this recognition, acknowledgement, participation and involvement in the education of their children in terms of being part of the decision-making process for years. Parents were not the only stakeholders who were recognised by the constitution as the stakeholders, but also teachers. Teachers too, as indicated above, who prior to 1994 were not allowed to join unions freely, felt that their outcry was heard by the democratic government. According to Section 23, subsection 2 (a) of the South African Constitution Act 1996, every worker has the right to form and join a trade union. This was a victory for teachers who were previously victimised for joining and participating in trade unions (Sibiya, 2017). It is inspiring to see that the constitution of the country encourages partnership amongst stakeholders. The democratic government made sure that partnership amongst stakeholders became a success at schools. This resulted in the introduction of the South African Schools Act of 1996 which empowers parents, teachers, teacher-unions, and learners (in high schools) to be part of decision-making at schools. According to Naidoo (2005), the South African Schools Act (SASA) was promulgated in 1996 to foster participation from stakeholders. SASA's objectives read as follows: "SASA is intended to create a new school governance landscape based on citizens participation, partnerships between the state, parents, learners, school staff and communities, and devolution of power towards the individual school and community (Republic of South Africa, 1996). It is stipulated in the SASA preamble that parents and schools should accept joint responsibility for the organisation, governance and funding of schools in partnership with the state (DoE, 1996). These policy frameworks, for the first time in history, encourage parents, teachers, and unions to work together as partners. The intention of introducing SASA (1996) was to create a new school governance landscape based on citizen participation, partnership between the state, parents, learners, school staff and community. This is viewed by Sheard and Avis (2011) as devolution of power to school community stakeholders. It is interesting to see that SASA grants stakeholders the opportunity to have a significant say as partners in the democratic governance. This was one of the reforms that resulted in dramatically changing in the South African education system. This is because it instilled a common mission of democracy, liberty, justice, equity, transformation, tolerance and peace amongst school principals, school governing bodies and teacher unions, who had not been recognised before as valued partners.

Bascia and Osmond (2013) further point out that the Constitution of South Africa and the South African Schools Act encourages school principals, School Governing Bodies and Site Stewards to engage and interact with each other in the operation of school matters. The motive behind this is to strengthen partnership so that all stakeholders would democratically participate and

be involved in decisions pertaining to school improvement. According to Christie, Sullivan, Duku and Gallie (2010) the insistence on all stakeholders' involvement was to promote partnership as stated above, and also to eliminate mistrust and conflicts which dominated in the working relationships involving these stakeholders.

Hence, the Labour Relations Act of 1995 was another legislation that was put into place to cater for employer-employee relations. One of the rights achieved by workers was the recognition of their unions as partners in the operation of schools. Furthermore, they were expected to play a major role in labour relations matters (Republic of South Africa, 1995). Post 1994 teacher union representatives known as Site Stewards were elected. They have to ensure that teachers' rights enshrined in the constitution are not violated. Teachers are also represented on the school governing bodies by their site stewards. The number of these educator representatives depends on the enrolment of a school as stipulated in the process and procedures of the school governing body election gazette.

Another important democratic policy that had brought some changes is White Paper on Education and Training Act (1995) (Republic of South Africa, 1998). Section 3.1 of this Act states that the education system is to "empower people to participate effectively in all processes of democratic society, cultural expression, economic activity, community life" and help citizens build a nation free of discrimination (DoE, 2010). This empowerment of schools' stakeholders was an achievement. Therefore, these democratic policy frameworks ratified the paradigm shift of power from state centralised education to stakeholders' participation. The passing of the above-mentioned legislation in the democratic era was a victory for parents and teacher unions. This shows a clear intention and eagerness of the government to see to it that school principals, parents and teacher-unions work together as partners. Based on the positions held by school principals, SGB chairpersons and Site Stewards, they have a responsibility to ensure that South African schools operate smoothly and are led by stakeholders who are in a peaceful, harmonious and progressive partnership, so that this will lead to proper functionality and effectiveness of schools. In spite of having all these democratic Acts, principals, school governing body chairpersons and teacher unions at some schools seem to be working well, whereas at some schools, there are still challenges characterising their partnerships. This study intends to gather information from schools where partnership work and where it does not. Knowledge from these types of schools would benefit in the research fraternity in terms of unearthing the dynamics dominating stakeholders' partnership. The fact that twenty years after the promulgation of the South African Schools Act, some schools still have conflicts which

compromise partnership among these stakeholders, justifies a research of this nature. The contradictory part is that the same stakeholders who fought for democratic participation to be partners at some schools, find it very difficult to work collaboratively. This discordance encapsulates that indeed there is a problem in some stakeholders' partnership. The next discussion illustrates that the study of stakeholders' partnership has dynamics which most of the time exemplifies mistrust, scepticisms and suspicions.

### **1.5 Statement of the problem**

There have been numerous reports in the media about dysfunctional schools due to conflicts amongst principals, SGB members and teacher unions (Department of Education, 2016). Evidence suggests that such conflicts happen in some schools regardless of race or geographical area. It has been reported that some schools in many areas around Durban are currently or have been operating without school principals (Department of Education, 2016). In most of these schools, it is broadcasted that the communities which SGB chairpersons were part of, demanded the removal of the school principals by demonstrating, picketing, and locking of school gates (Department of Education, 2016). At the time of writing this chapter, all these principals are currently reporting to their respective Circuit Offices while the Department of Education officials are conducting investigations. In my capacity as teacher and school principal, I have witnessed a situation where school principals, SGB chairpersons and also Site Stewards did not work harmoniously as a team.

In a study on "teacher unionism and school management" Msila (2012) found that principals and SGB chairpersons, apart from having their own problems of sometimes finding it difficult to work together as trustworthy partners, they also encounter challenges from Site Stewards. Msila (2012) reports that seven out of ten principals shared similar sentiments that they found it very difficult to exercise their management roles. This is because some teacher unions tend to dictate terms on how principals should manage the school. With regard to conflicts between chairpersons and Site Stewards, I can relate to Msila's (2012) findings that indeed at times relationships can sour. Two schools in the North of Durban, and three from the Pinetown area have been without their SGB chairpersons because site stewards declared a vote of no-confidence in them (Pather & Du Plessis, 2015). According to Barchiesi (2011), indeed there were occasions where union members were adamant to see certain principals being removed from schools. A union member said, "We will stage sit-ins in their offices and we are going to make sure that we remove those principals whom our members are not happy about".



These statements from school principals, SGB chairpersons and Site Stewards suggest that the way these leaders behave and interact with each other in a school partnership needs to be investigated. This is because some stakeholders ostensibly deviate from the aspiration of school partnership, regulated in the above-mentioned acts. The intention is to dissect the main causes of these diversions which seem to weaken the effectiveness of this legally and democratically constituted partnership. It is disturbing to notice that stakeholders who are democratically assigned to a responsibility of taking schools forwards, some turn these schools into battlefields. In one school I once taught at, partnership between the principal and SGB chairperson never worked. They detested each other. This negatively affected many stakeholders such as Department officials, educators, parents and learners. The school was divided into two camps. The stakeholders either supported the principal or the SGB chairperson. When I visited the school after seven years, some staff members were of the opinion that although the previous SGB chairperson was no longer part of the school, underlying tensions still existed amongst staff members. In schools where stakeholders apparently adhere to the principles of partnership, such information is divulged in chapter five.

We do not have an in-depth knowledge of factors that affect work relationship between school principals, SGB chairpersons and Site Stewards. This is the knowledge gap that this study sought to pinpoint. It is shocking and unbelievable that twenty two years after democracy with all existing policies which promote partnership amongst stakeholders, there are still so many schools where stakeholders find it difficult to work cohesively as partners. Researching this knowledge gap from role players themselves may assist with formulating constructive and progressive recommendations with which to strengthen this democratic school partnership which all schools` role players fought for. Grobler, Moloi, Looock, Bisschoff and Maistry (2006) advise that it is necessary and prudent to assist educational leaders in identifying factors impacting negatively on partnership involving school stakeholders. Furthermore, provision should be made for handling and resolving conflicts amongst school partners. The following questions are a fundamental part of the study and are essential in terms of discovering the dynamics of partnership experienced by the above-mentioned stakeholders, the way they respond to these dynamics and impacts of these dynamics on school functionality.

## **1.6 Research Questions**

The following questions were the focal point of this research.

1. How do school principals, SGB chairpersons and Site Stewards understand and experience their working together as partners?
2. How do the school principals, SGB chairpersons and Site Stewards explain the dynamics of partnership between them?
3. How, according to the school principals, SGB chairpersons and Site Stewards can the partnership be enhanced?
4. What can be learnt about the role of school principals, SGB chairpersons and site - stewards regarding school partnership?

In the next section, I discuss the motive and the core reason for this study.

## **1.7 Significance of the study**

This investigation aspired to shed light on the dynamics of partnership amongst school principals, SGB chairpersons and Site Stewards that may exist in the process of functioning as school partners. It is hoped that the data obtained from this in-depth research will be viewed by and utilised by educational stakeholders such as school principals, school governing body members, teachers and educational officials in improving this ideal partnership and also reduce tensions amongst partners. Through the findings from this study, perhaps the relevant stakeholders will make sense of these problems and I also realise that these conflicts cause more problems than solutions. Where the partnership works, such information would be made known so that stakeholders who are experiencing problems would learn from these successful schools. Furthermore, discovering these factors that contribute to the success or failure of partnership would also benefit stakeholders in terms of learning and improving from the findings of this research. We need to be knowledgeable of factors affecting such ideal partnership approved by all stakeholders. If we get to the root cause of these negative factors, hopefully we will be able to work successfully to find solutions which will benefit the Department of Education officials, government, teachers, parents, learners and all South African society. This is because education is the pillar and strength of the country which results

in the government spending a lot of money on education. Most parents too, also make education a priority for their children. As a result, they do not want to send their children to schools where there are conflicts amongst stakeholders (Mead & Maner, 2012). If there is no harmony amongst educational stakeholders, parents perceive this disharmony as detrimental to their children's future. Therefore, this study is integral for school community stakeholders. Firstly, parents would be knowledgeable of what role is expected of them to play in this partnership. Educators would also be equipped to understand that they have crucial role to work collaboratively with parents and principals. This study would also benefit principals to realise amicable and progress of their school depend on treating other stakeholders as fellow partners. Apart from role players in this study, the government whose ideal is to see teamwork among partners would also benefit. The government would benefit in having a clear understanding whether school partnership policy is effective or not. This would result in it being revisited for improvement purposes. In a nutshell, the findings of this study would also benefit all partnership leaders to realise that schools' success, progress and harmonious relationship of their constituencies depend on them as leaders. Parents would also benefit because their children are being taught by leaders who work as a team. Learners would also benefit because all partners who are agents of change, promote democratic school environment, which has positive impact on their learning. The following terms were dominated keys to this study. I therefore hereafter define them.

## **1.8 Definitions of terms**

**Dynamics** refers to the way people behave and react to each other in a particular situation.

**Partnership** is the relationship of equality between partners based on mutual respect, complement and accountability where the shared values, purpose, goals and objectives are clear, and which recognises autonomy of the partners.

**School Community** refers to the learners, educators and parents of the learners in the school.

**School Governance** refers to determining the policies and rules by which the school is to be organised and controlled and ensuring that such rules and policies are carried out in terms of the law and the budget.

**School Governing Body** refers to the body composed of parents, educators, non-educators, learners (in case where the school has grade 8 and above) and school principal as an ex-officio member, representing the Department of Education.

**Teacher Union Site Steward** is a member of a particular union who is being nominated by union members to be their representative in labour relations matters.

## **1.9 Conclusion**

This chapter presented the introduction to the thesis, including the background to the study. These two sections have given a glimpse of the content of the study. The chapter further elucidated on how South Africans from all corners of the world were demanding school partnership. The civic organisation and teacher unions were in the forefront in this demand. This chapter reveals that this demand resulted in the enactment of democratic policies. The statement of the problem is discussed. The research questions have been explained. Key concepts which dominate throughout the thesis have been defined. The next chapter discusses the knowledge from related literature.

## **CHAPTER TWO**

### **Knowledge from related literature**

#### **2.1 Introduction**

In this chapter I discuss literature pertaining to the dynamics of partnerships involving school principals, school governing body chairpersons and teacher union-site stewards. Firstly, I examine the concept of a “partnership” in a broader spectrum, such as a business partnership, a political partnership, a marriage partnership and a school partnership respectively. The objective of examining these various types of partnerships was to have a comprehensive understanding of the generic fundamentals which contribute to sustainable partnership. This paves the way to engage with the six principles of partnership. Secondly, I discuss some factors enabling and inhibiting partnership of principals, SGB chairpersons and teacher union-site stewards. Next, I focus on the types of leadership and management styles because Van der Vyver, Van der Westhuizen and Meyer (2014) point out that these stakeholders who are representatives are legally entrusted with the leadership and management of their constituencies in the school context partnership level. The performance of these two skills is very important as the sustainability or failure of a school partnership depends on the leadership and management styles portrayed by partners. Thirdly, I discuss studies pertaining to partnership at national, continental and international level. Lastly, I highlight the emerging issues.

#### **2.2 Why school stakeholder partnership?**

There is a general consensus from scholars that a community school partnership is essential and plays a major role in democratising education. This general agreement justifies hard work, dedication and the tireless struggle from previously excluded stakeholders who had been calling for the democratisation of education. This was evident when they formed structures such as PTSA, PTA and Peoples` Education, as I have reported (see section 2.2.2) If I may recap, the enthusiasm for these South African stakeholders who demanded to be partners in the education of their children, emerged after a realisation that there was a need for them to participate meaningfully. Literature at a global level reveals that in most countries, school stakeholder partnerships became a norm and such countries made sure that it was a success and as a result legal framework was put into place (Scott, 2010). South Africa followed the same route as we witnessed with the introduction of the South African Schools Act in 1996.

Literature reveals that part of the reasons for forming partnership is for partners to highlight different issues, problems and to come up with solutions (Waddock, 1988). In most continents there were laws which are enacted to promote school partnership (Ball, 2012). Some of these countries are Namibia, Kenya, Australia, New Zealand and America respectively (Mwangi, 2016; Njenga, 2014; Hankinson, 2009; Sewell, St George & Cullen (2013). The purpose of this partnership was firstly to promote good and positive working relationships among stakeholders. Naicker (2012) and Rubinstein (2014) endorse that a positive partnership minimises and reduces problems and enhances a harmonious working relationship. These scholars further maintain that in this type of partnership, problems are addressed in a constructive way by finding solutions collectively. Obviously, this team spirit as scholars emphasise results in enthusiasm among partners. Furthermore, this partnership results in efficiency, effective service delivery, shared goals, promotes equality, a common vision and enthusiasm. As I have reported in the preceding section, many countries have adopted this system of involving other stakeholders to participate fully in the schools` educational matters. There are various terminologies that are used by different countries referring to stakeholders` involvement. The most common terms are decentralisation of education (Skhosana, 2014), community education (Bagaratte, 2012), people`s education (Christie, 2011), and stakeholders` participation (Naidoo, 2012). Regardless of which term is used, Bagaratte (2011) sees this stakeholders` involvement as simply meaning the democratisation of education as all stakeholders are encouraged to participate democratically. This democratic participation is enshrined in the constitution of South Africa (1993), and the South African Schools Act (1996) (Republic of South Africa). With this internationally approved system, and all relevant legislation supporting partnership at schools, the onus is now upon the principals, school governing bodies and teacher unions (and learners in schools which have grade eight and upwards) to participate in a way that sustain their partnerships at the institutions where they are based. It is because of this reason that the Participative Theory is one of the theoretical frameworks for this study (see section 3.4.1). Knight (2010) cautions us that despite the concerted efforts and the enactment of laws by the various governments to ensure the effectiveness of partnership, unfortunately, there are dynamics which contribute to the success or to the failure of partnership, which are discussed immediately after the next section, where the enabling factors are discussed.

### **2.3 Understanding the concept ‘partnership’**

According to Du Toit (2013), the concept ‘partnership’ is borrowed from the business world. In the business sense “partnership” is referred to as a contractual relationship between two or more individuals who commit themselves to sharing profits or losses. The business influence and contribution to meaning and insight of this concept in the education fraternity becomes more apparent when discussing business partnership below. But, Brinkerhoff (2002) contends that irrespective of where a partnership is taking place, it encompasses mutual influence, with a careful balance between synergy and respective autonomy. This involves equal participation, common goal and mutual respect in decision-making, transparency and accountability. In the same vein, Hoad (1986) defines partnership as a state of being a partner - the partner being a person or organisation who shares or takes part with another or others, in terms of risks sharing, business profit and so on. Brinkerhoff’s (2002) definition of partnership is very relevant to the education fraternity. Education under the apartheid system denied many stakeholders, such as parents and teachers to be involved. Thus, multi - stakeholders were needed to play a meaningful role and mutual influence. As I have reported above, the previously excluded stakeholders operated in an undemocratic context. It was because of this system which they found themselves under. This situation motivated them to work co-operatively despite their diverse interests (see section 1.3).

Brinkerhoff and Wetterberg (2013) explain that partnership developed among the excluded stakeholders as they realised that, it was the only way to participate meaningfully in educational matters. They had a shared vision of education, which could be achieved if they work as partners who enhance shared leadership. Most scholars who define partnership at a holistic level prioritise the word ‘shared’ which is one of the dominating components throughout this study. Scholars elucidate partnership in the following manner: Partnership among diverse actors is based on mutual agreed objectives, pursued through a shared understanding of the intended goal. The explanations provided by both the Hoad (1986) and Brinkerhoff (2002) show that partnerships should be based on the principles of democracy. The Llectic Law Library (2006) and Narcisse (2007) share the same sentiment with the above scholars in terms of the definitions of partnership. But they conceptualise partnership as a two way method, which they refer to as a multi-stakeholders association and continuous relationship. The Llectic Law Library (2006) further argues that partnership is an association of two or more people, having an idea to share in the profits and losses. Contractual agreement is supposed to be part of this partnership where all partners commit themselves to terms and conditions. Although this type

of partnership is defined in a business context, it portrays a very clear message that the success of partnership relies on two or more people who agree to work together because they have common goals to achieve. Furthermore, the importance of a legal binding contract is emphasised where partners are expected to have a full understanding that they have to adhere to this binding contract.

Information from this literature is very crucial and relevant to the school context. From this information it becomes very clear that institutions such as schools can be functional if multi-stakeholders such teachers, parents, learners, business people and civic organisations have a common purpose and work together harmoniously. Blank, Jacobson and Melaville (2012) have a similar opinion that multi-stakeholder partnership involves two or more people working together and sharing resources. They also stress that if partners work together and have a common goal they achieve positive results. Through this study, I focus on the partnership consisting of the school principals, SGB chairpersons and teacher union site stewards which according to most of several reviewed literature, there is a general consensus that it is possible for it to work effectively (Msila, 2014). If there is this agreement regarding the effectiveness of partnership that means we still need to do further investigation so that we fully understand the nature, causes and effects of dynamics they have in schools despite all legislation passed to encourage it. Mariot and Goyder (2009) value partnership as one of the important aspects in mobilising and involving the public, private sectors and civil societies to contribute to the expansion and promotion of quality education. Maboe (2005) concurs with Mariot and Goyder (2009) that school partnership should not only involve teachers, parents and learners, but also other stakeholders. Yescombe (2011) concurs with the above-mentioned scholars that some schools do benefit from having partnership with private companies. The scholar cites the Lottery Fund foundation as one of these companies which sponsors schools, provided that there is a positive work relationship among stakeholders. Yescombe (2011) further contends that the importance of collaboration and teamwork benefit schools. Mncube and Harber (2013) affirm that negative work relationship among partners sometimes discourages some very keen and enthusiastic school partners who initially joined the partnership with an intention of seeing it achieving a desired goal. According to him such keenness and enthusiasm dwindle and they end up resigning or not attending meetings at all. The Letic Law Library (2006) also has a similar view that significance of a positive relationship is essential because it encourages partners to remain functioning as a partnership. This school of thought however, highlights that factors that are not favourable to the partners, may push partners away from the partnership.



This literature has empowered me to be mindful that for partnership to be successful, it should benefit all members (Msila, 2014). I have also learnt that partners should complement each other, and apply critical criticism which is the process of offering valid and well-reasoned opinion about work of others, usually involving positive and negative comments (http: definitions, 2015). Aly (2016) highlights three advantages of constructive criticism. It is a valuable tool in the workplace which allows individuals to learn and grow. Firstly, it increases insight and perspective. In other words, it may assist partners in opening their eyes to things which may not have considered as essential to effective partnership. Secondly, constructive criticism creates bonds. This bond among school partners is lacking, since they do not have ample time to discuss partnership matters. Constitutionally, school governing body members may only meet once a term, not unless there are urgent issues. Aly (2016) maintains that receiving constructive criticism shows that people who work with you are willing to assist you to grow in the task assigned to you. I am of the view that if school principals, SGB chairpersons and teacher-union site stewards can adopt this method, their partnership would be sustainable. Lastly, Aly (2016) contends that ‘constructive criticism’ cultivates a trustworthy workplace. Several scholars such as Stuart, Dabbish, Kiesler, Kinnaird and Knag (2012) have placed great emphasis on transparency and collaboration as some of the components that result in trustworthiness. Transparency and collaboration create an atmosphere which motivates members to become better partners. It is well known that school principals, SGB chairpersons and teacher union site stewards have different mandates, yet despite having these different mandates, there is a necessity to ascertain that, as mentioned-above. These stakeholders complement and application of constructive criticism where necessary so that there would be a realistic and sustainable partnership.

This literature also reveals that all school principals, school governing body members and teacher-union site stewards by right are expected to sign a contractual agreement (Republic of South Africa, 1996). According to Mncube, (2011) this contractual agreement can be verbal or written, but both types are legal and binding. Mncube (2011) further explains that this contractual agreement is when partners commit themselves to adhering to all the principles regarding the functioning of the school governing bodies as per requirement of the South African Schools Act (1996). Insistence on the contractual agreement and the content of SASA show that school partners have to be crystal clear in terms of their roles needed to fulfil the school partnership. I fully understand the importance of signing contractual agreements, and partners` adherence to roles and responsibilities; any partner can meet these requirements, but

in practice there are bigger issues than these expectations (Republic of South Africa, 1996). As I have alluded to, school principals, SGB chairpersons and teacher-union site stewards have different interests, so this is where this partnership becomes very tricky and complex. If I may cite an example, committing yourself by signing a contract and being knowledgeable of the roles and responsibilities do not guarantee that there would be an effective and sustainable partnership. One may use the same knowledge to serve his / her interest.

Lastly and importantly, based on all the definitions provided above, there is an insight that partnership is embedded in democratic principles. As I have reported earlier, literature review reveals that in most countries, as soon as they attained their independences they applied a principle of school-community participation (Bauch & Goldring, 1998). The motive behind this was to ensure that previously excluded stakeholders are empowered partners who operate in a democratic environment. Therefore, concepts such as autonomy, equal participation, mutual-respect, transparency and accountability were part of their new democratic educational systems (Fullam, 2012, Lundahl, 2005; & AbiSamra, 2001). These concepts are found in the Constitution of South Africa (1993), the Labour Relations Act (1995) and the South African Schools Act (1996) which all promote partnership and positive working relationship among relevant stakeholders. These democratic concepts are in place for the purpose of encouraging tolerance, positive working relationship and effective partnership amongst partners (Mncube, 2011). Despite the existence of these legislation, it is now more than two decades since democracy, government's desired goal of having school stakeholders working harmoniously and peacefully has not yet been realised. London (2014) points out that a country can pass many laws to encourage harmonious partnership, but other dynamics will always be there. The scholar argues that there is a need to conduct detailed research in order to have a thorough understanding of these dynamics.

I now move on and review literature on the long standing existing institutions which have been practising partnership for years. According to Martinez (2015), the following first four institutions have a history of partnerships; business, politics, marriages, and school community. Therefore, I now review literature regarding partnership from these various institutions in order to have an insight of the knowledge and contributions they offer to this study as it progresses. Hence, I now discuss different descriptions of partnership as follows:

### 2.3.1 Business partnership

Business partnership is defined by the Letic Law Library (2006) as a legal term for an association of two or more people who have an idea and intention of sharing profit and losses of a business organisation, which qualifies them to be partners. Narcisse (2007) asserts that these people become business partners because they have a common goal to achieve. Therefore, they have to work together in order to realise such a specific goal. Goniwe (2006) correlates and equates business partnership with what exists in school partnership. He perceives this similarity in terms of partners in a business venture whose aim is to make profit, whereas partners in education are duty bound to see to it that learners achieve quality education. According to Christie (2011), quality education can only be possible if partners have a common goal.

There is this core requirement for partners to ‘have a common goal’ either in business or in education. In the same vein, Narcisse (2011), Goniwe (2006) and Christie (2011) have a similar view that it is advisable for school principals, SGB chairpersons and teacher union site stewards to have a common goal in order for their partnership to be successful and sustainable. It has come to light that many scholars from different spectrum, when defining partnership put more emphasis that it is essential for partners to have a common goal. (see sections 2.2, 2.2.2, and 2.2.3). This concurrence from these scholars show that having common goal is one of a partnership’s strength. Unfortunately, considering backgrounds and the core reason for stakeholders to serve as partners at school level, as explained prior, it is hard for them to have a common goal. As I continue discussing different types of partnership, words such as ‘common goal, common purpose’ keep on coming up although their importance is not applicable to this study. This is because reasons of their existence are totally different and their history involved mistrust of one another. To elucidate, it is stipulated in the South African Schools Act of 1996 that school principals represent Department of Education (Republic of South Africa). They have to make sure that teachers follow the Department policies. On the other hand, teacher-unions represent educators. Their focus is on the teachers` welfare. The same policies the principals implement may be viewed as oppression to the teachers. Regarding the governance role assigned to parents, who make up the majority of the school governing body and have to make final decisions on school governance. It is reported that although parents are legally mandated to the governance decisions, some school principals are not happy because such responsibility used to be performed by them (Khuzwayo, 2013). Some teachers too, have some reservations about this power assigned to the SGB parent component.

According to Skhosana (2014), who confirms this unhappiness from both school principals and teachers, he reports that those who disagree with this power assigned to the SGB members claim that they have been trained to be teachers whereas the Act allows everyone whom parents nominate and agree to be school governing body member, regardless of whether that parent understands educational matters. This shows that their goals are totally different. Tshabalala (2013) asserts that school principals, SGB chairpersons and teacher-union site stewards in most schools spend more time arguing because they all have different vested interest in school partnership.

Back to Goniwe (2006), Christie (2011) and Narcisse` (2007) discussion: all three of these scholars equate the objective of business partnership with that of education. They present the following analogy. In the business world, partners have the common purpose of making a profit. They make a profit provided that they work as cohesive partners. In education, the concept of profit is equivalent to quality results produced by the learners. But these quality results may only be obtainable provided that parents, teachers and learners work as partners and forge a very strong relationship. It is a typical example of democratic and decentralised educational governance which involves stakeholders from various sectors (October, 2015). As the study progresses, diverse interests of these stakeholders are explored and discussed in chapter four. The next aspect of partnership that I will discuss is political partnership.

### 2.3.2 Political partnership

According to Moll (2012), political partnership is an agreement between political parties or countries to work together amicably to achieve a common goal. Naturally, it becomes impossible for people to work together harmoniously if they do not have common goal or shared vision (Msila, 2014). He asserts that political partnership brings in political principles such as democracy, human rights, equality, rule of law and also foster relationship. Mncube (2011) maintains that political partnership does indeed produce positive results provided that political parties have common goal. Christie (2011) evokes how some political parties in South Africa set aside their political differences and formed a political partnership in order to destroy their common enemy, which was the apartheid system. They were successful because they were united. Furthermore, as I have reported in the preceding chapter (see section 1.3) parents, teachers and students PTAs worked collaboratively for the purpose to destroy the apartheid system. It was the same unity which resulted in the holistic democratisation of education, where parents were invited to play a meaningful role in school governance. Cameron and Naidoo

(2016) affirm that the main aim for introducing the democratic school governance all over the world was to encourage parents, teachers and learners to work collaboratively. Christie (2011) concurs with Mbokazi (2015) that if teachers, parents and learners work as a team, they can undoubtedly minimise the dynamics which impact negatively on achieving a perfect and sustainable partnership. Christie (2011) argues that if collaboration amongst parents, teachers and students resulted in democratisation of schools it is possible for stakeholders to realise such a dream, if stakeholders can set aside their political and school participation differences and focus on effective and sustainable partnership for a purpose of improving education of their children. This should be their main target as stipulated in the South African Schools Act. One of the purposes for introducing this Act was to promote a positive partnership among stakeholders and to improve education.

Furthermore, as the study progresses, I shall be assessing the extent to which this school partnership, involving the stakeholders, embrace, and address the concepts of democracy, human rights, equality, the rule of law, which they fought for, and is also recommended in the political partnership. Stoker (2016) a political analyst cautions that in political partnership there are always political ideologies where partners have a tendency of displaying politics in dealing with partnership matters. Stoker (ibid) discloses that bias is one of the features in the political partnership which always destabilises it. This scholar is of the view that partners should strive for unity, teamwork and collaboration. If they fail to do this, such a partnership would be a failure. He cites an intention of some countries, such as South Africa, to withdraw from the International Criminal Court. Therefore, if this element of bias dominates the decision-making process it may cause distrust among members, whereas there should be mutual trust. This one-sidedness may result in a situation where some school partners feel that they are not regarded as valued partners. The feeling of biased decision making may nullify the whole notion of equal stakeholders` participation at schools. Therefore, the nature of decisions that are taken and factors dominating there in the school partnership, warrant investigation so that there is clear insight regarding these decisions and factors characterising this partnership and their consequences.

Stoker (2016) further argues that usually, in any partnership, there is a power struggle where one power strives to benefit over the other, which is perceived by Narcisse (2007) as a parasitic relationship, and this is the opposite of a symbiotic relationship. Symbiotic partnership is described by Narcisse (2007) as a relationship where all partners benefit. Chappell (2009) contends that symbiotic partnership is when partners treat each other with respect and show

mutual trust. Khuzwayo (2013) confirms that the elements of mutual trust and unconditional respect occur when there are no hidden agendas. This is the key in keeping partnership strong and even making it sustainable. Bagarette (2011) points out that in political partnership, there is always the power struggle and the features of a parasitic relationship are always taking the upper hand.

The literature of this nature has equipped me in understanding that politics play a major role in any partnership. As I have reported in chapter one, school stakeholders such as principals, SGB chairpersons and teacher-unions were not recognised as equal partners during the apartheid era. They had to fight tooth and nail in to be recognised as legal partners in the school governing bodies (Christie, 2011). Therefore, by also focusing on this route, I would be able to discover the underlying factors embedded in this partnership. Furthermore, I shall assess the nature of school partnership whether it is based on the parasitic relationship or symbiotic partnership, as Narcisse (2007) has cautioned us about such elements that may either destroy or strengthen partnership. Chappell (2009) has pointed out that values such as mutual trust and respect are foundations of partnership's sustainability. If these fundamentals are non-existent, there is no unity in that partnership and it becomes a failure. I therefore pursue these elements in this study, considering that education under the apartheid era was designed to entrench disrespect, non-recognition, contempt, superiority, class, despicability, no mutual trust, belittlement, bigotry, humiliation and exclusion of important certain stakeholders such as parents and teacher-unions. According to Mncube (2011), these were some of the reasons which caused anger amongst parents and teachers. This unequal participation, disapproval, and undemocratic representation resulted in parents, teachers and students forming the PTAs, PTSAs, teacher unions and People's Education Forum. As I reported in the previous chapter with the advent of democracy in South Africa, the education system changed drastically. With these new legal democratic frameworks, we saw the previous stakeholders being invited and encouraged to be partners of school partnerships. Now parents, teachers and learners are lawfully permitted to actively participate and be involved in the education as per the requirement of the Constitution (1993), and the South African Schools Act (1996) (see section 1.4). Do they really work as partners who perpetuate the democratic principles? Is there any mutual trust amongst the members? Do they respect each other as significant members? Do these factors that existed during the apartheid era which resulted in the formation of various organisations opposing-undemocratic educational system still exist? Finally, the question that needs to be asked 'what are the factors characterising school partnership' in this era of democracy. The sub-question that links to the

last question is, ‘what are the consequences of these factors in the effectiveness and sustainability of the school partnership? Having reviewed the literature regarding partnership, starting from its definitions, the nature of partnership such as the business partnership and the political partnership. It has become crystal clear that there are common features which serve as fundamentals for the partnership. Hence, this literature on the political partnership has played a significant role in identifying some elements that may be present, especially in the partnerships which consist of the political leaders just like school principals, SGB chairpersons and teacher-union site stewards who have a history of the political background. For now, I focus on marriage partnership which is more about love than sharing profits or losses. The intention is to find out if such identified features of partnership also exist in the marriage partnership. Hence, the marriage partnership is discussed below.

### 2.3.3 Marriage partnership

Duncan, Carter, Phillips and Roseneil (2013) define marriage partnership as a legal, civil or domestic agreement or contract between two people. These scholars further clarify that the sustainability of a partnership between marriage couple is possible only if they see each other as equals, treat one another with respect, consider one another`s needs, support each other, openly, discuss matters and ensure that marriage is based on mutual trust. According to Duncan, Carter, Phillip and Rosenail (2013) most of the marriage divorces are as the result of some marriage partners failing to meet these basic marriage principles. Divorces also happen at schools where some stakeholders feel that they are not treated with respect, not supported, and there is no mutual trust (Martins, Nicholas, Shaheen, Jones & Norris, 2013). It is worth mentioning that most of the concepts highlighted under the marriage partnership are also found in the partnership such as business partnership and political partnership. Thompson (2016) expostulates with us to be very careful in applying a concept of “equality”. She is of a view that although this concept is part of the democratic principles and is prioritised in a marriage partnership, but this equality does not apply in the school partnership as explained in section 2.2.2.

The information from Duncan, Carter, Phillip and Rosenail (2013) is vital because it reveals that it does not matter what partnership you are involved in, the most important thing for partners to understand is that in order for the partnership to be a success, partners have to practise the mentioned values. In support of Duncan, Carter, Phillip and Rosenail`s (2013)

ideas, Gottman (2014) agrees with him, but emphasises that a marriage partnership should be based on the following seven principles.

#### *2.3.3.1 Principle of enhancing love*

Gottman (2014) insists that partnership is like a marriage which foregrounds love. Partners commit themselves on so that marriage becomes a success. Gottman`s (2014) principle is also applicable to any partnership, especially in the school governing body. This is because if partners do not demonstrate love and commitment, such partnership would be a failure. Partners have got to love each other. The type of love to be shown is *Philia* which is described in 1<sup>st</sup> Peter 1:22, ESV as the most general type of love encompassing love for humans, care, respect and compassion for people in need, unity of mind, sympathy, brotherly love, a tender heart and a humble mind. While showing this type of love it is of cardinal importance for partners to value one`s contribution. There is a saying which states “if there is love, there is a way”. This indicates that if partners show love there would always be a positive and harmonious working relationship which in the long run results in an effective and sustainable partnership. This is the same love which has been reported by some scholars as lacking in the school partnerships which needs to be improved by school principals, SGB chairpersons and teacher-union site stewards (Khuzwayo, 2007; Mncube, 2013; Msila, 2012 and Skhosana, 2014). There is a general agreement from the above-mentioned scholars that most of the stakeholders under study are always at loggerheads because of the absence of love and appreciation highlighted above as some of essentials for cementing partnership. The next principle I discuss below is about fondness and admiration.

#### *2.3.3.2 Nurturing fondness and admiration*

According to Gottman (2014), it is essential for married couples to always show fondness and admiration to one another. He points out that such actions actually cement their marriage partnership. The same thing applies to the partnership involving school principals, SGB chairpersons and teacher union site stewards. If these stakeholders can work together and value partners` contributions to the partnership, undoubtedly, partners would work towards the common goal. Mncube (2011) confirms that in most partnerships at school level, partners lack fondness and admiration. Instead they are always suspicious of each other, which sometimes results in members having power struggle and also being at loggerhead.



#### *2.3.3.3 Turning towards each other*

This principle is crucial because partners have a responsibility to support each other and if they encounter some challenges it should be easy to seek assistance from their partner. This type of support has also been highlighted by the scholars in sections 2.2.1 and 2.2.2 as the key to the stability of partnership. Terminologies such as team work, collaborations and support are used interchangeably throughout this study. Emphasis on these components shows an importance of trust. Therefore, just like in marriage partnership, if school principals, parents and teachers do not trust one another, partners at school level would find it difficult to turn to another partner for assistance, and it would defeat all the efforts of a utopian idealised partnership by SASA (1996) to have all stakeholders working together and complementing each other. Wei, Wong and Lai (2012) contend that partners find it very easy and comfortable to turn towards each other if trust dominates partnership. Results of trust which encourage partners to turn towards each other are observable when: partners listen and support each other, showing consideration and care, showing mutual respect for boundaries, resolving conflicts in healthy ways, being dependable for the other person.

A question to be asked is - are all members in the partnership comfortable to turn to each other for support and assistance after two decades, since the enactment the South African Schools Act? If SGB members do turn towards each other or not, it is of great importance to get to the dynamics which enhance or impede such situations so that they are disclosed and perhaps stakeholders in the partnership of this nature could learn from the findings.

#### *2.3.3.4 Accepting influence*

The fourth principle, suggests that the secret of partners in a marriage partnership is to influence each other. Gottman (2014) insists that this type of influence yields positive results provided that one accepts partner`s contributions in the decision-making process, takes his/her partner`s opinion and feelings into account. According to this scholar, if the partner is not prepared to accept influence, this may lead to conflict. It is important for all partners to feel that they are recognised and acknowledged as significant partners. This principle is very relevant to the education fraternity. The literature suggests that most of the issues begin because certain group members want to have an influence in decision- making while suppressing others (Bagarette, 2011). Marriage partners may divorce if this element of dictatorship prevails. The same thing is possible in the school partnership. If one group feels that they do not have influence in the decision-making process they may become discouraged and perhaps do not want to be part of

this partnership any longer. Therefore, all partners should strive to encourage and accept influence from other partners as per requirement of the South African Schools Act (Republic of South Africa, 1996). This practice would directly or indirectly assist in solving problems. Kutumela (2013) attests that the enactment of the Labour Relations Act of 1995 and the South African Schools Act was to encourage workers and parents to have an influence in the decision-making process. Furthermore, the intention was to accept influence from other partners in order to work harmoniously and solve problems. This aspect of solving the problem is the next principle to be discussed.

#### *2.3.3.5 Solving the solvable problems*

In this principle, Gottman (2014) strongly believes that in order for the couple to solidify their marriage partnership, they should do the following: Firstly, the discussion should be led without contempt or criticism. This is very true in the education context as well because the intention of the South African Schools Act where school partnership is enshrined, it is stipulated that the objective is for school principals, parents and teachers to have a harmonious relationship without any criticism or contempt (Republic of South Africa, 1996). The second value under this principle is for partners to make straightforward comment about a concern and expressing one's need in a positive manner. This is the aspect that I am eager to pursue in this study. Basically, I intend to explore to what extent does nature, influence and effect the dynamics of existing in partnership allow all members to voice their opinions or perhaps elements of domineering attitudes? Gottman (*ibid*) insists that it is imperative for partners to issue statements or comments that perpetuate peace and stability. I share the same sentiment with Gottman (*ibid*), because in my teaching experience of twenty – two years as a teacher, and currently school principal, I once worked where there were tensions and conflict involving the school principal, SGB chairperson and site steward. Matters such as contempt, bigotry, belittlement, undermining and negative statements were some of the reasons which were contributing factors. Therefore, partners have a responsibility to ensure that their partnership is free from contempt, destructive criticism, negative comments as Gottman (*ibid*) recommends. Regardless of which partnership exists, partners need to put emphasis on respect, be tolerant of partners and compromise for the sake of progress. If such values can prevail in the school's partnership, surely the intended problem-free partnership would be achieved. The next discussion clarifies how problems or gridlocks can be avoided in a partnership.

### *2.3.3.6 Overcoming gridlocks*

This is the sixth principle which Gottman (2014) contends how conflict arises, especially when one perceives himself or herself as being rejected by one's partner. Before I mention other aspects pertaining to this principle, it is vital to highlight that all the reviewed literature regarding partnership reveal that conflict is always one of the reasons for the failure of any partnership (Mncube (2011), Tshabalala (2013), Bagarette (2011) Naidoo (2012), and Khuzwayo (2015). To cite one of a few scholars, Mitkus and Mitkus (2014) define conflict as the process which begins when one party perceives that the other is frustrating him or her, or is about to cause some sort of frustration. On a contrary, Mitra (2009) postulates that conflict is needed to enhance and solidify partnership. According to this scholar, conflict firstly allows partners to identify problems to be solved by partners. Secondly, it creates engagement among members. Thirdly, conflict helps partners to speak their minds. This openness is important because it allows members to always do their preparation for any task given to them. Fourthly, conflict improves working relationship among partners. Lastly, in a conflict situation ideas are improved. School partners, just like married partners have a responsibility to work very hard in this regard and in an amicable fashion. If it happens that there are differences, partners have to accept that being in partnership does not necessarily mean there would always be agreement. Donnelly (1999) posits that partners should be creative and be determined to question if the need arises. This scholar further attests to Mitra's (2009) argument by indicating that conflict promotes and stimulates thinking and prepares people for any question. The scholar concludes that the only thing that is needed to turn conflict from being seen as something negative, is to enhance tolerance and in-depth thinking about issues under discussion. The scholar is of a view that conflict mostly emerges if partners do not deal with an issue but takes things personally. Stereotype is regarded as a source of this type of relationship, especially when individuals or group treat each other on a basis of preconceived notions about that person or groups. Brink and Nel (2015) emphasise that it is essential for school principals, SGB chairpersons and teacher - union site stewards as leaders to be tolerant of each and encourage such tolerance in their constituencies. Undoubtedly, the aspect of stereotype would be minimal.

Gottman (2014) has identified the following features as signs of gridlocks: rejection, dictatorship, frustration, undermining, disrespect, hurt, vilification, contempt, devoid of humour, and unwillingness to work co-operatively. The scholar is fully convinced that conflict can be avoided provided that partners display respect and transparency in their partnership. I share the same sentiment with him because most scholars highlighted respect and transparency

as some of the contributory factors in cementing the partnership and to reduce conflicts. His words are pertinent to the partnership of school principals, school governing body chairpersons and teacher-union site stewards. The national and international scholars from the preliminary literature review have quoted lack of respect and absence of transparency as some of the elements that destroy partnership, especially at school. Tam and Neysmith (2006) attest by stating that disrespect results in frustration, and absence of transparency causes suspicions which in turn lead to conflict and mistrust. Gottman (*ibid*) suggests that all these conflicts can be overcome. The scholar proposes that the only way to deal with this issue constructively is for partners to be motivated and willing to explore the hidden issues that are really causing the gridlock. The next and the last of Gottman's (2014) principle to be discussed is known as "creating shared meaning"

#### 2.3.3.7 *Creating shared meaning*

Gottman (*ibid*) defines creating shared meaning as the time when the partner in a marriage partnership appreciate a spouse's roles and responsibilities. He strongly believes that such appreciation definitely leads to an understanding of what it means to be part of the family. This principle is applicable to the partnership taking place at schools where partners are supposed to be clear and knowledgeable of their roles and responsibilities. The message is crystal clear from this principle that as long as partners have a tendency to go beyond their roles and responsibilities, problems would always arise which could affect partnership in a way that they would feel as not being part of it. That means there would be no significant contributions from them, which is contrary to the objectives and vision of the South African Schools Act (1996), which requires members to contribute meaningfully to the partnership. This legislation stipulates that parents, school governing bodies, teachers, teacher-unions and learners (in schools with Grade 8 and above), have to work collaboratively and democratically, share their ideas for the purpose of reaching the common goal (Republic of South Africa, 1996). Gottman (2014) confirms that where there is a shared sense of meaning, conflict is much less intense and perpetual problems are less likely to lead to gridlock. This seventh principle has arisen from other literature discussed prior, as the cornerstone for any partnership to be a success. Most scholars coin this creation of shared meaning as synonymous to the shared leadership, shared vision, shared goal, and shared responsibility where they emphasise that the key word here is sharing (Rubinstein, 2014). Nappi (2014) concurs with him and clarifies that the reason for this term to be universally appropriate to any partnership, is because procedurally, the core reason for the partnership is for partners to share ideas positively. Nappi (2014) contextualises

the shared leadership to education the fraternity which regards it as a process where school principals, parents and teachers develop systems that promote parent-teacher leadership and positive working relationship. According to him, in a normal working environment, these stakeholders commit themselves to reach decisions in a democratic, transparent and collaborative manner, which results in common goal and the sustainable partnership.

Finally, there is no doubt that these principles of the marriage partnership may benefit school principals, school governing body chairpersons and teacher-union site stewards, if these stakeholders adopt Gottman's (2014) marriage principles. Russel (2017) insists that although there are occasions where marriage partners divorce, it is very rare for the married couples to reach this stage if their marriage was based and built on the Gottsman's (*ibid*) principles of marriage. Therefore, Khuzwayo (2015) as an educationalist and a pastor, is of the strong belief that if school principals, SGB chairpersons and teacher-union site stewards treat their partnerships just like their marriages, partners would value it. I fully agree with Khuzwayo (2015), but most importantly, all Gottman's principles also add value to my study in a way that all the components which have been identified previously as the building blocks for the effective partnerships are also emphasised under the Gottman's principles as the only way to cement the partnerships.

Having discussed Gottman's (2014) principles, I have noticed that from these seven principles, there are important values, which if they are followed, understood, and implemented appropriately, may contribute to cementing partnership. To avoid repetition because they are part of Gottman's principles, I will refrain from commenting but they are being mentioned in order to be noted. These values are as follows: love, commitment, appreciation of partner's contributions, respect, compromise, admiration, support, teamwork, trust, collaboration, tolerance, transparency, co-operation, two way process of communication, recognition and acknowledgement of partner's decision-making, avoidance of conflict, contempt, criticism, negativity, tensions, hidden agendas. Undoubtedly, if partners at school level could commit and apply Gottman's principles and these identified values from his seven principles, there would be harmony at schools and the desired goal of positive and harmonious partnerships, aimed by at national and international countries would be realised. In the same vein, Day (2008) agrees with Gottman (2014) by highlighting that it is possible for partners to have an effective and sustainable partnership, provided that they become passionate partners. In this regard Day (*ibid*) has identified six components such as commitment, collaboration, trust, enthusiasm, inclusivity and caring. It is worth mentioning that some of these components keep on cropping

up in the entire study. Day (*ibid*) asserts that if such passionate partnership is the order of the day amongst teachers and parents, surely all the inhibitors which are regarded as avoidances would be minimised. This minimisation of hindrances would be possible because passion motivates partners to work towards achieving a common goal regarding school improvement in a transparent manner.

## **2.4 Generally identified pillars of partnership**

There is a general consensus from reviewed literature that once two or more members are in partnership, such partnership can be written or verbal. This is where partners commit themselves (Brinkerhoff, 2002; The Llectic Law Library (2006); & Concise Oxford Dictionary (2014). Furthermore, in all aspects of partnership, the authors have emphasised that the only recipe for any partnership to be a success, is for partners to have a common goal, treat each other with respect, have mutual influence, be transparent, be prepared to be held accountable, work together amicably, trust each other, encourage equal participation, communicate, co-ordinate, co-operate, agree on shared goals and values, be open and lastly, be honest. There is a general agreement from the reviewed literature that the secret of the success and the sustainability of the partnership is the adherence to the democratic principles such as communication, collaboration, decision-making, assignment and shared responsibility (Tschannen-Moran, 2014). All these emerging concepts are highlighted as the important ingredients of partnership. Hence the way these crucial concepts are applied by school principals, SGB members and teacher union-site stewards in the partnership is seriously pursued, in order to get to the bottom of the dynamics characterising partnership.

I value the contribution from these scholars because their concepts about partnership are all enshrined in the Constitution of South Africa (1993) and the South African Schools Act (1996). Such an understanding of the related literature reviewed, has convinced me that school principals, SGB members, parents, and teacher unions have a responsibility to put their hearts and souls to this process for partnership to be effective. In a nutshell, I opt for Watenpaugh (2012)'s seven pillars of partnership, which feature most scholars' expectations of successful partnerships. These pillars are alignment of vision and values, alignment of objectives, trust, collaborative leadership, value creation, joint business plan and transformative flexibility.

## **2.5 Some factors enabling partnership**

I have also noticed that literature from all reviewed studies prioritise shared leadership as the main dynamic of effective and sustainable partnership. It is not surprising to see the shared leadership being placed on top. According to Maboe (2005), partnership is about a shared relationship with other stakeholders. The scholar emphasises that partnership is an alliance of partners who have an interest in education and enhancing good working relationship. As repeatedly reported, the various countries have enacted laws to ensure that power sharing is enforced among school stakeholders. Therefore, scholars who are part of the next section, in their discussion, share similar sentiment that most enablers of partnership are the results of shared leadership. Furthermore, these enablers are clearly mentioned in the last section of the following section on pages 40 - 41.

### **2.5.1 Shared leadership as the foundation of partnership**

The importance of shared leadership is defined and regarded as a cornerstone in the context of education. Wahlstrom and Louis (2008) contend that shared leadership is pertinent to education because parents, teachers and learners “voice” their opinions on educational matters. Through the ‘voices’, the viewpoints, opinions, insights, feedback and wisdom of these stakeholders are included in the leadership decisions made by a school. If shared leadership is about voices where all stakeholders have a say in the school matters, this is what parents, teachers, and learners fought for. Christie (2011) confirms, as reported earlier, the nature of school boards and school committees were designed to keep other stakeholders voiceless. Another incident occurred on the 16<sup>th</sup> June 1976 where students boycotted classes because they were forced to be taught in Afrikaans, this was one of the failures of the apartheid government in encouraging partnership and shared leadership. Mathabatha (2004) attests that students and parents did not have a voice but everything was imposed on them; there was no shared leadership and this led to the 1976 boycott.

Nappi (2014) concurs with Wahlstrom and Louis (2008) by stating that shared leadership is about involving other stakeholders in the decision-making process in connection with the school’s organisation, academics and operation. Rubinstein (2014) shares experiences on the scholars’ findings personal study that the shared leadership is similar to the distributed leadership. The scholar confirms that shared leadership produces positive results provided that leadership is distributed in an honest way amongst leaders. The conclusion is that the previously excluded partners in leadership roles become very involved and play a meaningful

role, if leadership is distributed amongst them, and such distribution of power enhances democracy and a sense of ownership. Spillane (2005) supports the idea of shared leadership being distributed amongst stakeholders. The scholar points out that the current South African educational legislation require school stakeholders to work together harmoniously. The scholar affirms that in schools where leadership is shared among all relevant stakeholders there are many positive achievements. Dlamini (2017) strongly believes that when people observe that partnership encourages sharing and leadership distributed amongst partners, they commit themselves to the partnership being a success. Narcissi (2011) concurs with Rubinstein (2014), Spillane (2005) and Myende (2011) by stressing that this shared leadership and the distribution of leadership are a clear indication that the partnership is characterised by the democratic principles, which did not exist during the apartheid era.

### **2.5.2 Defining roles and responsibilities of partnership**

Harris (2003) affirms that for any organisation involving people, who operate as partners, it is important to set clear roles and responsibilities. Epstein (2018) insists that the advantage of defining roles and responsibilities are that everyone knows what to do and everything is done timeously. These aspects are discussed respectively because they are so important and interlinked that if roles and responsibilities are not dealt with appropriately, the whole partnership suffers.

#### *2.5.2.1 Everyone knows what to do*

Leithwood and Riehl (2003) point out that if roles and responsibilities for school principals, SGB chairpersons and teacher-union site stewards are clearly defined, partners benefit because they become knowledgeable of what is expected of them. Khuzwayo (2013) partly concurs with these scholars, by asserting that partners can know these roles and responsibilities. The scholar further cautions us that there is no guarantee that such knowledge would strengthen the partnership. The scholar further maintains that some partners usually encroach on other partners` territories to satisfy their ulterior motives. But he agrees that it is of cardinal importance for leaders such as school principals, SGB chairpersons and teacher-union site stewards to know what is expected of them. Warrick (2011) is of the opinion that leaders` knowledge filters through the people they represent, because such knowledge should be imparted to their constituencies. Edmondson (2003) asserts that all members benefit from their leaders` knowledge. Furthermore, they work collaboratively. The clarifying of roles and responsibility is very crucial, because Msila (2014) is adamant that lack of knowledge is one



of the main causes of the schools' partnerships failure. Mncube and Mafora (2013) concurs with Msila (2014) that the danger of not clarifying roles and responsibilities may lead to a situation of over-reliance on someone possessing information. Such individual may become too powerful. If people know what to do, chances are high that the expected task will be completed on time (Stern, 2013). Nappi (2014) concludes that if people know what to do, they may work as a team and show commitment because everything has been clarified to them. If all partners such as principals, SGB chairpersons and teacher union site stewards know what to do, I share similar sentiment with the above-mentioned scholars that such partners' empowerment may indeed result in improved collaboration, team work, confidence and decision-making ownership.

#### *2.5.2.2 People work together when they understand their roles*

According to Stern (2013), it is significant for people to understand their roles and responsibilities clearly, because such insight results in teamwork, confidence and empowerment. Epstein (2018) agrees with Stern by emphasising that there is a necessity to define the roles and responsibilities in order to minimise arguments. Khuzwayo (2007) and Naicker (2011) in their findings confirm that defining the roles and responsibilities enhances positive working relationship and higher overall creativity from all members. They further assert that in schools where roles and responsibilities are clearly defined, the democratic features such as openness, respect honesty, accountability, active participation, commitment, open communication, trust, collaboration, teamwork, peace and stability are evident. If these aspects exist in any partnership, there is no doubt that such partnership would be strengthened and sustained. As a school principal, who once served as teacher representative and SGB member, I worked in a school where roles and responsibilities were defined to all staff members. We worked as a team, being guided by the democratic principles, understood our roles and responsibilities, trusted and were honest with each other. We all knew what to do and when.

In one school it was totally the opposite because the roles and responsibilities were not defined at all. The partnership was characterised by mistrust, dishonesty, confusion, duplication of efforts, frustration, antagonism, lack of respect, apathy, non-compliance, zero commitment and non-existence of shared leadership amongst school principal, SGB chairman and teacher-union site stewards. To cite an example for each one of the stakeholders: the principal and the school governing body chairperson were once at loggerheads, because the principal accused

the SGB chairman of interfering with his professional management. The SGB chairman demanded to check the files of the principal, deputy principal and teachers` respectively. It was worse when some staff members started reporting professional matters to the SGB chairman. The principal was upset and felt he was being undermined by the staff members and the SGB chairman for entertaining these staff members, who were divisive elements. On the other hand the school governing body members expressed their anger to the principal for unilaterally hiring a company to install a school fence without even discussing this matter with them. Another incident was when both SGB chairperson and principal were upset because teacher - union site steward, unilaterally hired his cousin to replace a SGB educator who left the day before, because she was offered a permanent post at another school.

In the first instance, the SGB chairperson had no right to ask educators to submit their files to him. According to the South African Schools Act, this is a professional management matter which is the jurisdiction of the principal (Republic of South Africa, 1996). It was also wrong for the same SGB chairperson to listen to the reports from staff members. He should have told them that his role was to deal with the school governance. In the second instance, maintenance of school infrastructure is the responsibility of the school governing body (parent component). It was also incorrect for the school principal to hire the fencing company. It is not his job, but the role of the school governing body members who are authorised by SASA to deal with school governance. Regarding the third incident, it is not the site steward`s job to hire or fire school governing body educators. The South African Schools Act stipulates clearly that such function is performed by the school governing body after a vacant position has been reported by the principal (Republic of South Africa, 1996).

Looking at the scenarios of both schools, in the first school where roles and responsibilities were clearly defined, there is evidence of a working relationship where the partnership is stable, successful and harmonious. In the second school where roles and responsibilities were not clearly defined, partnership is characterised by tensions, problems and mistrust. Hence, it is possible for the partnership to be effective at schools provided that the roles and responsibilities are clearly defined and understood by all stakeholders. There are other scholars who highlight that despite the emphasis from SASA, regarding the importance of defining the roles and responsibilities, some partners still do not understand their roles and functions. Heystek (2006) confirms that the roles and responsibilities are the fundamental elements of the effective partnership. The scholar insists that defining roles and responsibilities is the only way to solidify partnership, failing which tensions may be created. Therefore, principals, school

governing body chairpersons and teacher union site stewards all have a responsibility to work together harmoniously in defining and clarifying roles and responsibilities in a manner that would enhance knowledge, understanding, peace and stability in their partnership. Hassam (2013) confirms that the importance of defining the roles and the responsibilities result in the clarity of expectations which are the elements that I now proceed to discuss.

#### *2.5.2.2.1. Clarity of Expectations in partnership*

Clarity is defined as an ability to think about or understand something clearly (Oxford South African School Dictionary, 2010). I view this definition as being accurate in defining and clarifying roles and responsibilities which are the key to the success of partnership involving teachers and parents. It is not surprising to see that most scholars who researched school governing bodies, clarity of expectation has always been one of the findings. Khuzwayo and Chikoko (2009) confirm that overstepping is apparently very common in South African schools. As I have reported in the previous discussion, the same thing applies to the clarity of expectation if school principals, SGB chairpersons and teacher union site stewards work collaboratively, their partnerships would be effective and sustainable.

Reviewed literature confirmed that if there is no clarification of expectations among partners, such partnership is always characterised by problems and conflicts (see chapter two). In addition to examples found in chapter two, Msila (2014) illustrates the importance of clarity of expectation. The scholar shares with us the two scenarios which caused tension between school partners. Firstly, the tension was between a principal and teacher-union site steward. A second incident was between principal and SGB chairperson. In the first scenario the principal was unhappy and refused to allow the site steward to take time off in order to attend union matters. The principal accused him of neglecting learners. In this case, perhaps, there is a possibility that the principal was not aware or not clear about time which is allowed to be taken by union-site stewards. This shows lack of understanding policy pertaining to site-stewards time-off in attending to union matters (Zengele, 2009). It may happen that the principal was fully aware that site stewards are allowed a certain number of hours off to attend to union matters. But he felt that the site steward was taking too many days which resulted in learners losing teaching and learning time. The second incident was between the principal and the SGB chairperson who were at loggerheads over chairing of SGB meetings. The SGB chairperson accused the principal of encroaching on her responsibilities by preparing an agenda and chairing SGB meetings without her approval. According to the South African Schools Act, it is stipulated

that SGB chairperson is responsible for planning an agenda and conducting of SGB meetings (Republic of South Africa, 1996). In both scenarios, it is unfortunate that leaders of such important constituencies did not abide by the policy. Moreover, it appears that clarity of expectations was not emphasised. If school principals, SGB chairpersons and teacher-union site stewards are serious about effective school partnership they need to prioritise clarity of expectations from one another. This may promote knowledge, transparency, trust, confidence, and minimise unnecessary conflicts. Ko and Rea (2016) assert that clarity is one of the fundamentals which cement partnership, because everyone knows what to do and when.

Ko and Rea (2016) point out that clarity of expectations develops trust, commitment, openness, honesty and active participation amongst partners. It is worth-mentioning that these are some of the elements which emerged in the discussion of roles and responsibilities as enablers of dynamic partnership enhancing democracy within partners. As they emerge again, it really shows that schools having partnerships which emphasise democracy among stakeholders are in line with the democratic legal framework of South Africa.

Ko and Rea (2016) are of the view that if clarity is given in an honest way, trust and eagerness to work develop. According to these scholars, this clarity is a sign of openness. She believes strongly that such clarity leads to transparency. Naicker (2011) asserts that the secret of successful partnership is transparency. He states that if school community members clarify matters, trust each other and are transparent, they can achieve many desired goals. What is said by Ko and Rea (2016); Harris (2003) and Naicker (2011) is very true because during the apartheid era when stakeholders did not trust each other, one of the reasons was lack of clarity and transparency. Therefore, school principals, teachers, school boards and school committees had so many issues that were not clarified (Christie, 2011). Hence, all these stakeholders operating in the democratic era where they are encouraged to work democratically and to clarify expectations, have no reasons not to work harmoniously and collaboratively in their partnerships. Ko and Rea (2016) are adamant that clarity of expectations result in the psychological contract or rules of engagement, which is the next dynamic that contribute to the effective partnership.

#### 2.5.2.2.2 *Engagement Rule*

Ko and Rea (2016) define engagement rule as the way two or more parties perceive each other and their obligations they have in sustaining partnership. She further states that the engagement rule is a significant practice, especially in the partnership. She identifies the following aspects

as the consequences of the engagement rule: members put their expectations on the table to avoid conflicts, frictions, stress and dysfunction in the relationship. Salfi (2011) concurs with Ko and Rea (2016) by highlighting the following five levels of partnership engagement, which accentuates shared leadership. This is because all these levels emphasise the importance of involving all partners. The first level of engagement is handing over. According to Stobart (*Ibid*), at this level, all partners have reporting responsibilities of various tasks assigned to them. Thereafter all partners engage and discuss what has been reported with the purpose of reaching consensus. A discussion of this nature is needed in the partnership at school level. If all partners are afforded the role of reporting responsibility, and engage with other stakeholders, perhaps this may stimulate commitment and sense of ownership.

The second level is known as supporting partner initiatives. In this level, this is when power and resources are devolved. The partners treat each other as equals although parent components led by SGB chairpersons are the majority in the school governing body. But in the context of this study they are given joint responsibility in schools` progress and development. For this reason, regardless of their diverse representation, these stakeholders have a responsibility to their partners` initiatives. These concepts of supporting partner initiatives, decentralisation of power are emphasised in the Constitution of South Africa, the Labour Relations Act and the South African Schools Act. It is also stipulated in these legal frameworks that these concepts were some of the reasons for the enactment of these acts (Republic of South Africa). Therefore, this means all stakeholders in this study are duty bound to provide full support to other partners. Apart from the legislation`s insistence on support initiatives, Lafastor and Larson (2001) also postulate with Salfi (2011) that mutual support is the key to effective partnership. They confirm that mutual support amongst partners is recommendable because it enhances mutual understanding. They are adamant that through this mutual understanding, members are encouraged to focus on the other person`s perspective. Just like in the roles and responsibilities Thompson (2016) highlights that as long as there is support, trust develops. Therefore, it is clear that partnerships among teachers and parents (especially amongst school principals, SGB chairpersons and teacher-union site stewards who are leaders of these constituencies), in order to be a success should be characterised by trust.

The third level is acting together which is described by Salfi (2011) as shared joint initiatives where each party takes ownership of and implements work. At this level, Salfi (*ibid*) refers to it as a time when Agency and Partners (in the case of this study - principals, SGB chairpersons and teacher union site stewards) have equal say and influence over decisions and outcomes.

This level of partnership engagement is the fulfilment of parents, teachers and learners (in schools with grade eight upwards) dreams. I have reported on how these demanded and fought for people`s education, with the purpose of being part and parcel of shared joint initiative regarding education matters. I have also reported that the democratic government introduced a variety of laws to encourage stakeholders to work together harmoniously. This is one of the dynamics which contribute to the effective functioning of partnership because partners have equal say and also influences decisions. This results in all partners having sense of ownership and hence will implement the set tasks with passion (Day, 2008).

The fourth level of partnership engagement is deciding together. Salfi (2011) regards this engagement as shared agenda. Naidoo (2012) attests that having a shared agenda enhances accountabilities and commitments amongst partners because all members feel as if they are part of the strategic planning process. I am convinced that if school principals, SGB chairpersons and teacher union site stewards, engage in deciding the agenda, such engagement would develop into the ownership of agenda by all leaders. We would not have a situation where leaders are questioning each other in front of their peers about the legitimacy of the agenda. Therefore, it is important for partners to promote the culture of reaching consensus together, because it brings unity and trust among members. This engagement on shared agenda displays shared leadership among members. The next and last level of partnership engagement is the sharing of information.

The fifth level of partnership engagement is sharing information and is defined by Stobart as a situation when partners listen to suggestions and ideas. Naicker (2011) in his findings stated that partnership was a success between community representatives, principals and teachers because these stakeholders engaged themselves in sharing information which benefitted all of them. Rubinstein (2014) attests to Naicker`s (*ibid*) findings by stating that the positive working relationship between parents, teacher-unions was due to their engagement in sharing information.

It is of cardinal importance to note that the clarity of expectations and levels of partnership engagement are some of the enabling dynamics which contribute to the effectiveness and sustainability of partnerships. This is because these enabling dynamics all strengthen the shared leadership - as I have stated this is the main enabler. The identification of the shared leadership is highlighted because school principals, SGB chairpersons and teachers and teacher-union site

stewards need to share their leadership for the betterment, effectiveness, and sustainability of partnerships.

The next enabler which contributes to the dynamics of partnerships is capacity building of members.

### **2.5.3 Capacity building of partners**

Capacity building has been identified as one of the factors, which benefits partners if it is addressed appropriately. Through it every member becomes more knowledgeable and skilful. Capacity building is defined as a process of equipping an individual, community, organisation or institution to undertake the necessary function to realise their job or mandate. It is an ongoing process by which people or systems, operating in dynamic contexts, enhance their ability to meet objectives for improved performance (Browne, 2012). Many scholars who researched partnerships at school-community level, it was found that one of their recommendations is capacity building which is regarded as the key unifying element of any partnership (Van Wyk, 2007). I am of a similar view that if we really wish to see partnerships amongst school principals, SGB chairpersons and teacher-unions becoming a success, it is of paramount importance for leaders who are in a partnership to be capacitated. Tshabalala (2013) affirms that in schools where the capacity building of members has been done correctly, it has yielded positive results. Salfi (2011) agrees that partners benefit a lot in the capacity building process. She has revealed four ways in which partners benefit. Principals, SGB chairpersons and teacher-union site stewards may also benefit from these critical factors to enable successful capacity building. Salfi (*ibid*) and other scholars agree that firstly, leaders who have been capacitated become very committed to the partnership. Secondly, there is a high level of consultation with meaningful involvement of all stakeholders. Thirdly, capacity building just like in the roles and responsibilities, is open and decision making is transparent with no hidden agendas. Fourthly, capacity building leads to stakeholders` awareness and understanding of what to do. Lastly, capacity building is commended because it brings clarity of objectives, priorities of partnerships and responsibilities of partners.

This marks the end of discussion regarding some key enablers which contribute to the dynamics of partnership. Whilst discussing these enablers, it has emerged in my opinion, that there are important components which are the results of these enablers and are also regarded as the democratic principles. Therefore, if these enablers of dynamics of partnerships are characterised in the same way as the democratic components, it means they are in line with the

Constitution of South Africa, the Labour Relations Act and South African Schools Act. These democratic components are trust, collaboration, openness, co-ordination, mutual respect, mutual support, participation, open communication, empowerment, accountability, consultation, transparency, humility, commitment, responsibility, and balance of power. These components also exhibit that the leaders in the partnership use the democratic leadership style, which according to Kansal (2006), is one of the enablers which is discussed in detail in the next chapter under the theoretical frameworks. For now, the inhibitors of partnership are the next to be discussed.

## **2.6 Some factors inhibiting partnership**

The inhibiting dynamics of partnership are the opposite of the enablers discussed above. These inhibiting dynamics contribute to the ineffectiveness of the partnership. According to Anderson and Brandstetter (2012), these inhibiting dynamics characterise the partnership if there is evidence that partners do not have common goals and shared values. In short, partners do not share responsibility, and therefore are not accountable. Furthermore, in partnership where there are dominating inhibiting dynamics, not all partners share equal participation in decision-making because there are so many hidden agendas which are not declared to all partners. Hidden agenda is one of the inhibiting dynamics because many scholars have highlighted this as one of the reasons for ineffective partnership involving school principals, SGB chairpersons and teacher-union site stewards.

### **2.6.1 Hidden agenda in the partnership**

According to the The Letic Law Library Society (2006), once an institution consists of partners with hidden agendas, this is a recipe for failure. Hidden agenda is defined in a disapproving way, as the secret intention behind what somebody says or does. This definition makes it appropriate for it to be one of the inhibitors of partnership. I view the hidden agenda as an opposite of trust which has been identified as one of the enablers that contribute to the dynamics of partnership. This hidden agenda is against the content of the South African Schools Act, 1996:s.16 (2) which stipulates that school principals and SGB chairpersons have a responsibility to work as partners and display trust to one another. Heystek (2006) points out that if someone becomes a school governing body member, that individual has to act in good faith. Mncube and Mafora (2013) reveal that as much as SASA (1996) insists on honest working relationship, there is always a hidden agenda in the relationship involving principals, governing body members (especially SGB chairpersons) and teacher union-site stewards.



Msila (2012) agrees with Mncube (*ibid*) by stating that usually these stakeholders promote their own interests. The following scenarios are typical examples where the stakeholders promote their interests. Skhosana (2014) reports that there was a principal who campaigned in the SGB meeting for his friend to be awarded an important tender. It emerged, that in return the tender recipient was paying the instalments for the principal's car. Khuzwayo (2007) and Vanderyar (2008) report that some school governing body members become part of the SGB and also become the chairpersons, because they want to ensure that their friends and relatives get the promotional posts. Pattillo (2012) attests that teacher-union site stewards always strive for their members to get senior positions. Pattillo (*ibid*) cited union leaders who declared openly that his role in the partnership is to carry a mandate of ensuring that union members get promotions. These are just some of the inhibitors of an effective partnership. If partners operate in an environment which is characterised by so many hidden agendas, it is clear that the components such as transparency, participation and openness, which have emerged from the enabling dynamics, do not exist in this type of partnership. In this partnership there is no transparency, participation, accountability, humility, responsibility, communication, collaboration, mutual respect, empowerment, and commitment, because there is no mutual trust. Yeh (2009) reveals that in schools where partnerships are dominated by so many inhibitors they usually have problems including conflicts, antagonism, mistrust, suspicions, accusations, and instability which negatively affect teaching, learning, management and governance.

## **2.7 Conclusion**

The chapter has presented knowledge from related literature. In this chapter, scholars are in agreement that success or failure depends on the approach used by leaders (Msila, 2014, Mncube, 2011, Tshabalala, 2013). The literature further reveals how schools' stakeholders demanded to be officially recognised partners in the education of their children (Das & Tang, 2000). Knowledge from various scholars who defined the concept "partnership" has been explained (see section 2.3). In this explanation, the chapter highlights that this concept is applicable to broader perspectives. The chapter explained the identified pillars of partnership. These pillars are explained as enablers of partnership. Some of these pillars are shared leadership, teamwork, honesty, respect, collaboration and trust. Literature also reveals that there are inhibitors of partnership. Conflicts, antagonism, mistrust, disrespect, accusation, gossiping, suspicion, incitement, divisive elements and hidden agendas are regarded as inhibitors. Therefore, knowledge from this chapter brought insights as to what type of partners

I had to anticipate when it was time to generate data. The next chapter discusses the theoretical frameworks which underpin this this study.

## **CHAPTER THREE**

### **Theoretical frameworks**

#### **3.1 Introduction**

To have an understanding of school partnerships, I utilised the Participative Theory, the Transformational Leadership Theory and the Collegiality Model. This chapter commences with justification as to why theory is always important to be the pillar of a successful study. From there, I move on to discuss the conceptualisation of the theoretical frameworks. I thereafter, discuss the relevance of these theories and model which underpinned this study. Thereafter, I discuss the emerging issues which are followed by the conclusion of this chapter.

#### **3.2 Theory as a pillar of a study**

According to Hatchuel (2001), it is of vital importance for the researcher to be guided by the theory. He points out that such an understanding helps the researcher to change the abstract assumptions to the concrete evidence. Two decades have passed since the legalisation of the South African Schools Act which part of its content is to promote positive working relationship amongst school principals, school governing bodies and teachers, yet there are schools where there are issues which enhance or impede partnerships amongst these key stakeholders. The theory is crucial in understanding the concrete evidence. Newman, Bowers and Murphy (1997) concur with Hatchuel (2001) that indeed the theory is the pillar and strengths in understanding the phenomenon. These scholars posit that concrete and empirical conclusions are reached on the following basis:

Firstly, the theory provides basic concepts and directs us to the important questions. Secondly, the theory actually assists in making sense of the data. Thirdly, it helps to make sense of the knowledge contributed by other researchers. Fourthly, it increases a researcher`s awareness of interconnections of the broader significant of data. Lastly, it assists us to understand issues, which eventually, aid in making research decisions and making sense of the world. In the following section, I discuss the conceptualisation of the theoretical frameworks.

#### **3.3 Conceptualising theoretical frameworks**

The theoretical frameworks are the frames of theory which embody untested ideas, hypothesis, experiences, assumptions, propositions and objectives regarding a particular study (Middlebrooks & Allen, 2008). Kelly (2009) contends that the researchers apply theories to

test the hypothesis. The truth of untested ideas is confirmed by the researcher after its careful exploration (Cohen, Manion & Morrison, 2012). The same thing applies in the school context where it is just a hypothesis that there are dynamics existing in the partnership involving the school principals, SGB chairpersons and teacher- union site stewards which enhance or impede their partnership. The truth and reality about these assumptions can only be regarded as authentic until the empirical evidence is obtain through conducting the research. Therefore both theory and framework emphasise that it is of cardinal importance to come up with tangible, concrete empirical and undoubted research results. Two theories and a model are combined to become the theoretical framework. The theoretical frameworks that I utilised for this study are the Participative Theory, the Transformational Leadership Theory, and the Collegiality Model. This is because these school partners are duty-bound to ensure that all partners participate, strive for transformation of school structures and enhance collegiality to fellow partners.

### **3.4 Selected theories of Leadership**

School principals, SGB chairpersons and teacher-union site stewards as alluded, are leaders who were appointed and elected to lead their constituencies in a democratic country. This means components such as participation, democracy, change, teamwork, transparency, should always be visible in their working relationship with other partners. Since this study is about leaders, I therefore adopted Cherry's (2012) Theory of leadership. Cherry (2012) published the Eight Major Leadership theories, which she is convinced that they are useful for leaders. According to her, school leaders who adopt these leadership theories lead and manage their schools successfully. These eight theories are as follows: The Great Man Theory, Trait Theory, Contingency Theory, Situational Theory, Behavioural Theory, Management Theory, Participative Theory and Relationship Theory. The most important theories for this study are the last two known as the Participative Theory (which is the preliminary theory for the main theory) and the Relationship theory which according to Avolio (2007) is also known as the Transformational Leadership Theory (this is the main theory for this study). The reason for choosing the TLT to be the main theory is subsequently discussed after the Participative Theory which is addressed hereafter.

#### **3.4.1 Why Participative and Relationship Theories?**

As I reported in Chapter One, during the apartheid era teachers and parents complained that educational policies were designed in a way that excluded them to participate constructively in the education of their children. According to Christie (2011), this exclusion led to the poor and

negative relationship amongst these stakeholders. With the advent of democracy in South Africa, there was a paradigm shift where legislations such as the Constitution of South Africa (1993), the Labour Relations Act (1995) and the South African Schools Act (1996) were enacted. These legislations promote participation of all stakeholders with the objective of improving working relationship. Hence, the Participative Theory and the Transformational Leadership Theory featured well in this study. The South African Schools Act stipulates that one of the responsibilities of school teachers and parents is to participate in school matters, work together harmoniously, and transform and democratise all structures operating in the education system (Republic of South Africa, 1996). Bush (2003) and Cherry (2012) confirm that if stakeholders participate in the decision-making process they feel important, valued, recognised, and their opinions appreciated. This ultimately results in the enhancement of positive working relationship. The Participative Theory, the Transformational Leadership Theory and Collegiality Model emphasise that if leaders adhere to their components, there is always an effective partnership.

I perceive this insistence on all stakeholders' participation as the fulfilment of the outcry from the previously excluded stakeholders as certain principals and teachers were victimised if they were perceived as challengers of the existing apartheid system. The non-white parents were also completely excluded from the educational matters of their children (Davenport & Saunders, 2000). As I have reported earlier, the demise of apartheid and the advent of democracy brought changes in South Africa as a whole. To reiterate, the above-mentioned policies all regulate that all stakeholders regardless of the socio-economic status have a responsibility to democratically participate in the decision-making process as equal partners. Furthermore, it is emphasised in the Labour Relations Act that partners have to strive for the enhancement of positive working relationship (Republic of South Africa, 1995). The main objective for such expectations from these partners is to be change agents in the democratisation and transformation of the previously undemocratic schools under the apartheid regime. Therefore, for this study I have adopted Cherry's (2012) Participative Theory and the Transformational Leadership Theory as theoretical frameworks. These theories are supported by the Collegiality Leadership Model.

### **3.4.1.1 The Participative Leadership Theory as the foundation of the theoretical framework**

Kim (2002) defines the Participative Leadership Theory as a theoretical framework which promotes power-sharing arrangement in a workplace where a shared leadership is encouraged amongst individuals who are hierarchically unequal. This definition proved that it was possible for stakeholders representing diverse constituencies to work together collaboratively, provided that there is genuine power-sharing. The literature I reviewed in Chapter Two highlighted power - sharing as the one of the main solutions to effective and successful partnership. According to Johnson, Avenarius and Weatherford (2006), power - sharing is one of the features of democracy. I fully agree with Bieber (2013) because in Chapter One (see section 1.2) and Chapter Two (literature reviews). It was stated that during the apartheid era, one of the reasons for instability in school was the absence of power-sharing because there was no democracy. As a result, most scholars of the post- apartheid such as Gill (2016) defines participative leadership as democratic / participative leadership. This inclusion of the adjective “democratic” is very powerful because I interpret it as one of the indicators that at some school partnership among school principals, SGB chairpersons and teacher-union site stewards is either successful or unsuccessful depending on partners’ commitment to democracy.

I therefore, now present the definition of the participative leadership where Gill (2016) is using double adjectives of partnership. The scholar defines democratic / participative leadership as empowering group members, distributing responsibility among members and assisting members in the decision-making process. It is of interest that after fifteen years of Locke’s emphasis on power - sharing, (Gill, 2016) also states that it is important, although he uses the term “distribution of responsibility”. Gill (2016) further defines democratic / participative leadership as an approach which is based on mutual respect, collaboration between leaders and their constituencies. Langston (2017) defines Participative leadership as a style of leadership where a leader works with subordinates to identify needed change, creating vision to guide the change through inspiration and executing in tandem with committed members of a group, making the right decisions, communicating ideas to others, facilitating conversation and encouraging collaboration.

In the education context, participative leadership is defined as the style of leadership and management where stakeholders are afforded an opportunity to be part of the decision-making process (Loock, Campher, Du Preez, Grobler & Shaba (2003). Grobler, Bisschoff and Beeka

(2012) indicate that it is of cardinal importance for the leaders to understand how the participative leadership works. The scholar is very adamant that if it is understood well and applied correctly, it allows all stakeholders to function better in their roles and responsibilities. To participate in the decision-making process was one of the demands that teachers and parents demanded in the struggle (Christie, 2011). They have been lawfully afforded this opportunity through various legislation as I have highlighted above. Lamb (2013) concurs with Loock *et. al.* (2003) that it is imperative for partners to promote participative leadership. But he also adds that the ideal participative leadership is the one that takes the inputs of others and fellow members. Lamb (2013) is of the opinion that the most successful participative leadership is the one which display the following types of participation: Representative partnership is when a group of stakeholders is involved in decision making. This statement qualifies the principals, SGB chairpersons and teacher-union site stewards as the representatives of their constituencies who are involved in decision-making. The second one is Participatory management where the subordinates share a degree of joint decision making with their leaders. This type of participation maintains trust amongst the leaders and their constituencies. If there is trust there is no conflict. Harris (2003) shares the same sentiment as Loock *et. al.* (2003) and Avolio (2007) but he has identified power sharing as one of the basics of participation. Harris (2003) argues that if participation is practised and applied correctly, power should be redistributed amongst all stakeholders in an equitable manner. This argument acknowledges that all stakeholders are entitled to voice their opinions.

As I proceeded with this study, it came to my understanding that the democratic features such as stakeholders` involvement in decision-making process, power-sharing, recognitions, democracy, equal representation, shared-vision, transparency, communication, teamwork, redistribution of power, etcetera were prioritised in the Participative Theory. These were some of the demands of the civic organisations and teachers. (see section, 1.3). Furthermore, these were the same components which various scholars in Chapter Two, regarded them as key to effective partnerships. I also noticed that even the legislative frameworks such as the Constitution of South Africa (1993), Labour Relations Act (1995) and the South African Schools Act (1996) stipulate that one of the reasons for the enactment of these Acts is to promote effective partnerships. In these legislations it is categorically stated that these components are essential in the achievements of the effective partnerships. This in-depth understanding from these various scholars that the meaningful participation of all partners has to be dominated by these components in the partnership, has equipped me in terms of what to

expect when I generating data. During the second session of data generation, the partners recommended these democratic components for the enhancement of school partnerships (see section, 6.7). As I reported earlier, for partners to display and practise participative leadership is not sufficient enough but partners, especially in the education fraternity, have the responsibility of transforming the previously undemocratic school partnerships (Burns, 1978). This is the reason I have adopted the Transformational Leadership Theory as the main theory for this study.

### **3.4.2 History of Transformational Leadership**

According to Homrig (2001), the term transformational leadership was coined by James V. Downton in 1973, in his book known as the Rebel Leadership: Commitment and Charisma in a Revolutionary Process. It was later gestated by Burns in 1978, whose book is known as Leadership actually differentiated between the two types of leadership titled as transactional and transformational. Hollander and Offermann (1990) assert that transactional leadership focuses on exchange between leaders and followers. This is when leaders encourage followers to comply in order to be rewarded, failing which they are being punished. It is reported that Bass (1985) was not satisfied about features of threats, coercion, demand compliance, dependency syndrome and manipulating follower behaviour displayed by leaders to followers. He therefore, came up with the transformative leadership, which was totally different to transactional leadership. My understanding is that the transactional leadership style is akin to the education system which prevailed during the apartheid era. This is because there were threats, coercion, oppression and manipulation of certain stakeholders (see section 1.2). Looking at the injustices brought about by the transactional leadership style, Burns (1978) conceived transformational leadership style where engagement among individuals is encouraged. The purpose of this engagement was to change this status quo which was not favourable to others (Bass, Avolio, Jump, & Berson, 2003). Kouzes and Posner (2010) in their definition of the concept transformational leadership also present it as leadership that involves change as contrasted to the leadership that retains the status quo. Hallinger (2003) concurs with Kouzes and Posner's (2006) definition. He asserts that transformational leaders specialise in working diligently to change the system, bring about solutions to show that old patterns are obsolete. These transformational leaders are eager to find out what to change and how to enhance their teams` capacity and capability. Homrig (2001) postulates that transformational leadership through this engagement aids leaders and followers to help each other in advancing



to a higher level of morale and motivation, empowering others in changing the organisation, and instilling order and strong morals.

Burn's (1978) vision of engagement and changing the status quo through transformational leadership was what teachers and parents had been fighting for prior to 1994. As I reported earlier, they wanted to be fully engaged in the educational matters pertaining to the education of their students and children. Furthermore, they demanded to fully recognised parents and teachers. Transformational leadership theory is very relevant to this study because it is the only style which is very open about transforming the status quo, and encouraging partnerships. Therefore, this type of leadership is regarded as the appropriate one for school principals, SGB chairpersons and teacher union site stewards who have a responsibility to lead in the transformation of school partnerships. Price (2003) believes that transformational leadership can only be attainable if leaders display certain characteristics such as strong morals. It is vital to state that under the transformational leadership, proponents speak of leaders and followers, but since legislations such as LRA (1995) and SASA (1996) encourage the harmonious working relationship among stakeholders by treating each other with respect, I have preferred to use the word "partners" to emphasise equality and to be in line with the study.

Price (2003) argues that it not only about being chosen to be a transformational leader, but it is about being very well organised and expecting your partners to be creative. This is very true because for leaders to be able to challenge the status quo, they should be creative, and display leadership morals. Otherwise, some partners or their constituencies would not see the necessity of transforming schools (Kanugo, 2001). Secondly, transformational leaders have a responsibility to encourage teamwork with other partners for the purpose of reaching the best possible results. If there is no teamwork, there would be problems and conflicts which would affect schools. Hence, the desired dream to transform the South African schools with all stakeholders would be a futile exercise. Thirdly, leaders have to encourage respect through rapport and personal influence. During data generation process, lack of respect among stakeholders was one of the main reasons for poor relationship among school stakeholders (see section 5.4). Hence school principals, SGB chairpersons and teacher - union site stewards have a responsibility to ensure that all members are treated with respect.

Back to the initial historical background of transformational leadership theory, Homrig (2001) reports that TL theory was extended by Bernard M. Bass (who worked closely with Avolio) on his research and writings known as Leadership and Performance. He maintains that the

Transformational Leadership Theory, after four decades, is still regarded as the most popular theory. I share the same sentiment with Homrig (2001), because scholars such as Taylor (2008), Bush (2003) postulates that the Transformational Leadership Theory could be a solution to school partnerships.

Bass and Avolio (1994) add to Price's (2003) characteristics. They mention four features that are observable. Firstly, they are of the opinion that transformational leadership should stimulate interest among partners to view their work from new perspectives. This shows that school principals, SGB chairpersons and teacher - union site stewards and their constituencies have a responsibility to collectively strive for transformation and democratisation of schools. Bass and Avolio (1994) concur with Price (2003) by indicating that transformational leadership generates awareness of the vision of the team and organisation. Another point of consensus is that transformational leaders should support and develop each other so that they would reach higher level of achievement. These scholars posit that this would result in mutual assistance, skills and knowledge being improved. Transformational leadership is also presented as a type of leadership where leaders are selfless, but strive for the benefit of the group. This principle is stressed in the South African Schools Act, (1996) where parents, teachers have to work collaboratively as partners (Republic of South Africa, 1996). Therefore, stakeholders have this responsibility of ensuring that it is not only about self-gratification but to ensure that all group members benefit. It emerged in reviewed literature that one of the reasons which contributed to the negative dynamics is because some partners strove for self- gains. The literature proved to be true because one of this study's findings is that schools' partnership was ineffective because most leaders regarded their presence in the SGB as an opportunity to enrich themselves (see section, 5.4). Bass and Avolio (1994) conclude by reminding us that leaders can be chosen, come and go, but if they do not have the transformative mindsets, schools' partnerships would be under threat and continue to be weak. To assist transformational leaders to be more effective and successful in their transformational leadership's implementation, Bass, Avolio, Jung and Berson (2003) believe that leaders have to be influential and be able to provide others a clear vision and model ahead. It is true that some leaders who are have been trusted by their constituencies to serve in school partnership instead of providing clear direction and vision they themselves seem to be unsure of what to do (Msila, 2012). This uncertainty portrayed by these types of leaders would never change the status quo. Bass *et.al.*, (2003) have identified the core elements of transformational leadership which according to him create the framework

for transformational leadership. These components serve as a yardstick to measure qualities/behaviour in an environment that requires this type of leadership.

#### **3.4.2.1 First Factor - Idealised Influence**

This is the first factor which highlights and consists of being a role model, having high morals / ethics, admired, respected, trusted, and prioritisation to the needs of others over personal needs. This factor serves as premise in terms of the type of behaviour and conduct expected from school principals, SGB chairpersons and teacher-union site stewards in their endeavours of transformational leadership in order for the partnership to be effective and successful. As I have stated in the background, these are the leaders who are expected to be agents of change as they lead group members at some schools who have diverse, disunited, aggrieved, distrustful and suspicious backgrounds. Therefore, I fully agree that for these stakeholders to be able to transform these schools, they should act as role models, have high morals, be exemplary and be able to influence each other and to be transformational leaders wherever they assigned to be. Bass and Alvio (2003) point out that, transformational leaders have to be trusted, admired and respected by fellow partners and their constituencies. These values have been emphasised throughout the study. This clearly shows that these values play a major role in the sustainability of partnership, and serve as part of the dynamics that dominate in the partnership. Having discussed the first factor, I shall now discuss the second factor.

#### **3.4.2.2 Inspirational motivation**

There is that agreement among most proponents of the transformational leadership that this factor deals with the instilling of meaning in work, clear expectations and teamwork among members. This is true considering that in the preliminary literature review, pilot study and literature review, it emanated that in most countries internationally, more often than not, stakeholders did not understand the meaning of their work, what is expected of them, roles and responsibilities in the partnership. Kanugo (2001) affirms that it is important for partners to understand the meaning of partnership existence and their role in transforming and democratising schools in South Africa. This is true considering that in the preliminary literature review, pilot study and core literature review, it emerged from various scholars` findings that in most countries globally, more often than not, stakeholders did not understand the meaning of their work in the partnership. As Riach (2009) puts it, “it`s really the meaning behind why you are doing the job you are doing, that`s so important to communicate to people”, Furthermore, in some findings it emerged that some of these stakeholders did not even know

their roles, (as reported earlier) lacked motivation and as a result there was poor attendance of SGB meetings. I concur with Kanugo (2001) and believe that stakeholders at school level are duty-bound to ensure partners and constituencies are all motivated in working as a team without having hidden agendas so that there would be true and holistically transformational leadership among partners and the roles they play. Riach (2009) points out that such individuals' involvement encourages them because they feel as being part of the transformational initiative. The third factor is discussed below.

### **3.4.2.3 Intellectual stimulation**

Intellectual stimulation is defined as a leader who encourages innovation and creativity, as well as critical thinking and problem-solving. Daft (2014) states that people who encourage openness, inspiring ideas, arouse curiosity, challenge them to think, are appreciated and praised by their team mates. This is because their contributions, presence, and ideas are being valued. Therefore, it is of cardinal importance for partners to encourage innovation from fellow partners and their constituencies, so that everyone feels they are part of the decision-making process. Therefore, the onus is on the leaders such as school principals, SGB chairpersons and teacher-union site stewards to make sure everything is done transparently and all stakeholders are treated equally with respect and dignity. This can avoid a situation whereby some partners feel that they are being undermined. Msila (2014) in his study involving school principals and teacher-unions, and Van Wyk (2007) involving principals and school governing body members, pointed out that, partners accused each other of all powers being centred on one partner. My experience is that all partners can have an effective partnerships provided that they apply a transformational leadership approach. This would encourage partners to be creative, innovative and contribute meaningfully to the problem-solving process. This would show that their intelligence is being valued and recognised, and they are appreciated as important stakeholders. Furthermore, such partners' involvement can avoid or reduce tensions and conflict among stakeholders (Mncube, 2011). The next and last stage to be discussed is an individualised consideration.

### **3.4.2.4 Individualized consideration**

According to Bass (1985), this is the stage when the transformational leader understands that as much as people work as a team they also make individual contributions which may also benefit the organisations. In this instance, leaders act as a coach or mentor to individuals, respect individuals' differences, personally interact with followers, delegates and encouraging

development. This component is also pertinent to the school partnership where school principals, SGB chairpersons and teacher-union site stewards should understand each other at individual levels. If one needs help it may definitely enhance partnership if they offer assistance to that particular partner rather than rejecting him or her. In Chapter Five, it emerged that school partnerships had various negative dynamics because most partners deliberately rejected other partners (see section, 5.4). The support of this nature would be in line with the requirement of the South African Schools Act (1996) where it is stipulated that the school principal has to provide training and assistance to the school governing body members regarding SGB matters. In the same vein, it is stated unequivocally that the SGB chairpersons and teacher-union site stewards are there to deal with matters affecting their members and also to support the principals. Most scholars who wrote about the Participative Theory, Transformational leadership Theory as well as Collegiality Model postulate that support is one of the features which enhance partnerships. Even partners themselves pointed out that supporting each other as partners was one of the essentials that would enhance partnerships (see section 7.1).

In all these transformational factors discussed above, it is evident that they all emphasize change in the way things have been done in the past. In this new system there is that insistence on sharing of power among stakeholders. These are the same democratic components as I reported in Chapter One and Chapter Two. The proponents of partnership, scholars and theorists all attest that in proper partnership where members have a vision to take their institutions forward, there should be swing away from the old system. But such change can only be possible if leaders are unequivocally and earnestly prepared to transform the existing status quo. Bennis and Nanus (1985) confirm that in the organisation where transformational leadership is in place: trust, teamwork, openness, commitment, power-sharing, confidence and transparency are developed, and this change can motivate staff. Tichy and DeVanna (1986) conclude in their findings that transformational leaders have a responsibility to manage by instilling values in the individuals within the organisation. Secondly, transformational leaders institutionalise change together with individuals within the organisation. Lastly, change creates a vision with the inputs of individuals within the organisation. Kouzes and Pasner (2012) strongly believe that transformational leaders change the whole undemocratic institutions by inspiring a shared vision. These are some of the changes that are expected to be instilled by school principals, SGB chairpersons and teacher-union site stewards as chosen leaders to champion this responsibility. Brundrett (1998) posits that it is possible for these stakeholders to work collaboratively and co-operatively where authentic consensus would be the order of

the day. Brundrett's views are found in the Collegiality Model of Leadership which I had chosen because of its pertinent features which are akin to those of the Transformation Leadership Theory. During data generation, it emerged that the participants also highlighted that the absence of these democratic components. The next section discusses the Collegiality Leadership Model and its relevance to education

### **3.4.3 Conceptualisation of Collegiality Leadership Model**

Hargreaves and Dawe (1990), define collegiality model as a transformative process whereby stakeholders have a shared purpose, trust one another as professionals, be transparent, be respectful, value and support each other to work together as a team to achieve a desired goal. These are some of the components that kept on emerging throughout this study.

#### *3.4.3.1 International perspectives of Collegiality Leadership Model*

Brundrett (1998) illuminates that the Collegiality Leadership Model has been recommended internationally for its transformative features. He cites an example where the Scottish Negotiating Committee for teacher (SNCT) was accepted by teacher organisations, employers, and community leaders. It is reported that this SNCT was latter published as Code of Practice on collegiality in the education system. It is good to see that all stakeholders were part and parcel of establishing this structure. This creates a sense of ownership and members are motivated to see to it that it becomes a success. Singh (2005) insists that the principle of collegiality is advantageous in enhancing ownership. This results in the situation whereby stakeholders express themselves freely and flexibly as they are part of the decision-making process. Brundrett (1998) insists that collegiality is internationally perceived as the empowerment of others because all stakeholders are involved in decision-making process, have a voice, shared values, morals, shared responsibility, mutual respect, trust, shared power, and shared development of ideas for change. Boshier and Hazlewood (2009) maintain that collegiality features are akin to those of transformational leadership and promote collaborative partnership. All these scholars unequivocally state and agree that Collegiality Leadership Model is still relevant and essential in the twenty-first century.

### *3.4.3.2 South African perspectives of Collegiality Leadership Model*

This global admiration of the Collegiality Leadership Model, in the same vein is recommended by some South African scholars as a solution to addressing the traditional management practices which were characterised by unequal distribution of power in their education system (Kouzes & Posner, 2010; Bush, 2003 & Tshabalala (2013). Singh and Mbokodi (2011) report that the development of collegiality to their knowledge was welcomed by many countries all over the world (not only the Scotland) as per report of Brundrett (1998). These countries realised the necessity of collegiality amongst stakeholders in their education systems. According to these authors, this model was hailed and accepted primarily because of being based on the principles of collaboration and participation. Kouzes and Posner (2010) report that when countries attain their independence, they immediately encourage partnership among stakeholders to promote collegiality. Most scholars who are pro transformation, are in agreements that Collegiality Leadership Model encourages, shared decision-making, shared leadership, devolution of power, empowerment, mutual understanding, stakeholders` participation, equality, respect and equal representation. Khuzwayo (2007) avers that since these components are regarded as fundamentals of partnership and transformation, and are enshrined in the Constitution of South Africa (1993), the Labour Relations Act (1995) and the South African Schools Act (1996). It was pertinent to adopt the Collegiality Leadership Model to be part of the theoretical frameworks and the Transformational Leadership Theory.

To recap, some of the reasons which convince the South African scholars that the Collegiality Leadership Model is still pertinent is because in some schools there are issues such as the rejection of some stakeholders, corrupt tendencies, unequal distribution of power, perpetuation of division, top-down approach, contempt towards other members as being perceived as incompetent characterised the relationship amongst school partnerships. All these underlying factors still prevail at some schools, despite the multiple efforts made by the government and other progressive and democratic stakeholders to transform and promote effective school partnerships. As I had reported in the Chapter One (see section 1.5), this was one of the reasons which actually encouraged me to undertake research about this phenomena.

Singh (2005) is also in agreement that the Collegiality Leadership Model is still rated as the best model to be applied by the transformational leaders. He points out that in this model there are four metaphorical pillars known as devolution of power, empowerment, shared - decision making and shared leadership. All these metaphorical pillars are the insistence of what has been

mentioned by the previous scholars. The positive part about the elaboration of these components is that it gives more insight in terms of the similarities that exist in the Transformational Leadership Theory and Collegiality Leadership Model. These metaphorical pillars are discussed hereafter.

Devolution of power is defined by Kouzes and Posner (2012) as simply giving away of power. These scholars posit that one shares power with others and this demonstrates trust and willingness to work together of other stakeholders. Bush and West- Burnham (1994) assert that in a proper relationship between leaders, teachers and managers, it is of cardinal importance to share power for the betterment and development of schools. It is even stipulated in SASA (1996) that in order to enhance the democratic good working relationship, teachers, parents, learners and other stakeholders have to participate in the activities of the school (Republic of South Africa, 1993). Prior to 1994, all powers were in the hands of a few (loyal school principals), which created so many problems. Nowadays, all stakeholders are legally empowered. Despite the regulations encouraging positive working relationship amongst stakeholders, it is possible for these stakeholders to be in a harmonious partnership provided there is genuine devolution of power. Most researchers found that in schools where there are problems, some partners hang onto power or infringe on another`s territory which results in mistrust and disempowerment (Singh, Mbokodi, 2011 & Tshabalala, 2013). Thus, I will now discuss empowerment which is the second metaphorical pillar.

Empowerment is defined by Bush and West Burnham (1994) as the freedom of experts to take part in the decision-making process. Maja (2016) asserts that if stakeholders are empowered they demonstrate greater commitment to the task assigned to them, self-confidence, self-determination and personal effectiveness. If school principals, SGB chairperson, and teacher - union site stewards could adhere to their roles and responsibilities, be prepared to be empowered by relevant authorities or empower each other as SASA (1996) stipulates, undoubtedly these stakeholders can be in a perfect educational partnership (Rubinstein, 2014). Maja`s (2016) argument is confirmed by the Umlazi District Office, school governance section (2016) where it is reported that according to their research, in school where there is no empowerment of stakeholders, participants lack commitment, and have low self-esteem (Department of Education, 2016). Therefore, I fully agree with the Collegiality Model that partners should work together co-operatively otherwise all this empowerment assigned to them would count for nothing. Grille, Schutte and Kauffeld (2015) posit that in any partnership,



partners' empowerment is a matter of urgency and it results in shared-decision making, shared-leadership and shared values which are the next metaphors to be discussed.

Singh (2005) insists that shared-decision making as I alluded to, is the result of the partners' participation. In a collegial model, decisions that are made to motivate stakeholders to be responsible and accountable for the way they govern the institutions. Therefore, school principals, SGB chairpersons and teacher-union site stewards as transformational leaders have to always be mindful that decisions have to be made collaboratively. All partners should feel that they are part of decisions the decision making process. Zald (2017) also emphasises these leaders assigned with the transformational duties that they should ensure that their constituencies are either directly or indirectly part of the decision-making process. It is very common to hear members accusing their leaders stating taking decisions that have not been approved by them. In this way they would be promoting shared leadership. Based on my personal experience as principal who was served as SGB member and also site stewards, I observed that decision making procedure is usually one of the main components which causes problems and conflicts amongst partners. This is the area where school stakeholders should make sure that decisions are taken collaboratively in order to cement their relationship (see Chapter Five and Six).

Leech and Fulton (2008) strongly believe that shared leadership is essential to strengthen school partnership among members. Some scholars in their findings state that there is counter - accusations among stakeholders about others being incompetent in fulfilling their roles and responsibilities. But Kouzes and Posner (2012) are of the strong opinion that through collegiality model, stakeholders have a responsibility to bring forth the best of themselves and others. If they liberate the leader in everyone, definitely extra ordinary things happen. Thus, collegiality model is very relevant to this study because it sends a clear message that there is no need for school principals, SGB chairpersons and teacher-union site stewards to blame others for not performing their roles satisfactorily. The question is what are they doing to impart their knowledge and skills so that there would be effective partnership?

This marks the end of Singh's metaphors. The next discussion focuses on the two collegial hypothetical pivots which according to Singh (2005) are situated between each pillar. These two pivots are identified as shared values and shared vision.

Collegiality Leadership Model stresses that some of the successes of partnership depends on the partners' shared values. According to Manz and Sims (2001), shared values play an

important role in terms of promoting commitment and excellence amongst partners. Kouzes and Posner (2012) point out that shared values promote work attitude and encourage performance among stakeholders. This collegial hypothetical pivot if applied by leaders and their constituencies can result in significant change in stakeholders' effective partnership. This is because the reviewed literature, and pilot study regarding partnership at school level, revealed that despite the various legislation promoting active participation of stakeholders, most teachers and parents lack the shared values regarding the roles expected from them (Khuzwayo, 2007; Van Wyk 2007; Msila, 2014). On the other hand, Kouzes and Posner (2012); Brundrett (1998); Naicker (2011), Rubenstein (2014); Boshier and Hazlewood (2009) postulate that it is of cardinal importance for stakeholders to have shared values because of the following reasons:

- Ethical behaviour is encouraged
- Strong feelings of personal effectiveness is fostered
- Levels of job tensions and stress are minimised
- Pride among members is enhanced
- Insight regarding job expectation is facilitated
- There is consensus about roles and responsibilities
- Teamwork and team spirit are encouraged
- There are high levels of care, commitment and loyalty.

These points highlight the positive consequences regarding shared values as drawn from international scholars as stated above. But what is of most importance is their contribution in terms of emphasising that shared values can help in the effectiveness of partnership at school. As I have reported earlier, most researchers nationally and internationally are in agreement that the working relationships in most schools have dynamics that impede progress and that is why through this study I explore these factors. The next pivot I discuss hereafter is shared vision.

Shared vision is one of the components which has been mentioned several times throughout this study as the key to the commitment of stakeholders. Shared vision is the desirable future state of the organisation. Wong, Tjosvold and Liu (2009) confirm that shared vision should be inspirational so that partners are motivated. Based on my experience as teacher, former teacher - union site steward, served at other schools as SGB chairperson, currently appointed as school principal, representing the Department of Education at our school and worked at six schools, it has come to my understanding that most school partners who are supposed to be

transformational leaders lacked the shared vision. Stern, (1997) Khuzwayo (2015); Van Wyk (2007); Mncube (2009) and Bagarette (2011) are of the opinion that stakeholders need to be guided by the shared vision if they are to make a meaningful contribution to the school. It is important to have consensus which is the result of the shared vision. Maja (2016) states that in a collegial system, there would be integration and cohesion. Furthermore, these empowered stakeholders would make informed participative decisions where consensus prevails.

#### **3.4.4 Emerging issues**

It has emerged that the collegial leadership model possesses features which are pertinent to those of the transformational leadership theory. But what is so encouraging is that both the transformational leadership theory and the collegial leadership model are in line with the Constitution of the Republic of South Africa (1993) and the South African Schools Act (1996). What also makes these theories and model to be unequivocally chosen are their national and international approval and acknowledgement as the best instruments in eradicating the previously oppressive education systems. In a nutshell, I understand a collegial leader as someone who possesses the following characteristics:

- Promoter of discussion amongst stakeholders which results in consensual decision-making
- Encourages power-sharing, which leads to mutual understanding of the school's shared views
- Enhances ownership of decision-making
- Discourages imposition of decision on stakeholders
- Emancipator of the oppressed
- Affords other stakeholders to meaningfully participate in decision-making process
- Encourager of the shared leadership, collaborative teamwork and transformative development
- Promotes trust, honesty and respect, morals, cooperation, motivation
- Empowers, influences, inspires, motivates and leads a direction that both parties find to be beneficial and important for others.

It has also emerged as I have already alluded to that most of the features found in the transformational leadership theory also exist in the collegial leadership model. Hence, because of this similarity I now discuss some flaws presented by certain critiques. These flaws are specifically directed to the transformational leadership theory.

### **3.4.5 Critique of transformational leadership**

It is unbelievable that despite all the credibility, commendation and pertinence of the transformational leadership, there are some critiques who do not approve of it. These critiques are represented by Steve Denning who in 1912 established an organisation known as the Future of Working. Through Denning (2012) these critiques caution us of the influence that the transformational leaders may have in violating the democratic principles. They are of the view that this influence may backfire especially when the transformational leader is immoral or selfish. This can be true because it has emerged from the findings in the preliminary and actual literature review that some stakeholders serving in the school partnership ended up servicing their own interests. Some of the immorality and selfishness they had displayed were to use their influence in appointing their friends and relatives or solicited bribes from certain candidates in management positions (Rossouw & Mong, 2018).

These critiques point out that the transformational leaders may take wrong decisions and partners or their constituencies may find it very difficult to question them because they are perceived as big guns and are always right. It happened in one of the schools under Umkhanyakude District where a local counsellor who was the chairperson of the school governing body, utilised school money as a donation to the teacher-union site. It was later discovered that they were related. When teachers and learners heard about this saga, there were very unhappy and actually caused a lot of tensions, because learners stated that this money should have been used for educational resources. This resulted in the disbandment of the whole school governing body, the suspension of both the principal as the custodian of school funds, the teacher-union site steward who was the beneficiary and lastly, the disruption of teaching and learning as both teachers and learners were very upset. Where did all this come from? It came from the politician-the local counsellor who was highly respected by the community as the transformational leader, whom when he was canvassed and joined the school governing body stated openly that his main objective was to transform the school (Department of Education, 2016).

The transformational leaders are praised of having many desired goals. But critiques maintain that this sometimes can be dangerous when people are made to work long hours in order to attain these goals. Denning (2012) believes that a situation of this nature may result in the

dissatisfaction and burnout among members. The transformational leaders may earnestly join the school partnership but you find that not all partners have that zeal of transformational mindset. This may lead to dissatisfaction especially from members who feel that transformational leaders apply more pressure. This is the same situation that happens at the school level. Some leaders display that keenness in terms of bringing about transformation, but you find that the system they operate under becomes an obstruction. Skhosana (2014) confirms this by stating that some leaders always want to work very hard, but some members they lead feel that what is expected from them is too much since they expect them to participate in these partnerships voluntarily (Msila, 2014). Mncube (2011) attests to this by emphasising that some of the leaders and members end up not attending school governing body meetings.

Critiques of the transformational leadership also highlight that the leaders who use this type of leadership style always assume that all stakeholders have common goals, always agree with their notions and are motivated in achieving the desired goal. Based on my experience, and the related reviewed literature, it is not always the case. As much as there is that emphasis on the transformational leadership, but just like in an organisation, there would always be those who have the diverse objectives and differ with no matter what. In a study conducted by Stern (2013) there is a section where one of his participants was cited in verbatim stating openly that as site steward leaders they are always reminded in their meetings to frustrate school principals and SGB chairpersons, especially when they do not agree with their demands. Most principals in Msila's study (2014) reported that sometimes it becomes very difficult to work with teacher-union site stewards, yet according to the South African School Act, we are expected to work together harmoniously. That is why even after two decades there are schools which are dysfunctional, because partners do not have common goals, some buck the system and others are not motivated because they are not interested in this partnership.

Critiques also point out that the transformational leadership may be risky to the organisation. This usually is because these leaders may be very persuasive to such an extent that some members may fulfil the vision of their leaders without even assessing its merits. It happens at some schools where you find that some members are deceived and too trusting their transformational leaders in such a way that they no longer think of the consequences. To cite an example, at one school in Durban, the school governing body chairperson mobilised SGB members and parents to kick out the school principal. The principal was not present at school for two consecutive years yet he was still earning his salary. The Department of Education instituted an investigation and it emerged that the SGB chairperson instigated SGB members

and parents because the principal refused to comply to her demand of appointing the SGB chairperson`s sister. What happened here was that the school was without the principal, and the same principal was under severe stress because of the SGB chairperson who abused his power to ensure that the principal was displaced. The community sacrificed the education of their children because they were too trusting of this SGB chairperson who claimed to be the transformational leader yet having her hidden agenda.

All the information contained in this chapter has equipped me in terms of understanding what to expect from these leaders who have been entrusted by their constituencies to transform and democratise schools as per requirement of the Constitution of the Republic of South Africa (1993), the Labour Relations Act (1995) and the South African Schools Act (1996). Furthermore, this chapter had also served as the real frameworks or foundations of the whole study.

### **3.5 Conclusion**

In conclusion, this chapter utilised the Participative theory, the Transformational Leadership Theory and the Collegiality Leadership Model as theoretical frameworks. The Participative Theory was selected because the previously excluded, demanded full participation in school partnership. The chapter also presents the Transformational Leadership theory as another framework that was relevant to the study. Its appropriateness was on the basis that the previously excluded partners have more of a role to play than just being partners. They are duty - bound to transform school partnership. Transforming schools' partnership meant that all leaders are duty-bound to promote collegiality amongst partners. To understand the relevance and application of these theories in this study, a roadmap had been followed. This roadmap is the research design and methodology, which is discussed hereafter.

## CHAPTER FOUR

### Methodological Roadmap

#### 4.1 Introduction

In this chapter I describe and explain the research design and methodology of the study. Firstly I locate the study within the worldview of the interpretive paradigm. Secondly, I describe the design, namely, case study design. Thirdly, I describe the research methodology which clarifies the motive behind choosing a qualitative approach as most appropriate for this study. I further move on to describe all the research methodology's components such as the selection of participants, data collection instruments, data transcription and procedures about data analysis. Lastly, I describe and report on trustworthiness issues and ethical considerations respectively

#### 4.2 Research Paradigm

According to Thomas (2010), a research paradigm is a worldview or belief within which a study is located. It is a type of knowledge which is constructed and assessed within a society. It was through this study as a researcher that I sought knowledge regarding the dynamics of school partnership. This study is located within the interpretive paradigm because of the following reasons: Firstly, through the interpretive paradigm researchers can interpret the problem and make sense of the participants' responses. This interpretation of the responses allows the researcher to have an in-depth examination of the phenomenon. Secondly, the interpretive paradigm encourages an in-depth data collection process through document analysis, observation and interviews, among other methods (Atkins & Wallace, 2012). My whole interaction with the participants to have an in-depth understanding about the dynamics of school partnership, was through interviews. The fourth reason was that, one of its features is to generate data from participants in their natural settings which was the case in this study where stakeholders were interviewed regarding their lived-experiences within the school partnership. Fifthly and lastly, most proponents of the interpretive paradigm are of the view that it allows the researcher to be fully involved in the research study (Wilson, 2017). It was this immersed engagement with the participants that enhanced my knowledge, insights and clarities of the phenomenon. Where I needed clarity, one of the strategies I utilised was to probe participants until I was satisfied (Deetz, 1996). I enjoyed actively engaging with the participants. This engagement with participants enabled me to have full understanding of both verbal and non - verbal participants' responses (King, Horrocks & Brooks, 2018).

Every research paradigm draws from certain philosophical underpinnings. Such underpinnings are to do with ontology, epistemology and methodology. According to Brosseit (2015), ontology deals with what kinds of things exist. Scotland (2012) refers to ontology as trying to find reality. Therefore, it was necessary to gain the reality from the participants regarding the dynamics of school partnership. In this attempt I was mindful of the ontological standpoint that reality is subjective. It was through the ontological standpoint of the interpretive paradigm that I became knowledgeable of school partnerships` dynamics. Epistemology refers to what we can know and how we know it (Kasemsap, 2015). Epistemology is about what and how to know the reality of the phenomenon which the researcher is attempting to find (Scotland, 2012). The epistemological standpoint of the interpretive paradigm is that knowledge arises from what the participants know and share with the researcher. This explains why I engaged with the participants to share their lived-experiences. They further came up with various suggestions and made commitments regarding the enhancement of school partnership (see Chapter 6, section 6.7). The third term is methodology which is defined by Guba (1990) as a procedure we use to acquire knowledge.

### **4.3 Research Design**

A research design refers to the overall strategy that a researcher adopts for the purpose of integrating various components of the study. This is done in a logical way with the objective to address the research problem (McMillan & Schumacher, 1997). Although these scholars use the word “strategy”, Thomas, (2010) postulates the design as a plan which clarifies the method of achieving something in detail beforehand. Mouton (1996) equates the design to a plan of a house that is akin to an architectural outline. The special value of a design to the research study is based on the explanations which I describe hereafter.

A research design is the way a researcher plans and structures the research process. Such a plan is used to generate data pertaining to the phenomenal research questions. Mouton (1996) contends that a research design is a plan which maximises the validity of the findings. In keeping with sentiments shared by Mouton (1996), Yin (2003) posits that a research design is as an action plan for getting from here to there. The scholar regards “here” as a method of answering questions and “there” as a roadmap to reach a conclusion.

Drawing from the preceding definitions, a research design is a plan, structure and strategy of investigation to obtain answers to the research questions (Kerlingers, 1966). Mertens (2014)



postulates that in the process of investigation, it is imperative for a researcher to specify nature of approach. Hence the approach of this study is discussed hereafter.

#### **4.4 Qualitative approach**

This study adopted a qualitative approach. According to Neill and DeFranco (2011), the qualitative approach is used to have an in-depth understanding of underlying reasons, motivations and opinions about the way something is happening. The qualitative research approach assists in getting deeper to the origin of the problem. Neill and DeFranco (2011) further explain that a researcher obtains rich and detailed information usually by using individual interviews from a small sample selected to fulfil a given quota. Jupp (2006) postulates that the qualitative approach is enforced by ontological and epistemological basics that researchers use when attempting to interpret and understand a social problem. In the qualitative approach, it is where the researcher makes sense of people's reports regarding the phenomenon. The qualitative approach encourages participants to tell their story without any interference from the researcher (Wheeden, 2015). Maree (2007) argues that it is essential for a researcher to be involved but not interfere with the process. Khanare (2010) elucidates that such researcher's attachment prevents fragmentation and disjointed data. According to Cohen, Manion and Morrison (2007) a researcher can generate data through a single case study or multiple-case studies. In this study I adopted the case study design. These scholars further emphasise that a qualitative approach encourages individual or focus group interview methods. These features from the qualitative approach enabled me to shape this study. Through the qualitative approach, I used individual interviews. During this process, I afforded participants an opportunity to express their views without any interference from me as the researcher. Furthermore, as I drew data from five schools, I adopted a multiple-case study, which I discuss hereafter.

#### **4.5 Case study design**

A case study design is employed to gain an in - depth understanding of the situation and those involved in it (Merriam, 1998). She further elaborates that a case study can be particularly useful for studying a process, programme, individual and holistic way that allows for deep understanding of the phenomenon (Merriam, 1998).

According to Stake (2013), a case study is an intensive description of a single unit comprising of one person, event, programme, group, organisation, community or institutions. Stake (2013) further asserts that there are three different types of case studies, namely: the intrinsic case

study, the instrumental case study and the collective case study. According to Baxter and Jack (2008), the intrinsic case study is more interested in the researcher. The instrumental case study focuses on providing insight on issues that may be generalizable (Harling, 2012). The collective case study comprises of case studies. Out of the three main types of case studies, I adopted the multiple case study. This was a collective case study of five schools. The study was a case because there was one phenomenon, namely the dynamics of school partnerships in each of the school. The case is the dynamics amongst these five schools.

Furthermore, the collective case study also allowed for the possibility of multiple and stronger interpretations (Stake, 1995). I spent adequate time interviewing the 22 participants. Furthermore, I extensively analysed data which I present in Chapter Five and Six. To generate, analyse and interpret data from the participants required a procedure which I discuss hereafter.

## **4.6 Research Methodology**

Polit and Hungler (2004) refer to a research methodology as a strategy to acquire, organise and analyse data. Holloway (2005) posits that methodology is a coherent way of data collection from beginning to the end of the research. My view is that everything has got to begin from a particular context. Hence, in the next section, I discuss seven subsections of the research methodology, namely, the context, the participants, data generation instrument, data analysis, trustworthiness and ethical clearance.

### **4.6.1 The context of the research**

According to Cresswell (2007), the research context is regarded as a site where a researcher undertakes a study physically, socially and culturally. In this undertaking a researcher should find ways to locate himself or herself in the context by focusing on natural activities. In this regard participants should be the priority and be given space so that they would be able to interact freely with the researcher (Mouton, 1996). The context of this study was three Primary schools and two High schools located within the Durban Metropolitan area in KwaZulu-Natal. I purposively selected these five schools because I viewed them as having partners who would provide detailed information regarding the dynamics of school partnership.

#### **4.6.2 The participants**

I purposively selected participants from these five schools. The participants comprised of school principals, SGB chairpersons and teacher-union site stewards. The site stewards were from the South African Democratic Teachers Union (SADTU), National Teachers Union (NATU) and National Professional Teachers Organisation of South Africa (Naptosa), I purposively selected these participants because of their positions as leaders in the SGBs. Ray (2012) maintains that purposive sampling is about selecting specific participants based on their knowledge of the phenomenon which is being investigated. Maree (2007) claims that purposive sampling allows the researcher to select the group of people who would be able to respond to questions. To have an insight regarding the dynamics of school partnership, school principals, SGB chairpersons and teacher-union site stewards were the key stakeholders to provide sufficient knowledge in this regard. These are people who work together in the SGB, hence, they were the relevant people to share their lived-experiences. The study comprised of 22 participants, namely five school principals, five SGB chairpersons and twelve teacher - union site stewards. Each school had three site stewards except Rock school which had one. This wide range of data resulted in an in-depth understanding of the dynamics of school partnerships. Therefore, I followed five main guidelines for constituting purposive sampling (Higginbottom, 2004). Firstly, I include my personal judgement to select samples. Secondly, I selected knowledgeable participants, Thirdly, I selected participants that were reachable. Fourthly, the study comprised of participants who all eventually shared their lived experiences. Fifthly, and lastly, it was the sample that was representative of a range of viewpoints.

#### **4.6.3 Data generation technique**

I reported in section 4.3 that this study was qualitative in its approach. According to Sutton and Austin (2015), qualitative data is any kind of data that captures ideas, opinions and information in a non-numerical method. Sutton and Austin (2015) further assert that there are three main types of qualitative data collection, namely: observation, interviews and existing document. To generate data for this study, I utilised the interviews approach. According to Patton (2002), there are three types of interviews, namely: structured interviews, semi structured interviews and unstructured interviews. In the structured interviews, the participants are asked the same questions in the same order (McMillan & Schumacher, 2006). In semi-structured interviews a researcher can prepare interviews ahead of time. In the unstructured interviews, the participant does all the talking. In this study I opted for the semi-structured interviews because

participants` expansion and flexibility are encouraged. On my side as a researcher, in the semi-structured interviews there is room for re-ordering and probing. Therefore, the utilisation of the semi-structured interviews was because it afforded me to prepare for questions ahead of time, but still leaving room for flexibility. By the time, I generated data, I was prepared and knowledgeable as to how to conduct interviews. It was inspiring to me to hear the participants express their views in their own terms (Patton, 2002).

Adler and Adler (1987) acknowledge that most scholars encourage the utilisation of more than one data generation instrument. But these scholars argue that in the semi-structured interviews, flexibility is also encouraged on both the researcher and the participants. These scholars postulate that one data generation instrument can be used to generate data. They argue that it depends on the nature of the participants. They posit that if the study comprises of more than one group, with different perspectives, utilisation of one instrument such as interviews is acceptable. These scholars argue that the most important thing is to have an in-depth understanding of the phenomenon. But they insist that if a researcher chooses to utilise one data generation instrument, it is imperative for such data generation to be done more than once.

It was because of these reasons that I opted for semi-structured interviews. The study comprises of five school principals, five SGB chairpersons and 22 teacher-union site stewards. These partners had different perspectives or represented different constituencies. School principals represented the Department of Education. The SGB chairpersons represented parents. Teacher-union site stewards represented educators.

With regard to venues where interviews were held, I negotiated with the participants. Four school principals chose to come to my school. The fifth principal, two SGB chairpersons and all teacher-union site stewards recommended the utilisation of their schools as venues for data generation. The other three SGB chairpersons suggested that we use their homes as meeting places to have interviews. I generated data from the same participants on two occasions. This arrangement and agreements of venues remained the same for both sessions of the interviewing process.

On the first occasion, I generated data regarding the participants` profiles, histories` to partnership, and understanding of working together as partners. The duration of each interview with each participant was between 50 - 60 minutes. The second session of interviews focused on the participants` lived-experiences and on seeking their suggestions regarding the enhancement of school partnership. In this second occasion, I actually spent less time compared

to the first session. I noticed that most participants were relaxed and showed eagerness to express their views. I generated detailed data. I presume at the second session, there was more trust and rapport had improved.

The utilisation of interviews proved that the semi-structured interviews was crucial in understanding the dynamics of school partnership. Firstly, through open deliberations and interactions, an element of trust developed between the participants and myself. Secondly, insight regarding the phenomenon emerged. Thirdly, the participants were fully involved to such an extent that most of them eventually admitted that they initially somehow had contributed negatively to the partnership. This resulted in positive suggestions that something had to be done to rectify the situation. I enjoyed utilising the semi-structured interviews. I noticed that all the advantages of utilising interviews as highlighted by the following scholars, emerged during the data generation process.

McNamara (1999) asserts that the qualitative research interview is an engagement where the interviewer asks an interviewee verbal questions for the purpose of understanding his or her lived -experiences regarding the phenomenon. Maree (2007) points out that interviews are two-way process. It is when a researcher and participants have an interaction, deliberation and engagement. Through the interviews I was able to obtain rich and detailed information pertaining to the dynamics of school` partnership (Merriam, 1998). According to Burns and Grove (2003) one of the advantages of an interview is that it enables researchers a flexibility to acquire an-in depth information. It is through this flexibility that the interviewee feels at ease to share or reveal more information. Patton (2002) concurs with Burns and Grove (2010) that through flexible interviews a researcher can obtain a high rate of information from a participant. Holloway and Wheeler (1995) posit that interviews cater for all types of participants` educational levels. This means the nature of interviews are in line with the South African Schools Act (199). This Act stipulates that any parent can be a member of SGB partnership, regardless of his or her educational level. Some of the participants who contributed regarding understanding of the school partnership` dynamics had low level of education. I had to interview them using a language of their choice. In the case of SGB chairpersons it was IsiZulu. To apply further flexibility, participants who wanted to code switch were permitted to do that. Through this code switching and flexibility, knowledge regarding school partnership`s dynamics emerged. Auer (2013) attests that code switching is permissible in data collection. Further interviews afford the researchers a chance to discover information that probably would not be accessible if a participant uses a language that he or she is not eloquent in (Blaxter &

Hughes, 2006). Additionally, the advantage of interviews is that the interviewer looks at himself or herself from the eyes of the interviewee. He / she tries to be in the participant's shoe (Farr, 1982). Domyei (2007) argues that with the presence of the interviewer mutual understanding can be enhanced. Furthermore, the researcher has an opportunity to simplify and rephrase questions that are not clear to the interviewee. According to Berg (2007), if a researcher uses interviews he or she has an opportunity to record participants' responses. In this sense data can be reviewed at a later stage several times. This helps in making sure that there is no data that disappears. Through interviews there is also an opportunity of taking notes which are used in the report.

Although the interview data generation instrument proved to be the best compared to other instruments, there were some hiccups with it. During the interviewing process some participants were shy and had difficulty speaking their minds. They often tried to respond in ways that would appease the researcher instead of being sincere about their lived - experiences. Meyer (2015) points out that what people in an interview do to some degree, is to shape the question they are asked, their belief, the conventions and by what they believe the researcher would approve or disapprove of. To encourage the participants to express their views frankly and independently, I asked several probing questions. Furthermore, I allowed the participants to talk without interrupting them. Poole and Lamb (1998) also point out that one of the weaknesses of the interviews is that some researchers fail to hide their bias and subjectivity. This failure sometimes impacts negatively on the participants' independent responses. To avoid putting pressure on the participants' independent thinking, I kept on emphasising and encouraging them to speak more openly and sincerely.

McNamara (1999) asserts that interviews can be costly and time consuming. This is very true because I had to travel to interview some of the participants. The worst part was when I arrived and found that some participants failed to honour scheduled appointments. But just because I was determined to interview them, I had to wait or rescheduled another interview. My patience yielded positive results because eventually I managed to interview all the identified participants. Another time that was consumed when I interviewed the participants on two occasions. This was when I addressed the fourth question about the enhancement of school partnership. This second phase of data generation was after the general election of the school governing body. This task proved to be fruitful exercise as Cohen (2014) insists that if a researcher uses one instrument it is essential to conduct more than one interviews. There was also a change of the SGB chairperson at Rock Primary school. This change also meant that

instead of continuing seeking opinions regarding the enhancement of the participants as planned I had to start from the beginning. The purpose was to afford the 2<sup>nd</sup> CP-3 (RP) a chance to firstly answer questions which speak directly to question one and two. This approach helped because she seemed to understand that the dynamics of partnership existed at the time of her predecessor. But the unfortunate part was when I had to ask her the same questions which I asked her predecessor. It was imperative to know about her understanding and experiences of dynamics regarding school partnership. McNamara (1999) posits that the interview process requires a researcher and the participant to be focused and also listen attentively. It happened at the initial stage that while interviews were in progress, there were interruptions caused by phone ringing. This caused some distraction. Fortunately, I tape-recorded the participants' interview. To address this situation, I insisted that the cell phone to be switched off. Unfortunately, one participant expressed unhappiness, insisting that he was expecting a very important call. Robson, and McCartan (2016) assert that one of the disadvantages of interviews is that they involved numerous steps such as data collection, analysis, transcription and, coding and translation. I had to undertake all these steps.

Despite all these hiccups I encountered regarding the utilisation of the interview method, I enjoyed interviewing the participants. Due to the interaction with the participants, I was actively involved with them. This involvement afforded me an opportunity to probe them whenever I needed clarities. Furthermore, through this engagement with the participants, I was able to analyse data for the purpose of attaching meanings. Hence, while interviewing the participants I was basically killing two birds with one stone. It was at the interview stage and at the same time it was the beginning of data analysis which is described hereafter (Kaar, 2007).

#### **4.7 Data Analysis**

Data analysis is essential in any research study. In this study, I adopted McMillan and Schumacher's (2010) qualitative data analysis. These scholars refer to data analysis as General Process of Inductive Analysis. They describe it as a process where a qualitative researcher synthesises and make meaning from raw data. The researcher begins with specific data by identifying categories and patterns (McMillan and Schumacher, 2010). These scholars reveal that during the process of data analysis more themes and conclusions emerge. The focus is on the raw data that the researcher generates from the participants. These scholars further posit this raw data generated during field work is the foundation of everything in the inductive data analysis. They insist that as soon as the researcher finishes generating data, the next data step

is to do transcription. They maintain that this is the stage which reveals authentic raw data for the study. The researcher can hire a professional transcriber to do transcription (Witcher, 2010). Du Toit-Brits and van Zyl (2017) argue that it is recommendable for a researcher to do transcription himself or herself. In this study, I therefore, personally did the transcription. In this process of data transcription, I included some non-verbal cues which perhaps would have not been included if the transcription was conducted by a person who did not conduct the data generation. I also noticed the physical gestures which according to McGowan (2010) are important in the interpretive paradigm. I reported that for each interview I spent about an hour. To transcribe data for each interview, the duration was three hours. With the 22 participants, this translates into 176 hours for both sessions. This engagement shed more light regarding the dynamics of school partnership. I thereafter typed data and saved the document on the computer. I also printed hard copies and saved it in the file (Smith, Leers & Roncevich, 2011). Thereafter, I devoted time in the data reduction process, which involved selecting, simplifying, abstracting and transforming the data from transcripts (Miles & Huberman, 1994). During this process I read, and listened to the transcribed data several times. More clarity regarding partners' responses emerged. I wrote down the new impressions that developed from reading and listening to the transcripts. Simpson (2018) refers to this process as memo. Du Toit-Brits and van Zyl (2017) define memo as a reflective journal in which a researcher records ideas and insights as he or she continues with reading this data which provides new additional information. He posits that this newly discovered data also requires data analysis. It was at this stage that I started doing data coding. Charmaz (2006) points out that coding is a vital link in data generation. Smith and Davies (2010) postulate that coding is a method to organise data so that the researcher is able to detect even the underlying data. At this process of data coding, it was when I began to identify words, sentences and lines that could be considered as segments. According to McMillan and Schumacher (2010) segments are important in qualitative data analysis because they are texts that carry related or similar information. I analysed these segments and eventually produce each code which I labelled with highlight. The creation of these codes provided meanings to segments

As soon as I was done with the coding process, I thereafter created categories for the newly created codes. According McMillan and Schumacher (2010), categories are entities comprised of grouped codes. When I did categorisation I was mindful that codes contained similar meanings which had to be put together. Therefore, I had to discover patterns, concepts and proper explanation which emerged from the data. At this stage, I defined the concepts and



outlining the type of phenomenon, created classifications. The purpose is to try to find association with data for the sake of providing explanations. Du Toit-Brits and van Zyl (2017) maintain that all newly emerged data play a role in guiding the researcher and form the framework in the construction of new meaning and understanding. It was through these processes and association of data that I was able to identify patterns, concepts, similarities, differences regarding schools' dynamics of partnerships.

At the stages of coding and categorising particularly, I focused on the purpose of the study and the key research questions I used as guidelines to identify themes with subthemes. I discuss the identified themes in Chapter Seven. In the next section, I discuss trustworthiness of this study.

## **4.8 Trustworthiness**

According to Thomas (2010), trustworthiness in qualitative research is about measuring the quality of a research. This is when the researcher can confidently prove that findings of the research study are valid and reliable. Thomas (2010) further highlights that trustworthiness in qualitative research can be addressed by making sure that findings are credible, transferable and dependable.

### **4.8.1. Credibility**

Anney (2014) defines credibility as the confidence which can be placed in the truth of the research findings. These scholars affirm that credibility is an important criterion in establishing trustworthiness. They further assert that credibility is when the researcher links the study's findings with reality for the purpose of demonstrating the truth in the research study's findings. In this study, I opted to use what McMillan and Schumacher (2006) term the combination of data generation and analysis strategies. This combination comprised of interviews which I conducted at different venues. Charmaz and Belgrave (2012) refer to this combination of data generation method as triangulation of sources. They define it as a situation when a researcher uses two or more different participant groups, interviewing people at different times with different perspectives. In this regard, I generated data from SGB leaders who represented the diverse constituencies. Furthermore, data generation was based on individual face to face interviews at different venues. I thereafter analysed their perspectives regarding school dynamics' partnerships. Moreover, interview schedules were in English and IsiZulu so that all my participants would respond to questions they understood clearly. In addition to that, with the permission from the participants, I audio-recorded the interviews. The purpose was to ensure accuracy of the generated data. I also took notes to capture participants' responses.

The second strategy I utilised to establish credibility, was that of prolonged engagement (Biemann, Kuchemuller, Penisset & Leys, 2018). These scholars posit that prolonged engagement is one of the techniques to establish credibility. In this study I interviewed the participants on two occasions. This engagement assisted me because I became familiar with the participants` settings and contexts. Hence, mutual trust developed between the participants and myself. Through this trust I was able to get more valuable and detailed information from the participants. In the second session of the interviews I noticed that most participants were more relaxed, especially when they were afforded the opportunity to suggest regarding the enhancement of school partnership.

The third technique to establish credibility was that of member-checking. Biemann, *et. al.*, (2018) further address member checking. They refer to member-checking as an opportunity that a researcher affords participants to clarify what their intentions were, correct errors, and provide additional information if need arises. In this regard, I summarised all the generated data and afforded all the participants to verify if their voices were correctly captured. All partners were happy and stated frankly that everything was accurate.

#### ***4.8.2 Transferability***

According to Harper and Cole (2012), transferability is when the researcher is confident and very sure that the findings of the study are applicable to other contexts or situations. Drawing from participants` responses there were dynamics of partnership surrounding all schools regardless of their contexts. Although the study involved the participants from diverse schools, it would be a fallacy to make conclusions that this study can be fully transferable. This is because there were 83 Education District offices, whereas the participants of this study were from only five schools, in one Education District Office, with 6210 schools. However, I tried to explain the context of the study and the findings as clear as clear as possible to create room *for some possibility of transferability.*

#### ***4.8.3 Dependability***

Merriam (1998) defines dependability as a situation where research results show stability, sustainability, consistency and reliability. Avizienis, Laprie and Randell (2001) affirm that symptoms of a study`s dependability can occur at the earliest stage. In this study to strengthen dependability after the changes of partners due to SGB elections, I started by asking the same questions I asked the previous participants. The results and understanding of the new participants were similar to those of their predecessors. Furthermore, the utilisation of audio -

recorded devices also strengthened dependability. Gunawan (2015) postulates that dependability is essential to trustworthiness. According to these scholars dependability is when a researcher establishes consistency and repeatability of a research study's findings. The objective is to verify if the study's research findings are a reflection of the raw collected data. In this study to establish dependability I approached two external auditors to conduct an inquiry audit. They examined my processes of data generation, data analysis, and the results of the study's findings. The purpose was to assess the accuracy of the study's findings against the collected raw data. These external auditors further examined all my interpretations and conclusion to see if they were in line with the raw data. Furthermore, I present direct quotes from the participants.

#### ***4.8.4 Confirmability***

Thomas (2010) asserts that the researcher needs to ensure that study finding results are not dented by the researcher's interference, but they should reflect that they are based on real data collected from the participants. To ensure the objectivity of the finding, I invited the participants to double-check and confirm if the results reflected their responses. The study of literature as highlighted above regarding trustworthiness in the study assisted me on how to approach the participants. Hence, my involvement in school partnership as the principal had no bearing on the findings from my participants.

### **4.9 Ethical Considerations**

Ethical considerations are the procedures that have to be followed by the researcher to make sure that the rights of participants are not violated. In this regard I ensured that I treated my participants with respect and dignity (Thomas, 2010). Orb, Eisenhauer and Wynaden (2001) posit that it the responsibility of the researcher to inform the participants about their rights. In this regard, I informed all my participants regarding their rights to informed consent, privacy, confidentiality, anonymity pseudo-names, non-pressure voluntary participation and full disclosure about the research study.

#### ***4.9.1 Gaining official access to schools***

As a researcher representing the University of KwaZulu-Natal, I had to apply for ethical clearance. I thereafter applied to the Provincial Department of Education of Kwazulu-Natal for permission to conduct this study. Both institutions granted me permission to pursue this study. I submitted these documents to all SGB partners that I intended to interview regarding the

dynamics of school partnership. It was brought to my attention that these documents were important. Some participants such as P-1<sub>(FP)</sub> and SS-6<sub>(TP)</sub> were very frank that with the presence of these documents they were in possession of they were made to feel at ease to express their lived experiences. Therefore, I gained access not only to schools, but also to the participants. As a result, principals as gatekeepers of their schools were very co-operative. They played an important role in persuading some participants, especially site stewards who at the initial stage seemed to be reluctant to share their lived experiences. According to Cohen, Manion and Morrison (2007) potential participants can deny entry or reaching out to other participants for reasons known to them. I was impressed to hear four principals reporting that they had prior meetings with relevant participants encouraging them to participate fully in this study. The most common reason was that the study of this nature was for the good cause in seeking dynamics that impede positive school partnerships. With these acquired documents, I was granted permission to conduct this study. Winning the hearts of school principals was not enough, hence, I had to get the informed consent from the identified participants, which I discuss hereafter.

#### ***4.9.2 Informed consent***

Sin (2005) defines informed consent as an action where the researcher provides the participants with adequate and detailed information about the study. The purpose is to afford participants an opportunity to make an informed, rational and voluntary decision to participate or not to participate in the research. I therefore, informed my participants about the purpose, nature of the study, duration, essence of their participation, data generation methods, and audio -recoding to be involved. I noticed from their facial expression and body language that immediately when I mentioned audio - recording, they did not feel comfortable. Kvale and Brinkman (2009) point out that in the informed consent phase, it is important to start by mentioning aspects that would alleviate fear. To address this fear, I thereafter gave all the participants assurance that there would be confidentiality, privacy and anonymity. As soon as they heard these words, some of them then verbalised that they had been worried because they did not want to be cited.

#### ***4.9.3 Confidentiality***

According to Wartenberg (2010), the idea of confidentiality is founded on the premise of autonomy and respect. Confidentiality basically, means data collected from participants will not be disclosed to anyone without the participant's permission. It also means the researcher has to make certain that findings are not presented in a way that individuals would be

identifiable. Kaiser (2009) further regards confidentiality as a moral obligation for a researcher not to disclose generated data to anyone. I therefore, endeavoured to treat all shared information by the participants with strict confidentiality. To address this aspect of confidentiality, I sought consent from the participants. The names of the District Office and Ward were not revealed. Furthermore, I used the pseudonyms for schools and the participants. I referred to schools as FP, TP, RP, TH and MH. I coded school principals as: P-1, P-2, P-3, P-4, and P-5. For the SGB chairpersons, I used these codes: CP-1, CP-2, CP-3, CP-4, and CP-5. Lastly for teacher - union site stewards I were known SS-1, SS-2 up to SS-12. These pseudo - names and codes also assisted in maintaining the participants` privacy and anonymity (Kvale & Brinkmann, 2009).

#### ***4.9.4. Privacy***

According to Lewis (2015), it is important for a researcher to allow participants privacy. This scholar posits that such privacy symbolises that the researcher respect the participants. Wartenburg (2010) asserts that participants` right to privacy need to be encouraged. This encouragement is essential because it shows that the researcher respects the participants` autonomy, welfare, and self-determination. It was one of the reasons that I opted for the individual face to face interviews. I further used different venues and times to interview the participants. I assured the participants that their names, identities, and generated information would not be revealed to anyone. I also stored the tape recorder in a safe place where nobody would have an access to. The purpose was to ensure the participants` privacy, confidentiality and anonymity. It was vital to emphasise confidentiality, privacy and anonymity to the participants because it eased their minds. Most of these participants were happy when they heard that their participation in this study was on voluntary basis.

#### ***4.9.5 Participants` voluntary participation***

The essence of voluntary participation in a research study is that participants participate voluntarily (Malindi & Machenjedge, 2012). Cardenas and Carpenter (2008) also affirm that indeed the participants are permitted to accept or refuse at any time. Regarding this study, I stressed to the identified participants that it was not compulsory for them to be part of this study. I repeated several times that they were at liberty to exercise their rights to participate in this study or to withdraw at any time. Hence, it was this emphasis which encouraged the participants to voluntarily agree to be part of the study.

Although the participants were eager to be part of the study, I had noticed that during the early stage of interviews, some participants were very shy. To ease and calm them from anxiety I

kept on emphasising words such as confidentiality, privacy, anonymity and voluntary participation. Gradually, I gained their confidence and won their hearts. Some of them confessed that they had research phobia until they began to trust me. Dewey and Zheng (2013) attest that it is of cardinal importance for the researcher and participants to have mutual trust. It was because of this mutual trust that doubts vanished. Hence, this resulted in them not only being willing to be part of the study but to be active participants. Johnson, Avenarius and Weatherford (2006) contend that it imperative for participants to be active participant. They further argue that this active involvement of the participants usually adds value to the research study. This mutual trust between the participants and myself benefitted this study. The highlight was when the participants from all schools actively came up with suggestions regarding the enhancement of school partnerships (see Chapter 6, section 6.7.1).

Apart from my reiteration of confidentiality, privacy, anonymization, and mutual trust, I further informed and updated the participants regarding the data I had collected. I afforded them the opportunity to review the preliminary results. Birt, Scott, Cavers, Campbell and Walter (2016) posit that this is another way of ensuring that participants are involved from the beginning to the end of the research. He points out that this is the method to assess the credibility of the results. This is what we call “member checking”. The results are returned to participants to verify that the collected data reflect what the participants shared with the researcher.

All the participants expressed satisfaction and admitted that the generated data reflected their verbatim experiences. I gave them assurance that I would keep them informed once the completed document is available and obtainable from the Supervisor, the University and myself should they wish to peruse through it. Therefore, there was a high level of trust, teamwork, team-spirit, transparency, collaboration, participation, respect and honesty that prevailed between the participants and myself. This atmosphere worked well for this research study because we all moved together to the next stage of data generation, with a record of understanding.

#### **4.10 Conclusion**

This chapter has described the research paradigm, comprising of an interpretive case study and research methodology. The research methodology consists of the context, participants, data generation and data analysis. Components of trustworthiness have also been discussed. Ethical considerations also form part of the study. The next chapter is where the research design and strategies are applied in the form of generation and presentation.

## CHAPTER FIVE

### Data presentation and discussion

#### 5.1 Introduction

In this chapter, I present and discuss data. The study was about the dynamics of the supposed partnership between school principals, SGB chairpersons and teacher-union site stewards in selected schools. I drew these participants from schools situated in the metropolitan area of Durban, KwaZulu-Natal.

This chapter is made up of four sections: Section 1 deals with participants' profiles. Section 2 reveals histories of the participants. Section 3 is about participants' understanding of working together as partners. Both sections 1 and 2 provide the background of the study. Section 3 speaks directly to the first part of the first question, namely "understanding of partnerships" In the process of addressing section 3, the second question, namely "the explanation of the dynamics is also covered. Hence, the following first two questions were the milestones of this data presentation and discussion.

1. How do school principals, SGB chairpersons and teacher-union site stewards understand and experience working together as partners?
2. How do school principals, SGB chairpersons and teacher union explain the dynamics of partnership between them?
3. How, according to the school principals, SGB chairpersons and teacher-union site stewards, can the partnership be enhanced?
4. What can be learnt about the role of school principals, SGB chairpersons and teacher - union site stewards regarding school partnership?

Due to the large volume of data, I found it prudent and workable to have two data presentation. Hence, data presentation for this study is found in both Chapter Five and Chapter Six.

## 5.2 Participants' biographical profiles

In this study participants comprised of five school principals, five school governing body chairpersons, and twelve teacher-union site stewards. As I reported in section 3.4 these participants were from different historical, economical, racial, educational and social backgrounds. Hence, Table 5.1 shows the profiles of the participants.

**Table 5.1 Biographical profiles of participants**

Participant	School	Position	Occupation	Gender	Experience in school governance				Age	Qualification
					P	SGB member	SGB Chair	SS		
P- 1	Flower Primary	Principal	Educator	Female	07	08	00	11	Between 40 – 50	B.Ed. Honours
P – 2	Thando Primary	Principal	Educator	Male	03	07	00	03	Between 30 – 40	Diploma in Education
P – 3	Rock Primary	Principal	Educator	Male	08	14	03	06	Between 30 – 40	B.Ed. Honours
P – 4	Tholimfundo High school	Principal	Educator	Female	01	02	00	03	Between 40 – 50	B.Ed. Honours
P – 5	Mountain High school	Principal	Educator	Male	03	10	05	03	Between 30 – 40	B.Ed. Honours
CP – 1	Flower Primary	SGB Chairperson	Attorney	Male	00	06	03	00	Between 40 – 50	LLM
CP – 2	Thando Primary	SGB Chairperson	Self – employed	Female	00	07	07	00	Between 30 – 40	Grade 10
CP – 3	Rock primary school	SGB Chairperson	Deputy Principal	Male	00	03	01	00	Between 30 – 40	Diploma in Education
2 <sup>nd</sup> CP-3	Rock primary school	SGB Chairperson	Ward Counsellor	Female	00	03	00	00	40 -50	Honours in Political Ss.
CP – 4	Tholimfundo High school	SGB Chairperson	Clothing industry	Male	00	09	04	06	Between 40 – 50	Grade 12
CP – 5	Mountain High school	SGB Chairperson	Nurse	Female	00	14	05	10	Between 30 – 40	Professional Nurse
SS – 1	Flower Primary	T-union site steward	Educator	M	00	07	00	04	Between 40 – 50	Diploma in Education
SS – 2	Flower Primary	T-union site steward	Educator	M	00	02	04	04	Between 30 – 40	Degree in Education
SS – 3	Flower Primary	T-union site steward	Educator	M	00	04	00	02	Between 30 – 40	Diploma in Education
SS – 4	Thando Primary	T-union site steward	Educator	M	00	02	00	04	Between 40 – 50	Degree in Education
SS – 5	Thando Primary	T-union site steward	Educator	F	00	02	00	04	Between 30 – 40	Diploma in Education
SS – 6	Rock Primary	T-union site steward	Educator	M	00	04	00	06	Between 40 – 50	Diploma in Education
SS – 7	Tholimfundo Primary	T-Union	Educator	M	00	02	00	04	Between 40 – 50	Diploma in Education



SS – 8	Tholimfundo Primary	T-union site steward	Educator	F	00	06	00	05	Between 30 - 40	Diploma in Education
SS –9	Tholimfundo Primary	T – union site steward	Educator	F	00	04	00	03	Between 40 – 50	Degree in Education
SS – 10	Mountain High school	T – union site steward	Educator	F	00	04	00	05	Between 30 – 40	Degree in Education
SS – 11	Mountain High school	T- union site steward	Educator	M	00	02	00	04	Between 30 - 40	Degree in Education
SS – 12	Mountain High school	T-union site steward	Educator	F	00	01	00	05	Between 30 -40	Diploma in Education

Key: **P**: Principal; **CP**: School Governing Body Chairperson; **SS**: Site Steward

In making reference to participants respectively, I shall refer to the participants P-1<sub>(FP)</sub>, CP-2<sub>(TP)</sub>, SS-6<sub>(RP)</sub>. Table 5.1 consists of eleven columns. The first column comprises of participants. The second column shows that there are three primary schools and two high schools. The third column indicates actual positions of the participants in their school partnerships. The fourth column indicates that the participants belonged to a variety of occupations, including educators, nurses, a counsellor, and a former factory worker. The fifth column shows that there were 13 males and 10 females. Columns six, seven, eight and nine reveal experiences of participants as principals, SGB members, SGB chairpersons, and site stewards. Table 5.1 reveals that some participants apart from their positions at the schools, also had previous experiences either as school governing body members, as chairpersons or site stewards. They acquired these experiences at their schools, at schools where their children attended and also at their previous schools. Some of the participants like CP- 4 who used to work in the clothing industry, also served as a shop steward for six years. CP-5 worked as a professional nurse and was also a shop steward for 10 years. According to the Labour Relations Act of 1995, roles and responsibilities of shop stewards and site stewards are the same (Republic of South Africa, 1995). The difference is that shop steward represents factory and industrial employees, while site steward represents employees from the education sector (Baskin, 1984). These diverse experiences shared by the participants contributed to the rich information regarding dynamics of participants. Msila (2012) argues that knowledge and skills of any partner can benefit school partnership if such individual is willing to work with others collaboratively.

The seventh column presents participants' ages. It shows that 17 participants were above 40 years of age. The remaining six participants were below this age. According to Browne (2012), the age of 40 is often viewed as point of maturity. On that note the majority of participants were able to make informed decisions. Although some of the participants were not yet 40, most

of them were very close to this age. This elucidates that school partnership constituted of mature partners.

With regard to the level of education, Table 5.1 shows that out of 23 participants, only two partners did not have matriculation (matric) qualifications, whereas the others possessed post-matric qualifications: ten partners had diplomas and another ten possessed degrees. This is a true reflection that the group comprised of partners who were able to understand SGB documents written either in isiZulu or English. Jansen (1991) maintains that formal educational knowledge is power. Christie (2011) on the other hand, is of the view that one does not have to have a high qualification or be degreed in order to serve in the community partnership. She asserts that natural intelligence with leadership skills can strengthen partnerships. The South African Schools Act (1996) stipulates that as long as a community member has a child at school, such member, regardless of educational level, qualifies to be a school governing body member and a legal partner in the school partnership. I therefore, saw it befitting to present verbatim quotations from participants CP-2 and CP-4 who proudly stated that their lack of education did not deter them from contributing assiduously to school partnerships. The following verbatim quotations contradict some scholars' conclusions that most schools' partnerships fail because SGB members' lack educational qualifications (Msila, 2014, (South Africa), McKenna & Willms, 1998 (Canada).

### **5.3 Highlights of participants' relevant histories**

According to Marzano (2000), an individual's history, is like a foundation of his / her life. He believes that there is a relationship between background knowledge and achievement. Bransford, Brown and Cocking (2000) argue that prior knowledge, concepts, beliefs and skills contribute to the way people in a partnership organise and respond to its daily operation. Mishler (1991) asserts that deviation from the research questions is beneficial to the researcher. It helps in achieving additional details, clarifying complexity and strengthening the rapport for a rich interview. Qu and Dumay (2011) affirm that such deviation offer opportunities to highlight crucial features of the research topic.

It was because of seeking this detailed additional information, and clarity that I saw it appropriate to slightly deviate from the key research questions. I started with a question regarding participants' histories especially the school principals and the SGB chairpersons to their schools' partnerships. The motive behind selecting these two stakeholders was due to a realisation that school principals previously possessed more power than school governing

bodies prior to the introduction of the South African Schools Act of 1996. It is from this Act that a paradigm shift is observed. Before the advent of democracy, recommendation of staff for appointment was the prerogative of school principals. But with the introduction of SASA (1996) such duty becomes the responsibility of the SGBs. Principals' powers have been reduced. This Act further stipulates that principals are responsible for professional management of schools, whereas SGBs deal with school governance and recommendation of staff appointments. Lastly teacher unions take care of teachers' welfare (Republic of South Africa, 1996).

Skhosana (2014) reveals that SASA (1996) further stipulates that the Department of Education can take over from the school governing body if members fail to exercise their roles and responsibilities. Msila (2014) asserts that the taking over by Departmental officials, especially on promotional post was a bone of contention.

P-1 (FP) reported that when she joined school partnership, her partners rejected and disapproved of her. P-1 (FP) explained:

*When we arrived at school, there were no SGB members on site. There were negative questions from staff directed to the circuit manager, such as: why did the Department's officials appoint someone who was from outside while there were qualified staff members, why did they appoint a female in a school that has never been led by a woman. Some of them even stated to the educational circuit manager that they were not going to take orders from me. This gentleman who was very vocal introduced himself as teacher-union site steward.*

On the other hand CP-1(FP) reported that the school and teachers were in his heart. This bond resulted in him doing voluntary work for the school.

*Flower primary is my primary school. I was born and bred in this area. I know all staff members working here. There are still some who taught me. In short, I love this school. I voluntarily assisted the school governing body members with legal advice if the need arose, although I was not an official SGB member.*

It was good to see that there were parents like CP-1 (FP), who actually volunteered their service to school. This is because the South African Schools Act (1996) emphasises that it is of cardinal importance for people to render services to school voluntarily.

On probing whether he at that point had an intention of becoming SGB Chairperson, CP-1(FP) responded by saying that he decided to join the SGB full time. The purpose was to make sure that senior staff members were promoted. The only way to achieve this goal was to lead from the front. He reported:

*I initially had no intention of becoming the SGB chairperson. I was happy to remain being a co-opted member. But I eventually saw it necessary to join the SGB full time. I thereafter campaigned to be the SGB chairperson.*

CP-1(FP) elaborated as to how the departmental redeployment process made him more determined to be SGB chairperson:

*I joined the SGB in 2010 solely because the Department of Education sent someone as acting principal. Yet there was a very senior Departmental Head who was the next person in charge and was supposed to become an acting principal. The post was eventually advertised. But Interview Committee had numerous disagreements with the Circuit Manager and union representative who came as an observer. One of the disagreements was that the departmental official demanded that the man whom the department sent, had to be recommended as the successful candidate.*

CP-1(FP) further expressed his unhappiness regarding the appointment of P-1(FP). He reported that this appointment triggered him to fight against injustices. CP-1(FP) reported:

*Just like other SGB members I felt that the arrival of this lady was unfair, because our plan was to have our senior HOD who once taught me in Grade 7, to be the acting principal. Therefore, when I was elected to SGB, I accepted this position with enthusiasm to fight injustices.*

CP-1's (FP) shows that he was not prepared to work with P-1(FP) as partners. He further admitted that he was not the only one on this campaign. He explained:

*The Department of Education took powers from us to recommend school principal. Therefore the appointment of this principal had nothing to do with us. As a result when the circuit manager came to introduce her, not even a single SGB member attended that introduction, because we were all aggrieved. We were not prepared to work with her. As the SGB members we have so many reservations. We felt that she was imposed on us. This caused many disagreements with departmental officials.*

I thereafter probed as to what happened to their preferred senior HoD and the previously acting principal whom the SGB members were not happy with. CP-1<sub>(FP)</sub> responded in one sentence. He thereafter revealed his secret investigation regarding P-1's <sub>(FP)</sub> ability to occupy the principal's post. With a deep sigh he replied:

*Eh! Neither of them got the post. The Department of Education's panellists appointed this lady whom we all feel was imposed on us. I have done an investigation regarding her educational background, and school management background. I have found out that she had never served in any management position, except that she was an active member of a particular union. In short, just because of her union affiliation with only seven years of experience, the department appointed her to be the principal of our school. It is an insult to us as the SGB members and the community as a whole.*

Teacher - union had different histories of becoming SGB members. Table 5.1 shows that there are three teacher-unions at Flower Primary school. When I interviewed them individually, they stated different reasons for their presence in the partnership. SS - 1<sub>(FP)</sub> reported that the stance of his union encourages internal promotion for all posts. His response was in line with CP-1's belief. This was how he expressed the union's vision:

*I have been representing teachers at this school for many years. We always had a record of understanding with school governing body members and a positive working relationship since the inception of the school governing bodies. Furthermore, whenever there is a vacancy, as union we encourage a candidate from this school to get that promotion.*

SS - 2<sub>(FP)</sub> pointed out that he did not get full recognition from other partners, especially from the SGBs. This was how he shared his disappointment:

*I am part of this governing body because our union members encouraged me to do so. But there are some challenges of being undermined in this partnership. I think the reason is because we are the minority. We experienced this rejection with the previous governing bodies and it is the same thing with the current governing body.*

In a similar vein, SS - 3<sub>(FP)</sub> reported that his history of joining school partnership was to transform and democratise the school:

*I joined this school through redeployment because I was in access at my previous school. Before I even arrived at this school, my union regional officials informed me*

*that previous SGB members favoured certain union. I campaigned and recruited many members who eventually voted me onto the governing body. The purpose was to transform and democratise the school, holistically.*

The responses suggest that P-1<sub>(FP)</sub> experienced rejection because of the three reasons. Firstly, the absence of the school governing body members, especially the SGB chairperson CP-1<sub>(FP)</sub>. Secondly, the questions from certain staff members and a teacher-union site steward stating that he was not going to take orders from the newly appointed principal. Thirdly SS-1 undoubtedly stated that as union there always encouraged internal promotion. This statement itself indicates that majority of partners (CP-1 and SS-1) in the partnership never accepted her. Though SS-2 and SS-3 were in agreement that there were injustices, seemingly SS-2 was powerless. SS-3 was still new trying to fortify his union. The responses from all participants suggest that FP comprised of stakeholders who did not trust each other. Most of them seemed to have joined school partnership with preconceived notions.

Furthermore, participants' histories at FP were characterised by sour and negative reception. Seemingly, this poor reception was worsened by principal's post which became the bone of contention. The SGB members never accepted P-1<sub>(FP)</sub> because she was not the principal of their choice. This is consistent with what Skhosana (2014) found in his study. He reported that it becomes very hard for a principal to be accepted by the SGB members, if he she was not their choice. Seemingly SGB parent members were good at rejecting fellow partners. SS-2<sub>(FP)</sub> felt the same rejection experienced by CP-1<sub>(FP)</sub>. Even outsiders were fully aware of this rejection of other members. That was why SS-3<sub>(FP)</sub> union regional officials informed him about what was happening at the school. I view this form of rejection as anti-democracy and hinders transformation. I fully commend SS-3<sub>(FP)</sub> objective to campaign and recruit more members for the purpose of transforming and democratising the school. Hence, histories of participants to their partnerships show that they were full of hidden agendas.

The history of participants from TP to partnership was the opposite of FP. Seemingly they started on a positive note. The participants expressed happiness, harmony, peace and stability. In sharing his history, P-2<sub>(TP)</sub> responded that he had a very positive reception from other partners, especially, CP-2<sub>(TP)</sub>. According to P-2<sub>(TP)</sub> an adopted stance was to promote local community staff. He reported that CP-2<sub>(TP)</sub> embraced and promoted him though he was not part of the community. In his response he vowed that he would remain loyal to CP-2<sub>(TP)</sub>: Further P-1<sub>(TP)</sub> expressed how CP-2<sub>(TP)</sub> gained dignity, loyalty and authority above other partners.

*Our school is a product of our school governing body chairperson initiative. He has been the SGB chairperson for more than twelve years. I am one of the teachers who started this school. Apart from being the SGB chairperson, he is always the chairperson of the Interview Committee. He always has a final say in everything happening here at school. He recommended me to be appointed as the school principal. I am the only one who is not from this community. In fact, all staff members, including secretaries and caretakers are from this community. He recommended all staff employment. Hence, all staff members including myself owe our allegiance to him. I personally try by all means to keep him happy.*

P-2's response seemed not to be an exaggeration because CP-2 (TP) himself, though I interviewed them separately, corroborated what P-2 (TP) had said. He explained:

*I want what is best for this community. I worked very hard approaching community members to contribute for us to build this school. In all previous governing body elections I had been elected unopposed as chairperson since 1996. I recommended appointments of all staff members present at this school.*

In his response I noticed that he put more emphasis on "I" than "We". On probing as to why he did not give other parents a chance to be SGB chairperson, he responded as follows:

*I do not think parents are keen to be the Chairperson. I assume that some parents find it very difficult to work with other stakeholders such as principal and teacher unions. Whereas I am not scared of anyone. Furthermore, I do not think our parents are ready, especially as our school received three redeployed teachers. They are very defiant and challenging. The principal and teacher-union representatives may be well educated but their education does not intimidate me. Though I was instrumental in the building of this school, I am prepared to work amicably with other partners.*

CP-2's response reminded me of the South African School Act of 1996. In this Act it is stipulated that anyone can be a partner in the school partnership, regardless of his or her qualification. CP-2's achievements (TP) speak for themselves. Even his fellow partners attested to his belief of peaceful partnership. The idea to build and work with community members, suggests that he valued other partners. Furthermore, I noticed that he was someone who tried by all means to win the support of other fellow partners. One of his staunch supporter was P-1 (TP). When I interviewed teacher - union site steward SS-4(TP), he reported that the principal played a role in him being elected as site steward. He explained:

*Our principal nominated me at the union site steward meeting to be a site steward. Though I was not keen, as my senior, I heeded his call.*

The principal's persuasion and nomination of SS-4 (TP) by the school principal may be viewed as strategy to have teacher-union site steward on his side. He also expressed that he had no interest to be a teacher-union site steward. But his father who worked closely with the CP-2 (TP) persuaded him to do so. This implies that P-2 (TP) and CP-2 (TP) made all efforts to make sure that they were in power. CP-2 did not have any challenge from P-2 because he recommended his employment. Both SS-A and SS-B as reported above, could not challenge the principal and SGB chairperson. The reason also stated by these teacher-union site stewards was that it was because CP-2 TP did them a favour by recommending their employment.

If all staff members owed allegiance to CP-2 (TP) just because he recommended their employment, and he also had the "final say in everything", it means decision-making in this partnership revolved around CP-2 (TP). Msila (2012) asserts that if school partnership is to be a success, it should start on a clean slate. He argues that school partnership should not be based on favours. Ideally, it should comprise of partners who have vision and passion for the school and be prepared to work voluntarily without expecting any benefit.

P-2 (TP) and teacher-union site stewards seemingly were not doing justice to their roles. This is because SASA (1996) stipulates that all partners in the school need to play an active role. P-2 (TP) was so timid to an extent that even when CP-2 (TP) did the wrong things, he was scared to tell him, because he always had the final say. Both P-2 (TP) and teacher - unions SS-A (TP) and SS-5 (TP) needed to fulfil their responsibilities in the school partnership without keep on thinking that CP-2 (TP) recommended their appointments.

An overall picture that seemed to characterise Thando Primary school was that all members depended on P-1(TP) for the school to function. CP-2 (TP) was presented as someone whom other stakeholders were fearful of. With this fear or over-respect of CP-2 seemingly P-1 and teacher - union site stewards failed their duties and their constituencies. The question arises is where was the principal who according to the SASA (1996) has a responsibility to train other SGB members regarding their roles and responsibilities? The answer is "unfortunately, the principal himself admitted that he could not dare to question the chairperson". Therefore, seemingly to all intents and purposes there was no functional and effective partnership idealised by South African democratic government at TP. Though other partners expressed their loyalty to CP-2 (TP), I perceive this allegiance as being captured. This was because school principal and teacher



- union leaders were unable to fulfil their constituencies' mandate. Hence, part of their history to join partnership was seemingly to appease CP-2 (TP).

With regard to Rock Primary school, P-3 (RP) was also received with open arms by all partners. P-3 (RP) shared his story as follows:

*I joined Rock Primary school in 2012. I came from outside the area. The educational circuit manager introduced me to both school governing body members (all parent component and staff members). Both structures received me warmly. Immediately, I invited all the SGB members, and had a lovely discussion, including projects that were in the pipeline.*

CP-3 (RP) just like CP-1 and CP-2 (RP) was adamant that he became SGB member and Chairperson because he had ulterior motives. This was how he disclosed it:

*I heard that there was a by-election at my child's school. I viewed that as an opportunity to become a governing body member. The reason for this eagerness was to position myself favourably to grasp any opportunities should they arise. I therefore, campaigned and parents elected me. I am the new chairperson of the school governing body.*

With regard to positioning himself for job opportunity, CP-3 (RP) elaborated:

*I am an educator, and my school is an hour and half away. My wife is newly qualified, and she has been unemployed for seven months, yet the school is next to my house. It is full of educators who are coming from other areas.*

CP-3's appeared to be someone who seemed to join the school in order to benefit himself and his family. I was a bit taken aback by his response when he openly stated that he was positioning himself for job opportunities. Furthermore, his open expression to benefit his wife and himself raised some question marks regarding his leadership and morality. His intentions and reasons to join partnerships portrayed a picture of a leader who was not concerned about parents and community members but for himself and his family.

SS - 6 (RP) reported how he suffered from rejection when he joined the school partnership. He further added how he had to work very hard for his union to be recognised as a legitimate structure. He explained:

*I came to this school as a Departmental Head. Educators elected me to serve as site steward. Initially, I was not accepted because I belong to a union that was never part*

*of the school governing body. But most new staff members gradually joined my union and that was how we established ourselves.*

SS-6 (RP) invoked some memories about CP- 3 (RP) who expressed his concern over educators who came from outside while his wife was not working. Therefore, SS-6's (RP) response suggests that he was not accepted because he belonged to a union which was never part of the school, did not come as a surprise. He praised himself that most members joined his newly introduced union.

He elaborated regarding how he instilled partnership principles and transformation among staff members. He explained:

*I encouraged unity and partnership amongst teacher - unions regardless of members' affiliation. I further instilled the ideas of democracy and transformation. I kept on reminding teachers that it is our right to be part of the SGB partnership. Furthermore, we have to ensure that we are not being undermined.*

These changes brought about by SS-6 (RP) point to what needed in the education fraternity. SASA (1996) itself encourages harmonious relationships between partners. CP-3's reasoning for joining the SGB partnership was a cause for concern. His focus was on his unemployed wife whom he wanted be employed by the school. Tshabalala (2013) asserts that one of the reasons for ineffectiveness of school partnership is when SGB chairpersons appoint their relatives and friends.

At TH school principal P-4 (TH) reported that she joined this school when there was internal politics over a principal post. P- 4 (TH) had this to say:

*I joined Tholimfundo High school in 2017. I was told that our deputy principal who is also one of the site steward of a particular union, tried to bribe SGB members. This bribery was to ensure that they recommend him as principal. I was informed that some members accepted the bribe and some did not. Those who did not accept it, reported him to the Department of Education instead. The Department of Education officials instructed him to either withdraw his application or face prosecution. He eventually withdrew his application.*

Upon further probing regarding reception from SGB partners, P-4 (TH) responded that apart from SS-7's (TH) negative attitude, all members received her with a warm welcome. She explained:

*The school governing body members received me with open arms. The SGB chairperson availed himself and insisted that whenever I needed help he was available to assist where he could. With regard to staff members, they also expressed their happiness in having me as school principal. I received full support from all staff members except the deputy principal. The only person who gave me a challenge was this deputy principal.*

P-4 (TH) further elaborated on how SS-7 (TH) instigated others to get rid of her. She explained:

*Within a few weeks of my assumption of duty, the situation was very tense. As time went by, I was told that he was leading a campaign to have me removed from school. He apparently pressurised SGB members to go to the Department of Education to question my appointment. The educational Circuit Manager had to intervene to rectify the situation. He told all SGB members that nothing was going to change because an Interview Committee made a recommendation and the Department of Education officially appointed me as the school principal.*

*This deputy principal is still aggrieved. In fact, he is not only the deputy principal, he is also the teacher - union site steward. He has been serving at the school for more than 25 years. As a result, he has a mentality of indirectly saying "I am the one who is supposed to be a principal. He acts in a way that says "although you are in charge I make the decisions". He always comments that I am his daughter`s age. Furthermore, being a female, he has the tendency of wanting to tell me what to do and how to do it, which I do not appreciate and accept.*

It seemed that it was not easy for P-4 (TH) to work with this deputy principal who previously enjoyed all powers. But what is good is that there were also members who served as SGB partners without any intention to benefit themselves. The SGB chairperson was one them who joined the school partnership for a good cause. CP-4 (TH) reported that he had a long history with the school. As a token of appreciation, he felt that it was high time for him to serve as SGB member: He reported as follows:

*My first four children completed their Grade 12 at this school. I am a known parent. The previous principal begged me to be part of the school governing body. To give back to the community, I agreed. In fact, as a unionist, I enjoy working with other stakeholders.*

It was good to hear that P-4 (TH) too, expressed her appreciation for the support she was receiving from CP-4 (TH). The support from CP-4 (TH) was seemingly based on appreciation for what the school had done for his children. This was a good start for them as partners. But what about site stewards, especially SS-7 (TH) whom P-4 (TH) felt was not happy about her appointment? SS-7 (TH) was very frank and expressed his unhappiness and found it difficult to accept P-4 (TH) as his principal. He explained:

*I have been working at this school for several years. Whenever, there is an opportunity to be a principal, there is always something that is put in place to prevent me from applying. This is unfair, my service is not being appreciated at this school. I was hoping to be appointed, but instead, I was accused of corruption. Unfortunately, an outsider was appointed.*

Upon deeper probing as to why he was not considered for the appointment, SS-7 openly stated that at the time of interviews he was a disgruntled man who opted to be non-co-operative. He reported:

*I think with my vast experience, previous principals were intimidated. They were the principals, but I called the shots. It went to such an extent that some of the previous SGB members ganged up on me, accusing me of trying to bribe them. The current SGB chairperson was one of them. He never likes me. I have now taken a stance that I am going to concentrate on union matters to fight back, rather on management and school governing body. I have nothing to gain from the school. Although, I am a deputy principal but I am not prepared to render my support to neither the SGB nor the principal.*

This response sounded as if it was coming from an aggrieved partner. The question arises as to how it was possible for SGB partners at Tholimfundo to function progressively if SS-7 (TH) was so angry. With SS-7's statement that CP-4 (TH) "never liked him", reference to P-4 (TH) as "an outsider" and his decision not to render any support appears that his aim was to see this partnership being ineffective and dysfunctional. SS-7's stance signified antagonism to P-4 (TH) and CP-4 (TH). Seemingly, this was another partnership where partners' histories show that not all members strove for partnership to be effective. But it was good to hear that CP-4 (TH) received P-4 (TH) with warm welcome and always supported her, unconditionally. Unlike Mountain High school where the situation was totally different.

P-5 (MH) reported as to how he was thrown into the deep end when he joined the school partnership. Furthermore, he revealed how numerous accusations were levelled against him. He reported as follows:

*I joined this school as deputy principal in 2011. After two weeks of my assumption of duty, our principal resigned. Her resignation came as a shock to SGB members, staff and myself because I was eager to learn from her. Both SGB members and some staff members blamed me for her resignation. Regardless of their perception of my presence, as the next person in charge, the educational Circuit Manager appointed me to act as school principal. Unfortunately, I had to work with people who did not want to work with me, because of their accusations levelled at me.*

P-5 (MH) was another school principal who joined a partnership, replacing his predecessor under a cloud, because existing partners, instead of embracing him, accused him of being the cause of his predecessor's resignation.

The term of office for SGB members who did not receive P-5 MH with warm welcome expired. The new SGB chairperson CP-5 (MH) expressed her willingness to work with P-5 (MH). She explained:

*I am new at the school. The principal received me with warm welcome. I came to parents' meeting never thinking that I would be nominated to serve as SGB member. I am not even in the education profession but I am prepared to learn from the principal.*

CP-5 (MH) elaborated as to why she mentioned the principal as the one whom she was prepared to learn from. This was what she had to say:

*As I have indicated I am new at this partnership. The other SGB members are also new. The previous SGB members, though they still have children at our school, refused to be part of the SGB. They did not attend the previous SGB election, even when we tried to persuade them to be voted in absentia, but they refused. It is like blind leading the blind.*

CP-5's (MH) acknowledgement that training when necessary shows that this was a leader who was prepared to learn from other members. All these newly elected SGB members meant that P-5 (MH), as the departmental ex-officio, had a responsibility to see to it that all SGB members had sufficient training to prepare themselves to function effectively. When I interviewed teacher-union site stewards (SS-10, SS-11 and SS-12) it emerged that all of them had experiences as SGB members (see Table 5.1). SS-10 shared her history of joining the SGB.

She further expressed appreciation of P-5's democratic principles that he instilled on all SGB members. Moreover, she availed herself to offer training to SGB members if required to do so. She explained as follows:

*I have been part of the SGB for four years. I worked well with the previous SGB and principal. What I can say about the current principal is that I have noticed that he is very democratic. He encourages teamwork and team - spirit. His approach encourages us to participate in decision-making. I understand that most of parent component members are SGB members for the first time. I therefore, am prepared to assist the principal in developing SGB members.*

SS-10's (MH) willingness to also offer some training to SGB members indicates that members in this partnership believed in teamwork. SS-11 (MH) had a similar feeling with SS-10 (MH) that P-5 (MH) was a partner who welcomed all teacher-unions and gave them same treatment. He reported:

*Our principal is a true democrat. It is unfortunate that some previous SGB members especially, parents did not to accept him. I worked under the previous SGB structure where union leaders we were not afforded an opportunity to function freely. It was only one union, which the previous principal was a part of that was regarded as official union.*

These responses from the above-mentioned participants brought an understanding that it is of great importance to highlight participants' relevant histories. It was through data from the preliminary question which illuminated that there were underlying dynamics characterising the school partnership.

Further, responses from the participants created a picture that school partnership was not the one idealised in the South African School Act (1996). As I reported Chapter One, some of the reason for introducing this Act was to encourage school partnership. It is emphasised in the SASA that to attain such harmonious partnership, partners have a responsibility to promote democratic and transformational principles. Bass (1997) points out that participation, openness, trust, teamwork, transparency, co-operation, honesty, are some of the features of democracy and transformation. What I learnt from most of the participants' histories was the opposite. Participation of partners varied. Some partners were denied that opportunity to participate because their fellow partners rejected them from the onset. The second group participated in this partnership to benefit themselves and their families. This group of participants was the one

who perpetuated rejection. They did not regard other members as valued partners. They undermined other members. They even went to an extent that they encouraged division amongst members. Furthermore, they were full of hidden agendas. To ensure that their dream was realised, some even went to the extent of instigating parents and conducted secret investigations to find faults on their fellow partners. In short, this was the type of participants who did not receive other fellow partners with open arms. Hence, there was no openness, not trust, no co-operation and teamwork.

The third group was made of participants who relied from other partners to perform their duties. Though this situation may be seen promotion of teamwork and co-operation, but these partners failed to understand roles and responsibilities. This type of participants came from all three sectors of partners. What I noticed with these partners was that they were received with a warm welcome. But it was noted that who actually showed loyalty to certain individuals. The question I had with these partners was that though there were no issues, they were not honest to themselves and their constituencies about service delivery.

According to Wilson (2018), history determines the future. With the view that partners' histories, I was therefore eager to find out if these types of welcoming to partnership prevailed or not. To obtain this knowledge, I sought the level of participants' understanding of working together.

#### **5.4 What were participants' understandings of working together?**

This section speaks directly to the first part of question one which is about the understanding of partnership (see 5.1) P-1(FP) reported that her role was to be a unifying figure and also to promote teamwork: She clarified.

*As school principal and the departmental representative, I have a responsibility to promote harmonious relationship with other stakeholders such as SGB members and teachers, especially their leaders such as the school governing body chairperson and site stewards respectively. I am managing a school in a community. The same community which entrusts us with their children. We provide education to their children. Hence, for this school to function effectively, I value the contributions of all these stakeholders.*

P-1(FP) further emphasised the importance of roles and responsibilities. She elaborated:

*In short, SGB chairperson and his SGB members are responsible for governance matters. Teacher-union site stewards take care of educators' welfare. Personally, I deal with the professional management of our school.*

In addition P-1<sub>(FP)</sub> reported about the type of treatment she received from the SGB chairperson which she perceived as totally different from her understanding of working together with others as partners: She explained

*It is very difficult to work with our SGB chairperson. He always has this mentality of being a lawyer. He thinks that just because he is a lawyer he knows everything. He excludes me and the teacher-union site steward in several things. Instead, he works closely with the secretary and finance officer who are not even part of the school governing body.*

P-1<sub>(FP)</sub> seemed to show that she understood the basics of how to work with other partners. It is likely that her leadership experience and involvement in working with other stakeholders together as union representative could have helped her. Furthermore, the qualifications she possessed, perhaps contributed to this basic understanding of working with other partners (See Table 5.1).

Despite P-1's<sub>(FP)</sub> unhappiness, CP-1<sub>(FP)</sub> proudly emphasised that he became an official SGB member by popular demand. He reported as follows:

*It is a first time for me to be officially nominated as SGB chairperson. Previously, I used to voluntarily offer legal assistance to the previous school SGB members, especially when there were issues with the Department of Education. I offered this assistance because I understand that community members have a responsibility to contribute to schools. Hence my legal knowledge gives me more power. Even the South African Schools Act, insists that parents in the SGB have more power than the school principals, teacher representatives and non-teaching staff. Therefore, all decisions revolve around the SGB chairperson and other school governing body members (parent component) he / she leads.*

CP-1's<sub>(FP)</sub> response seemed to be more about having power. Unlike P-1<sub>(FP)</sub> who stressed the importance of teamwork. I was taken aback by seemingly disregard of CP-1's<sub>(FP)</sub> other partners' role. On the other hand, site stewards expressed commendation of P-1's<sub>(FP)</sub> understanding of partnership. Reporting on behalf of these three unions, SS-2<sub>(FP)</sub> said:



*It is the first time in history for us as unions here at school to be treated with respect and as valuable partners. Our previous principals did not acknowledge us as important partners. Anything to do with unions, especially the ones they did not belong to, was like a big animal. We were never allowed to democratically voice our opinions. Our current principal is very different from her predecessors. She recognises us. Having her at our school is a blessing. This is a victory to us. The only person who still has a problem is our school governing body chairperson. We wanted to take him to task, because he has no respect for us as site stewards.*

SS -3 (FP) echoed the same sentiments that prior to the arrival of P-1 (FP), teacher unions were not treated equally. SS-3 (FP) further acknowledged and appreciated teamwork stressed by P-1 (FP). He reported:

*My main role is to protect the interests of members who belong to my union. They had been silenced at this school for years. Their rights were violated and they were not recognised by previous school principals and SGB members. I am prepared to work collaboratively with the current school principal. She belongs to our union which made it easier for us to deliberate about this objective.*

It appears that all teacher unions expressed their appreciation of working with the school principal, P-1 (FP). What was more inspiring was that despite her being rejected when she joined Flower Primary school, her understanding of working together with other partners seemed to yield positive results.

SS-3 (FP) was of the same view that P-1(FP) seemed to have an understanding of working with other partners. SS-2 (FP) echoed a similar sentiments just like SS-3 regarding her understanding of working together with other partners. On the other hand, SS - 1 (FP) expressed his anger about the changes that were taking place at school. He reported:

*Previous school principals, SGB members and our union used to work together peacefully. We never had a situation where union members had to leave school because they attended union meetings. School principals were responsible for appointing staff without any challenge. We never questioned principals and SGB chairperson. But of late our school has changed. Newly employed teachers were given an assumption of duty form together with union form of our union. If the teacher refuses to sign union form, that teacher was never employed to be part of our staff. The problem now is with*

*these educators who are sent by the Department of Education through redeployment. They steal our members and make our school unmanageable.*

SS-1's response was the opposite of what one would expect from the site steward. Seemingly he was anti - change. This suggests that he was also not prepared to work with his fellow site stewards to fight for educators' liberty.

Mouton (1996) asserts that when a researcher is conducting an interview, sometimes it helps to allow a respondent to express his or her inner feeling about a research question. According to this scholar such response may initially not be seen as a direct answer of the question, but the important part is that the researcher understands the participants' stance. On the basis of SS - 1's response though he was a site steward, he did not seem to understand the objective of introducing the Labour Relations Act of 1995. According to the LRA of 1995, one of the requirement for site steward is to protect the interest of workers. Whereas based on SS - 1's response it appeared that he was praising the previous SGB and principals, who were oppressing staff.

With regard to CP-2 (FP) I was not surprised to hear that he still had this mentality that other partners were not important in decision - making process. P-1 (FP) and SS-2 (FP) attested to this exclusion perpetuated by CP-1(FP). Unfortunately, the SGB chairperson was seemingly the mastermind of promoting this rejection and exclusion of certain members. The worst part was when union sites showed division. Hence, other partners' opinions were suppressed openly.

Regarding TP, the participants' responses showed that there is an atmosphere of teamwork. This did not come as a surprise because it emerged at the participants' histories that they were all received with warm welcome to school partnership (see 5.4). The happiness that prevailed at Thando Primary school was seemingly based on favouritism. It was not based on participants' understanding of working together as partners. P-2 (TP) responded on his understanding of working together as partners around one partner CP-2 who recommended his appointment. CP-2 (TP) explained:

*I am very happy to work with our school governing body chairperson. He recommended our appointments as staff members to the Department of Education. He is a very powerful and influential man from the community. I always try by all means not to be in conflict with him. I do not oppose him.*

In expressing a similar view, SGB chairperson (CP-2) instead of answering the question about understanding of working together with partners, boasted about being a final decision - maker:

*We are part of this community. We know what is best for our community. We as parents are a majority in the school governing body. Therefore, all final decisions have to come from us, especially from me as the chairperson.*

On probing as to why specifically from him? CP-2 (TP) bragged and was vocal about power he possessed over others. This was how he explained:

*Thando Primary school is my product. It would not have been built if it was not my initiative. As I stated in the previous question, everything pertaining to appointment of all staff members, including the current school principal revolved around me. We have a record of understanding with staff. They know very well that I am the founder of this school. Therefore, what I say is always done accordingly.*

Teacher-union site stewards SS-4 (TP) and SS-5 (TP) concurred with P-2 (TP) that they had no say in appointment matters. In approving and condoning the power CP-3 (TP) had, SS-4 (TP) reported:

*It is a blessing to have our school governing body chairperson here at school. Whenever there is a vacancy at our school he makes sure that it is filled in by a community member. Our school principal is the only person from outside this area. He has a final say in all matters involving school governing body.*

The reports by P-2 (RP), SS-4 (TP) and SS-5 (TP) at TP suggest that school governing body chairperson at this school enjoyed more power than other partners. Seemingly the other participants at TP did not dare to challenge CP-2 (TP).

It is noted that partners at TP praised CP-2 (TP) as the champion of the community. But it may be argued that CP-2 (TP) also lacked an understanding of working together with others as partners. His insistence of being a final decision-maker may be viewed as violation of the Labour Relations Act (1995), the South African Schools Act (1996) and the Employment Equity Act (1998).

In this regard, P-2 (TP) and teacher - union site stewards seemingly contributed to this lack of understanding. They themselves failed to understand their legitimate and democratic duties of managing school and taking care of educators` welfare respectively. Instead of assisting him

to understand his roles and responsibilities, they were only concerned about viewing him as a hero who appointed them.

At RP it was the different case. P-3 (RP) encountered some challenges from his fellow partners. Despite all these challenges, he emerged as a leader who was knowledgeable of working with others as partners. P-3 (RP) shared his understanding of working with others as follows:

*The introduction of school governing body was to promote harmonious relationship between school principals, parents and teachers. The role of school principal is to ensure that there is a good professional management of the school. Parents serve in the school governing body - taking care of school governance. Teacher unions have responsibility to protect their members. Though these group have different tasks but they have a responsibilities to promote unity, cohesion, teamwork and democracy.*

Though P-3 (RP) had these partnership principles, the CP-3`s understanding of working together with partners revolved around his power, the pretext of being champion of the community and intimidation. CP-3 explained with threatening voice:

*I am always willing and prepared to work with the school principal and teacher- union site stewards as partners. But they need to understand that as parent component we are the majority in the school governing body. Therefore, we have more power to make decisions. Furthermore, this is our school, hence the community must benefit from the school, regarding job opportunities. If the principal and unions disagree with this notion, it would be a declaration of war.*

I sought what he meant by “the declaration of war”? He did not beat about the bush. He expressed his ulterior motive:

*I mean it, if there are job opportunities such as building, tenders, jobs for support staff, teacher vacancies, promotions, etcetera, community members have to be given first priorities. Harmonious working relationship would only be possible if other partners meet these requirements.*

This response from CP- 3 (RP) seemed to be of monetary gains on his part. He did not even mention the core reason that their children received quality education. He sounded like a warlord especially when he stated that if the principal and teacher-unions did not agree with his terms and conditions “it would be a declaration of war”. According to the South African School Act of 1996, the main reason for the establishment of school governing bodies is to

foster and encourage partnership among stakeholders, not job reservation for community members. His response further shows lack of understanding of regulations regarding tender procedures, recommendation of teachers' appointments (where the process requires that there should be an advertisement, shortlisting, interviews and recommendation of candidate to the Department of Education). The way CP-3 (RP) responded raised some question marks, because as a leader of the constituency which makes the final decision as he claimed above, he himself should have been more knowledgeable of processes involved. Msila (2014), Skhosana (2014) and Khuzwayo (2007) in one of their findings assert that SGB chairpersons deviate from the core responsibility but focus on aspects that enrich their friends and relatives.

This concept of ensuring that local community benefits from school also emerged when I interviewed the school governing body chairpersons of FP and TP as stated above. This suggests that school principals (who have a responsibility to adhere to the Constitution, SASA, Labour Relations Act, Employment Equity Act), and teacher unions (who have a responsibility to protect their members regardless of their geographical location) experienced some challenges in working with some SGB chairpersons of these schools. What was more concerning about these SGB chairpersons was that their understanding of partnership was that principals and teacher-union site stewards had to lean on them in terms of decision-making.

The teacher-union site steward SS-6 (RP) expressed understanding of partnership in a way that emphasised the importance of teamwork and support. He explained in the following fashion:

*As a union at the school, we have a responsibility to ensure that there is fair labour practice to all employees, as per requirement of the Labour Relations Act (1996). But we are also expected to see to it that we strive for harmonious relationship with the principal and SGB members. I am prepared to support other fellow partners for the benefit of our school.*

SS-6's (RP) response suggests that he was someone who believed in team work.

At Tholimfundo High school, P-4 (TH) did not directly answer the question about her understanding of working together with other partners. Instead she expressed her admiration of CP-4's knowledge of partnership. It was from this explanation that as a researcher I realised that she knew what was expected from a partner.

*We work well with the SGB chairperson. He treats all SGB members equally. We all feel valued and always willing to contribute constructively at our SGB meetings. Our*

*SGB chairperson works tirelessly to promote partnership. He knows his roles and responsibilities. Though sometimes our teacher-union site steward (the one who was instructed by the departmental officials to withdraw his application due to the alleged bribery attempts) challenges him unnecessarily. Our SGB chairperson is very brave, he does not take that personally. Instead he always preaches unity, cohesion and teamwork amongst SGB members.*

Mouton (1996) posits that it is important for a researcher not to be disappointed when he or she does not get the direct answer. This creates opportunity to reveal underlying motives which assists in getting rich data. But she further insists that the researcher can make a follow - up to be sure that he/she understood the participant well. I therefore made a follow-up question as to what exactly was done by CP-4 (TH). P-4 (TH) responded stating that CP-4's (TH) promote democracy and transformation among the SGB partnership. She emphasises:

*All what our SGB chairperson encourages us to do is what I also understand that SGB members should promote in their partnership. What I can add is the importance of trust, honesty and respect.*

CP-4 (TH) responded directly about his understanding working with other partners. He highlighted what P-4 (TH) also mentioned. But he went further to dwell on the importance of knowing roles and responsibilities, avoidance of conflict and emphasising the democratic principles. He explained:

*My role is to promote positive working relationship with school principal and teacher-union site stewards. I used to be a shop steward myself. I know very well how important it is to work with other stakeholders harmoniously. As school governing body chairperson one of my duties is to support the principal in his professional management of the school. That is his area. My role and other parent component members is to deal with school governance. Whereas teacher-union site stewards just like shop stewards in the industries protect workers welfare. The only thing that would sustain this partnership is to know our roles and responsibilities, otherwise, we would end up having unnecessary disputes. But most importantly, is to respect, communicate, recognise, value and trust each other as valuable partners.*

CP-4's response was totally different from the SGB chairpersons of Flower and Rock primary schools who actually understood partnership as about SGB having final say. To make sure that

I understood him correctly, I asked CP-4 (TH) to elaborate. In his elaboration, he highlighted some important points covered in the South African Schools Act (1996).

*My understanding of partnership is that there should not be any group that would be dominant over the other by having a final decision. Partnership should be based on mutual understanding, respect and support. To sustain such partnership stakeholders should know their roles and responsibilities. This would avoid stepping over others` territories. There is no need for us to be confused, the South African Schools Act of 1996 stipulates clearly that school management is the responsibility of the school principal. Whereas school governing body-parent component deal with school governance and also provide full support to the principal. Teacher unions have a responsibility to ensure that matters affecting teachers are addressed amicably with the school management. In fact, although these members have diverse responsibilities, they have full responsibility to work collaboratively so that there would be a sustainable partnership.*

CP-4 (TH) seemed to show an understanding of working with others in a partnership. What was more inspiring was to hear someone possessing only Grade twelve educational level, yet having an insight of what was expected of his partners and himself. It is possible that his previous involvement with labour unions might have equipped him in understanding that success in partnership is a two-way process (see section 5.3).

The knowledge of the CP-4 (TH) in working with other stakeholders, without educational diplomas and degrees endorses SASA`s (1996) requirement and Christie`s (2011) argument that parents do not have to possess a qualification in order to play a meaningful role in school partnership. It was also very inspiring to see such a leader without post matric qualification seemingly promoting democratic principles and transformational leadership qualities.

P-5 (MH) was the only school principal who indicated the importance of conducting workshops to develop fellow partners. This response came as I sought to find out about his understanding of working together with other partners: He responded:

*As school principal, representing the Department of Education in the SGB, my role is to ensure that all SGB members know what is expected of them. The South African School Act of 1996, requires me to workshop newly elected SGB members. We all need to know our roles and responsibilities. My main role is to make sure that parents are capacitated to deal with school governance. Teacher representatives take care of*

*teachers' welfare. As a union member myself I have a responsibility to avail myself regarding training for union's matters. But most importantly is to treat each other with respect. We all have a responsibility to work as a team and to support each other. If we know our roles and responsibilities we shall work together harmoniously.*

P-5 (MH) further expressed his appreciation of CP-5's initiative to become the SGB chairperson. But P-5 (MH) made a vow to work with CP-5 (MH) collaboratively. This was what he said:

*Our school governing body chairperson had no intention to become the SGB member. We appealed from her to be part of it. A very few parents attended a meeting. Out of six parents' representatives only four of them were elected voluntarily. We humbly requested the chairperson and other member to accept nomination. There is a lot of work to be done to capacitate our SGB members (both parent and teacher component). But what is good is that all SGB members are very keen to learn, which will enhance their understanding of working with other partners.*

P-5's (MH) was committed to train SGB members suggests that he believed in empowerment and teamwork. This seems to show that he wanted to be surrounded by members who would function effectively. This also shows support to fellow partners, especially when the SGB chairperson admitted that she knew nothing about the roles and responsibilities of SGB chairperson.

CP-5 (MH) was very frank that she required more knowledge to understand about what was expected of her. Moreover, CP-5 (MH) showed keenness to accept the support and guidance from P-5 (MH). This was a symbol of trust which is one of the democratic principles.

*To be honest, it is the first time for me to serve as school governing body member and also a SGB chairperson. During the SGB election we were only nineteen as parents. Parent nominated and seconded me to be a member. I tried to refuse but they begged me. To my surprise and shock, same thing happened at our first SGB meeting, I was nominated and elected to the SGB chairperson position. But I am prepared to learn and be guided by the principal.*

In addition to P-5's (MH) explanation of his role, teacher-union site stewards (SS-10, SS-11 and SS-12) of MH appraised P-5 (MH) of working very hard to encourage partnership. But there was a similar disapproval of the SGB chairperson for heavily relying on P-5 (MH) to perform her duty.



Despite site stewards' disapproval of CP-5 (MH) her admittance of having insufficient understanding and her eagerness to learn from other stakeholders such as P-5 (MH) showed humility and humbleness. CP-5's (MH) willingness to learn was inspiring because it showed that this was the person who was enthusiastic to work with other fellow partners. Unlike, CP-1 (FP) and CP-3 (RP) who were not prepared to work with or learn from the principals. Hence, CP-5 (MH) displayed positive attitude and vision to benefit the school.

The picture that emerged from MH school was that it is important for any parent to be prepared to assist at a child's school. In addition, I also learnt that as a partner, one must always be prepared to learn from fellow partners. It is stipulated in the SASA (1996) that though the Department of Education officials may provide training for SGB members, principals have a responsibility to train members. It seemed as if CP-5's eagerness to learn from the principal may solidify their partnership.

In discussing with the participants regarding their understanding, I noticed that the findings were more or less similar to those that emerged from the participants' histories. Power was still the issue. Some participants were still of the view that being the SGB member entitled them to have more power than others. Unfortunately, leaders who had this mentality prevented other members from exercise their roles and responsibilities. They further treat partners especially, teacher-unions site stewards unequally. This type of treatment perpetuated division. In the previous section, I spoke about high level of rejection to partnership. When I interviewed participants regarding their understanding of partnership, it emerged that some partners did not only suffer from rejection but they were totally excluded from partnerships. Instead of being active and equal partners they were treated like observers. Their ideas and opinions were suppressed. This was how some participants expressed their understandings of working with others. Furthermore, some partners understood partnership as a method of benefitting them and their family members. Partners with this mentality fought tooth and nail to realise this dream. To achieve their objective they even created fear and threats to those who seemed to be the obstacles in their ways. The second group consisted of partners who benefitted through other members in these partnerships. These participants spent most of their time in school partnerships appeasing those who made favours for them.

The third group comprised of partners who understood partnerships as the way to promote knowledge of roles and responsibilities. They all pointed out that all members should respect other partners' territory. These participants further insisted that there should not be any partner

group that would be dominant over the other. There should be a mutual understanding. They expressed that partnerships should be based on democracy and transformation. They emphasised trust, transparency, honesty, openness, co-operation, participation, teamwork, and constant trainings.

Drawing from partners` histories and their understanding of partnership, I noticed that partners comprised of leaders exhibiting two leadership styles. They were those who believe in dictatorships and those who believed in democracy. It was inspiring to observe that those partners who believed in democracy, despite working with members who enforced dictatorships continued preaching the gospel of democracy.

## **5.5 Conclusion**

This chapter shared light on the fact that there are various factors which contribute to the dynamics in school partnership. From the participants` histories to their understanding of partnership, the study reveals that many participants did not fully understand their roles and responsibilities. It was only a few individuals who understood what was expected of them. The chapter brings to our attention that it was not for the few individuals to operate while being surrounded by fellow partners who did not understand the core reason for being members of a partnership. It is in this chapter where most participants stated that they were not received with a warm welcome to school partnerships.

The next chapter is where partners shared their lived-experiences as members of school partnership.

## CHAPTER SIX

### Experiences and enhancement of partnership

#### 6.1 Introduction

This chapter comprises of three sections. The first section speaks directly to the second part of question one, namely partners' experiences of partnership. In this section, participants identified these areas as the bone of contention. Firstly, it was the drawing up of SGB meeting agendas. Secondly, the tendering of building projects. Thirdly, the staff employment, and lastly, the SGB s' position on payment of school fees. The second section is from partners regarding enhancement of partnerships. The third section is about partners' commitment to school partnerships. Hence, I hereafter discuss factors located in the first section.

##### *6.1.1. Drawing up agendas for school governing body meetings*

When I asked the partners to share their experiences regarding partnership, most of them stated frankly that drawing up agendas for SGB meetings was a big issue. I thereafter sought clarity from all participants as to how the drawing up of agendas for SGB meetings became the bone of contention? Participants expressed varied experiences. Participants at FP were at loggerheads over the drawing up agendas for SGB meetings. P-1<sub>(FP)</sub> reported:

*My SGB chairperson and I do not sit down to plan and discuss an agenda for school governing body meetings. I have spoken to him several times that according to SASA it is important for us to agree on items to be discussed at any school governing body meeting. But our SGB chairperson always emphasises that any agenda pertaining to SGB meeting is his prerogative.*

Asking CP-1<sub>(FP)</sub> as to what was the procedure regarding drawing up of the SGB agenda, he affirmed P-1's <sub>(FP)</sub> statement:

*I am in charge of any aspect that has to do with school governing body meetings. I have no obligation to get the principal or site stewards' approval. When principal has meetings with teachers, as well as site stewards with their members, I have never been part in the drawing of their agenda.*

CP-1's <sub>(FP)</sub> response seemed to be like perpetuation of rejection, and exclusion of other partners. The CP-1's <sub>(FP)</sub> unwillingness to work collaboratively with P-1 <sub>(FP)</sub> raised questions about his

notion of democracy and compliance with SASA (1996). In the same vein, SS-2 (FP) was of the same view just like P-1 (FP) about not being involved in drawing up of the agenda. SS-2 (FP) reported as to how in the process of drawing up the agenda other site stewards suffered from exclusion.

*We are two site stewards here representing our unions, but our SGB chairperson does not treat us equally. He does not issue agenda of meetings prior. I only know about it for the first time when we have a meeting. We are part of the structure, but it always happens that there is no item about educators. I only know about the agenda if the other site steward or the school secretary who is not even part of SGB tells me.*

SS-1(FP) attested to SS-2 non-recognition. He explained:

*The SGB chairperson always involved me in the drawing up of the agenda. If the secretary is busy, I am the one who assists with that aspect. But I always notice that when I asked my fellow site steward, he always tells me that he was never consulted. I therefore, make sure that I brief him before we have a meeting.*

It seemed as if CP-2 (FP) as the leader of the SGB did not recognise his fellow leaders from other constituencies as equal partners. If he could discuss the agenda with SS-1(FP) what actually stopped him from sharing it with P-1(FP) and all site stewards? How he succeeded in drawing it alone without discussing it prior with P-1(FP), because there are items which are be presented by the principal. CP-1`s (FP) actions seemed to send a message that he was not prepared to work collaboratively and peacefully with other stakeholders, especially, P-1(FP).

At TP school it was the opposite of FP school. P-2 (TP), CP-2 (TP), and SS-1(FP) expressed wonderful experiences and happiness of working in partnership. Though I interviewed them individually, they all agreed that as leaders they sat, deliberated and drew up the agenda together. SS-1(FP) explained how such deliberations worked:

*When we started working together as partners, our principal workshopped us as governing body members. We learnt about our roles and responsibilities as stipulated in the South African Schools Act. One of our responsibilities is to work together as a team. We then agreed that we as leaders have a responsibility to cascade information to our constituencies. He always insists that we are leaders on site who know exactly what is happening at school.*

SS-3 (FP) expressed a different opinion. He felt that partnership comprised features of one man's show, loyalists and the suppression of independent thinking. He elaborated:

*To be honest, our SGB chairperson involves us in the drawing up of the agenda, though sometimes I feel our presence is just an endorsement of his ideas. Most of the time, agendas are designed to benefit the chairperson. Everything revolves around him. To mention a few, school renovation, feeding scheme, and recommendation of staff. If you try to question him, everybody, especially the majority who was recommended by him, gangs up against you, as if you are a bad person. I am new at this school, and I am always reminded not to bring rotten ideas. There is no freedom of speech in this partnership. It's like we are obligated to appease him.*

SS-3's (FP) response suggests that though some partners expressed happiness at TP, but the partnership was not based on a true democracy. SS-3 (FP) as a newly arrived educator apparently was on a mission to promote democracy and transformation.

In the same vein, this outcry from some participants for not being involved in the drawing up of the agenda did not only affect Flower Primary school. Some participants from Rock Primary school had some complaints. P-3 (RP) reported how his drawing up of SGB agendas changed his warm reception to experience sour work relationship:

*We started on a very positive note with our SGB chairperson. At our first meeting we sat and drew up the agenda together. But things changed after the first meeting. Our relationship become sour. When we were about to have a second meeting I requested him several times for us to have an appointment for a purpose of drawing up an agenda. He did not come until the day of the meeting where I saw it for the first time. When I asked him as to why did he not honour his appointment, he responded in a very arrogant manner stating that he was busy. Furthermore, SGB agenda was his responsibility.*

On probing as to what could have been P-3's (RP) suspicions for such sudden change of work relationship, he explained:

*When I joined the school, the SGB chairperson and I agreed that our first project was to renovate windows. I advised him that according to the Public Finance Management Act of 1998, for any project between R1 - R5000: no need for quotation, between R5001 – R30000 three quotes were needed and from R31 000 upward such project should be a tender which also needed to be advertised to the public. It emerged that this project*

*was going to cost the school R28 500. I told him that according to SASA, the matter should be discussed and approved by the SGB members. He objected stating it had never happened before.*

CP-3 (RP) responded regarding his experience of working with others, as to him they were like interfering with his duty. Hence, he seemed to have taken a decision not to involve them. He explained:

*School infrastructure is part of school governance. It is for the first time in history to be expected to have three quotes. I had worked with the principal's predecessors, whenever, there was any renovation to be done, it was never discussed at SGB meeting. Furthermore, I was always responsible for doing such projects. I rather draw up an agenda alone because I do not want people who would tell me to do wrong things that we had never done before.*

This exclusion of partners such as school principals and certain teacher - union site stewards seemingly contained element of antagonism, especially at FP. CP-1(FP) never approved the presence of P-1(PF) as she once stated that the principal was imposed on them. His refusal to deliberate school governing body agenda symbolised rejection. Furthermore, CP-1's discussion of the agenda with one site steward and not the other site stewards, was perpetuation of division and non- recognition of certain partners. It was unfortunate that P-1 had to be in a partnership with someone like CP-1 who bear grudges. This suggests that P-1 did not understand the core reason for him to be the SGB chairperson.

Regarding Rock Primary school, school principal P-3 (RP) seemed to be a man of principles who abide by the law. It was because of this principle that his work relationship with CP-3 (RP) became sour, as the latter seemed to have hidden agendas. Despite advice from P-3 (RP) who was very knowledgeable about SASA, PFMA, SGB and site steward's roles and responsibilities but CP-3 (RP) was not prepared to listen to him. Seemingly, CP-3 (RP) was under the impression that just because he recommended P-3's appointment he was going to dictate his terms on him. It was good to see P-3 (RP) stuck to his guns instead of compromising his principles. Responses from the participants suggest that self - enrichment was one of the caused division on school partnership. It also emerged that some participants were prepared to hate, exclude and reject other partners regardless whether that was going to compromise stability, unity and success of the partnership. But not all schools comprised of partners who were not prepared to work collaboratively.

At Tholimfundo High (TH) it was not the school governing body chairperson who drew up agendas, but it was the deputy principal who was also a site steward. As reported earlier, this participant once had been serving at the school for several years. He once acted as school principal, until P-4 (TH) was appointed. The school principal reported that a tense situation once erupted. P-1(TH) had the following to say:

*A tense situation has of late developed because a teacher union site steward (who is also the deputy principal) does not involve the SGB chairperson and myself to participate in the drawing up of the agenda. He insists that it had been his responsibility for years. Even if we show him the SASA document which stipulates that it is the responsibility of the SGB chairperson working with the principal, but he does not listen to us. There are items that have to be discussed at the SGB meetings but he does not include them. But at the end of the day I am accountable for any decision.*

The preparation of SGB agendas has nothing to do with site steward. It is the responsibility of the SGB chairperson in consultation with the principal (SASA, section 14). The principal should have advised all SGB members regarding their roles and responsibilities. The tension at TH should have been avoided. Due to this lack of clarity regarding roles and responsibilities, a tension arose which affected the whole partnership. This resulted in tension and partners being at loggerheads. CP-4 (TH) stated openly that he was not happy about the way SS-7 (TH) operated. He explained how SS-7 (TH) interfered, excluded and tried to manipulate SGB meeting agendas. This was his explanation:

*He has been the secretary for the SGB for the previous principals. They solely relied on him. He overpowered the previous principals and SGB chairpersons. They allowed him to prepare the agendas alone. He is now doing the same thing of demanding to prepare SGB agenda, claiming it has been his responsibility. When we tell him that it is not his responsibility, it's like we interfere with his work. He selects things that he wants to be discussed at SGB meetings. He can be the SGB secretary, but the agenda should come from me as the chairperson working together with principal of the governing body.*

Scholars such as Msila (2014), Tshabalala (2013), Naicker (2011) and Christie (2011) posit that according to the South African School Act (1996) drawing up of the agendas for SGB meetings is the responsibility of the SGB chairperson in collaboration with the school principal.

These scholars further assert that there is no need for this task to cause conflict if it is done by the SGB chairperson and the school principal in a transparent way.

At Mountain High school participants reported that there was no argument over the drawing up of the agenda for SGB meetings. Clarity of roles and responsibilities, capacity building and support of partners were highlighted as core reasons for this harmony. P-5 (MH) explained:

*We do not have any argument over the drawing up of SGB agenda. As SGB members we are very clear that such task is the responsibility of the chairperson. But I assist her since she is still learning. To prevent confusion and conflict I provide trainings for all SGB members. The purpose of these training is to capacitate members regarding roles and responsibilities.*

CP-5 (MH) attested to P-5's statement that such trainings empowered them regarding who to do what, how and when. She reported:

*I really appreciate the support I get from my fellow partners, especially the principal. Before we even started functioning as SGB members, he had conducted several workshops for us as SGB members. He kept on saying he wanted to make sure that we all knew what is expected of us. He workshopped us on roles and responsibilities, teamwork, democracy. I now understand how to work together as partners.*

In response to the question regarding drawing up agendas of SGB meetings, SS-10 asserted that, it was the duty of SGB chairperson in collaboration with the principal. Her explanation was in line with CP-5's feelings. She explained:

*Preparation of agendas has never been an issue at our school. The SGB chairperson and the principal meet at their own time. The SGB chairperson with the assistance of the principal agree on governance matters to be discussed. The principal in consultation with his school management members agree on professional management matters to be discussed at governing body meetings. Lastly, we as site stewards meet with staff and agree on issues affecting staff to be addressed at governing body meeting.*

SS-12 (MH) explained how democracy and transformation were instilled in all partners. She explained:

*In everything we do, we encourage transparency, consultation, team work, co - operation, independent thinking, collaboration. Furthermore, our SGB chairperson*



*always reminds us as leaders to display democratic and transformational leadership to our constituencies.*

It seems that trainings of SGB partners yielded positive results. Perhaps this success was because all stakeholders supported each other. Furthermore, those who were not sure about their roles and responsibilities were willing to learn from others. Unlike some partners from other schools who took a stance that they were not prepared to learn from their fellow partners. This resulted in the ostracism of some participants in their rightful task of drawing up the agenda for the benefit of the whole school governing body members. The findings show that some participants intentionally excluded other partners for the purpose of self-benefits. Drawing up of agendas for SGB meetings was not the only area which caused controversy on school partnerships. Schools` projects were other aspects where some partners felt being excluded and alienated.

### ***6.1.2 Partners' experiences on school projects***

The participants' responses regarding school infrastructural projects indicated that this was one of the areas which was full of disagreements. The participants highlighted discord which emanated from debarment of certain individuals. In this regards, P-1 (FP) elucidated:

*I am barred from anything that has to do with school projects. The SGB members nominated Committee which are led by the SGB members. Most of them are led by the SGB chairperson. They told me not to be involved in anything that has to do with money.*

It did not come as a surprise to me to hear that P-1 (FP) the SGB members barred her. This is because looking at the previous relationship, seemingly the SGB had taken a decision not to involve her in anything. In probing on why the Department of Education officials did not rectify the problem, she further expanded:

*I reported the matter to my circuit manager. He told me to write a letter that the SGB refused me to be part of the school`s projects and be one of the signatories. To date nothing has been done to solve the problem. This is the second year now being excluded in dealing with matters like these.*

This barring of P-1(FP) by the SGB members and inactive response from the circuit manager to address this issue constructively and democratically suggests that there was no support from P-1`s (FP) immediate senior. Telling the principal to write a letter thereafter did nothing, was

not enough. The circuit manager should have called all stakeholders to discuss this matter, where roles and responsibilities would be specified.

CP-1<sub>(FP)</sub> confirmed the exclusion of P-1<sub>(FP)</sub>. He reported that it was done on purpose.

*The role of the principal is to deal with professional management of the school. Our role as parents is to deal with school governance. Therefore, projects to be done at school have nothing to do with the principal. Moreover, the principal does not have any experience, since she moved from being an ordinary teacher - post level one to be a principal. In addition to that, since we did not recommend her to be our principal as she was imposed on us, we cannot trust her with parents` money.*

CP-1's<sub>(FP)</sub> suggested that he was still aggrieved that the Department of Education appointed P-1<sub>(FP)</sub>. The question arises is that how do you work as school principal in a partnership where some members do not acknowledge and value you as the principal of their children?

SS-1 confirmed that P-1<sub>(FP)</sub> was always excluded in school projects. His response seemed to suggest that there were also other members who did not acknowledge P-1<sub>(FP)</sub> as a legitimate partner, representing the school, the Department of Education:

*In one of the meetings, I asked SGB treasurer why principal was not part of the meeting? She told me that the principal was not part of the committee, because anything to do with school projects, the secretary and the senior HOD prepare everything and she sign as the treasurer. The same treasurer consults the chairperson for every decision to take.*

The responses above suggest that she was not trusted. Instead she was openly undermined, not being valued, and her competency of managing school and being a partner in school partnership was under scrutiny.

At TP, P-2<sub>(TP)</sub> and SS-2<sub>(TP)</sub> reported that they enjoyed working in the partnership. They were happy with CP-2<sub>(TP)</sub> whom they referred to as "papa action" because he made sure that local community members benefitted from school`s projects. P-2<sub>(TP)</sub> explained:

*Our SGB chairperson organises everything related to school`s projects. He is an expert on this aspect. If there is anything that needs to be done, I just inform him and he fixes what needs to be fixed immediately.*

In spite of his admiration of CP-2's swift response, P-2 (TP) was perturbed by the violation of policy. He reported:

*The only problem I am facing is that I am always caught in between. The Department of Education requires us to have three quotes but the school governing body chairperson does not take that serious. To him as long as the person is from the community that counts. This actually puts me in a very difficult situation because I have to ensure that as SGB members we follow a policy.*

It was surprising to find that P-2 (TP) was only worried about CP-2's actions at this stage. This was because from the onset including his appointment as principal CP-2 (TP) apparently never adhered to departmental policy. Thus, CP-2's non-compliance to follow policies should not be the worry to P-2 because that was a reflection of his inability to capacitate him regarding SGB's roles and responsibilities. It happened at MH, P-5 capacitated his SGB members, and such initiative was a success (see 5.6).

Other partners too such as teacher-union such as SS-1 (FP) perceived CP-2 (TP) as a hero though the correct procedures were not followed: SS-1 expounded:

*If it happens that there are projects at school, our SGB chairperson consults us as educators. But he always insists that such project would be given to local community people. Even if there are no three quotes though our principal always insists.*

But SS-3 (TP) expressed his disapproval of CP-2 (TP), and regarded him as being autocratic. He also referred to him as jack of all trades because he was the only one doing all the projects at school. He elaborated on how he was under pressure due to CP-2's unwillingness to comply with the departmental regulations:

*The more I attend workshops and read what is expected of us as GB members, the more I do not feel comfortable to be part of this partnership. Our SGB chairperson does not follow correct procedures regarding projects at school. When I try to advise him, it always appears as if I am questioning his intelligence. He becomes very upset. A project of building Grade R classroom is on hold because he does not want us to get three quotes as per the requirements of SASA. He keeps on saying he built our school without submitting any quote. What makes me more uncomfortable is that this issue is dividing our staff. This is because some SGB members agree with him. They see me as*

*troublesome, who is impossible, yet when we attend workshops, departmental officials always remind us that we must always follow the correct procedures.*

It seems as if though CP-2 (TP) was hailed as someone who put community first, he violated the policy which put other stakeholders such as P-2 and SS-4 (TP) in a difficult situation. There was also reservation of projects for certain individuals which also compromised partnership. Further research revealed that this practice of reserving projects for certain people or local members was not only the issue affected TP. TH too had a similar scenario where it was like a prerogative right of certain partner to do school's projects.

SS-K (TH) who was a deputy principal, been at the school for several years, once acted as principal, reverted to be a site steward after he withdrew his application, explained how P-4 (TH) and CP-4 (TH) made him understand the importance of some departmental policies.

*My principal and our SGB chairperson are teaching me new correct ways of doing things. My previous principals and SGB chairpersons used to instruct me to do projects that were not even discussed at SGB meetings.*

SS-K (TH) further expressed his appreciation of the knowledge brought about by P-4 (TH) to his life.

*I have been at this school for 38 years. I know ins and outs of it. I am very passionate about our school. If there was anything needed at the school, such project was my responsibility, I was responsible for organising companies or people to do project. But I am learning from the principal that there are new laws called the South African Schools Act and Public Finance Management Act which requires us to do things accordingly. If there is any governing body meeting workshop, the principal encourages me to attend it. I have learnt a lot from these school governance workshops.*

CP-4 (TH) who previously served at the school as an ordinary SGB member agreed with SS-7 (TH) that they were then working as a team. He elucidated:

*I fully agree with the deputy principal who is also a site steward, everything previously revolved around him. He called the shots. But gradually, he now understands that we work as equal partners with guided by roles and responsibilities. We now discuss issues at governing body meetings and collaboratively make informed decisions.*

In expressing a similar view, P-4 (TH) reported that CP-4 (TH) had transformed the school and partnership was guided by democratic principles:

*When I joined the school, I found it very hard to work with my deputy principal. We had different methods of doing things. Whenever, there was any project such as renovation of classrooms, he always wanted to do it without discussing it at the governing body meeting. The most hurting part was when he kept on saying he has been doing it for years. But we with the help of the SGB chairperson who encourages communication, we now discuss issues democratically.*

It was inspiring to hear that for a change at TH, participants found ways to communicate and discuss issues that would take the school forward. Working together did not only benefit these stakeholders, but it was a realisation of the department of education's dream to promote unity among school stakeholders, as stipulated in SASA (1996).

Drawing from the participants' responses from FP, TP, RP and TH, it emerged that projects at these schools somehow was one of the dynamics that affected harmonious relationship of partners. This was because data suggest that there were partners who wanted to benefit themselves. What also emerged from data was that some members were not sure about their roles and responsibilities. The study also revealed that one of the dynamics is that as a principal, your job is always on the line, sometimes either because of someone's deed or your negligence.

At MH, as I reported on 5.3, CP-5 (MH) admitted frankly that she was learning from the school principal P-5 (MH) who reported as follows:

*I am trying by all means to assist the SGB chairperson. She is making efforts to learn. The challenging part is that sometimes there are decisions that require her independent thinking as the leader of her constituency. The problem is that all governing body members (parent component) are very shy. Whenever we have meeting by right the SGB chairperson has to be the chair of the meeting or the deputy but they all ask me to do this responsibility which is not my responsibility.*

It seemed as if P-5 (MH) honestly wanted his SGB chairperson to be knowledgeable of her duty. Furthermore, he did want to take advantage of her lack of understanding. Perhaps, if it would have been another principal who enjoys being in power he would have forgotten that chairing SGB meeting was not his responsibility.

I thereafter asked P-5 (MH) to share his experience regarding CP-5`s (MH) involvement on projects at school:

*Fortunately, we do not have projects that require her attention or school governing body as whole. But the only thing so far she is open about, is to replace our retired secretary with her sister`s daughter. But I keep on telling her that the department of education would advertise the post and we thereafter shall do all processes accordingly.*

Though P-5 (MH) proudly reported that there were no projects required the SGB`s attention, but it may happen that it was because the SGB was not fully functional.

Drawing from the participants, not all partners enjoyed school partnerships. There were various frustrations emanated from these partnerships. The first group was that of partners who wanted to work effectively but they were deliberately alienated. The second group was that of partners who disregarded the policies because they wanted to benefit themselves. The third group was of those partners who insisted that members complied on the policies, otherwise their jobs were on the line. But unfortunately, those who wanted to benefit from schools` projects did not take advices from their partners. Part of these failure to listen was because they were not the one to face the music pertaining to financial mismanagement. Schools` project was not the only area that caused stress and frustrations amongst partners. But matters regarding staff employments caused division and conflicts between school partners.

### **6.1.3 Issues of employments among partners.**

Most participants pointed out that issues of employment for relatives and friends at partnerships caused tensions between partners. P-1 (FP) shared her experience of how CP-1(FP) instructed her to employ his daughter. This was how she had explained:

*We started Grade R class last year as per requirement of the Department of Education. I reported this matter to school governing body members that the department asked us to employ the Grade R educator. I further explained that there was a qualified teacher who had been volunteering at our school for 18 months. I suggested that perhaps it would be fair and human to give her a chance. To my surprise and shock, on the following day the SGB chairperson brought his daughter and instructed me to employ her in this post.*

P-1(FP) further elaborated as to how she stuck to her guns to fight corruption and nepotism. She reported:

*I was very frank, I told him that it was unfair. This is the same chairperson who set up committees, because according to him he wanted everything to be done fairly. To tell you the truth these committees are voiceless. I told him that enough was enough, I was not going to keep quiet while this man was doing corrupt practices, favouritism and nepotism.*

In line with what P-1 expressed SS-1 (FP), who also served under the previous principals, amplified regarding her involvement in the SGB partnership:

*I have been serving in this SGB for more than ten years. I now do not enjoy to be a member anymore.*

Her body language and facial expression depicted frustration. In this regard SS-1(FP) did not mince words. He described CP-1(FP) as a dictator:

*I have never enjoyed being part of the three previous governing bodies. It was worst with the last one. Back then, if you expressed an independent opinion which was regarded as different to a school governing chairperson or a principal, you were ostracised. There was no open communication or discussion of matters at hand. Unfortunately, our current SGB chairperson as someone who had been occasional served at the previous governing bodies has adopted a similar method of dictatorship. Furthermore, he has this divisive element.*

I asked SS-1(FP) to shed light on this seemingly divisive element statement. He explained:

*When the current principal took over, as existed union leaders we were told not to support her. In addition to that, to keep on challenging her, to make the school ungovernable, uncontrollable and unmanageable.*

SS-2 (FP) revealed that there was once a campaign to involve community in an attempt to get rid of P-1(FP).

*This man is manipulative, two year ago, this is the same man who invited all SGB members except the principal to his house for lunch. At this gathering, the discussion was about making the principal's life miserable so that she would resign. The first campaign was to endorse our signatories on a letter that was going to be written by*

*him. We did sign it. The content of this letter was about the accusation of the principal of all wrong-doings which never existed. The principal ended up in hospital because she suffered from stress and depression. The agreement was that the SGB chairperson and teacher-unions would have thorough engagement and deliberation on school matters. But the chairperson solicited a job for his daughter.*

Just like SS-1 (FP) and SS-2 (FP), SS-3 also described CP-1(FP) as a corrupt man. He expounded:

*Our SGB chairperson is very corrupt. He is also a manipulator. He has been deceiving the community insisting that he is fighting for them. But the first job opportunity that is available here at school, he is now pressurising the principal to employ his daughter. As union representatives, we are not going to allow that to happen.*

Drawing from all teacher - union site stewards` responses, seemingly all was not well with the school partnership. Most importantly, though the issue here was about the chairperson who tried to secure a job for his daughter, but it seemed to be a continuation of self - enrichment. Moreover, it can also be perceived as an abuse of power to benefit his family.

It was also not surprising to hear that other stakeholders found it hard to work with CP-1(FP). If we recall, when I interviewed principals about their understanding of working with others in a partnership, P-1 stated openly that SGB chairperson always boasted that he had more power than the principal and unions in a partnership. He also made it clear that SGB members should benefit from schools` projects (see section 5.5.2.). But it was not all governing body who benefited from the governing body. Instead he was the only one who benefited: firstly, he benefited from all the projects at school. Secondly, he secured a job for his daughter (see section 5.5.3).

It appears that teacher-union site stewards gradually became more convinced that CP-1(FP) was autocratic. They began working more closely with the principal. They made sure that CP-1's daughter was not employed at FP school. In interviewing school governing CP-1(FP) I observed that he was bitter and aggrieved. His responses confirmed my suspicion of his unhappiness. He reported as follows:

*We had a Grade R. post at the school, my daughter is qualified as the Grade R. educator. The principal and other SGB members refused to employ her. It was not like I wanted the school to employ someone who was unqualified. Instead, the principal and*



*other fellow-partners ganged up against me. But this is not over. I will show them who I am.*

CP-1's (FP) response showed some signs of hatred towards P-1 (FP). His statement on emphasising on "them" where she began with the principal and followed by other stakeholders indicated that, the person who was like his arch-enemy was the principal. This shows that school partnership comprised of partners who were not honest to each other and to themselves. This was because CP-1 (FP) set different committees to assist the smooth function of the school governing body, but he himself failed to allow these committee members to exercise their duties. It was reported that they received instruction from him. His failure to afford them to exercise their duties independently seemed to have resulted in sour relationship between members.

This sour relationship negatively affected partnership and the school as a whole. Firstly, some partners did not want to be part of the SGB anymore, as SS-1(FP) stated above. Secondly, partnership was characterised by mistrust, manipulation, and back-stabbing. Thirdly, all participants did not benefit out those promises: teacher-union site stewards who made an agreement to work with SGB chairperson against the principal, but the chairperson did not honour the agreement. Fourthly, the chairperson's daughter was not employed, instead, other partners made sure that she did not get the post. Fifthly, some partners were instructed to deliberately make the principal's life difficult. She was undermined and disrespected. There was even a campaign to ensure that she was removed from school. She ended up suffering from stress and depression. She was eventually hospitalised and be on sick leave for six months. Due, to these dynamics, all participants admitted that parents gradually withdrew and removed their children from FP school to other schools. According to P-1 (FP), the enrolment dropped from 394 to 129.

According to participants from TP, this school was also affected by the availability of a vacant deputy post. It was reported that all SGB leaders were once at loggerhead over a deputy position. The participants stated that it was for the first time in history for this school leaders to have a fierce contestation of that nature. CP-2 (TP) explained what he had in mind about the post:

*My objective was to have Ms X to be a deputy principal. This was because she has been teaching at this school for many years. Furthermore, she is from this community. I wanted to make sure that she got the post, as I did it before with most of the staff.*

P-2 (TP) had another candidate on mind for the post. He reported:

*My intention was to have Mr P as the deputy principal. This is because he is a senior Departmental Head. Moreover, I enjoy working with him. He is humble, supportive, innovative, competent and very responsible.*

On the other hand, SS - 4 (TP) did not beat about the bush that as union their stance was to see their member being appointed. Furthermore, the objective was to transform the school: He explained:

*As site steward, I am duty-bound to see to it that the Interviewing Committee (IC) appoints our member, who will represent our views. My loyalty is with my union. We need to transform staff at this school.*

Seemingly leaders in the school partnership had different candidates on their minds. The tone and reasons stated by these leaders suggested that they were not prepared to compromise. But the most noticeable change was between P-2 (TP) and CP-2 (TP) who previously used to support each other. When I asked P-2 (TP) as to what happened to the vow he had made that he was not going to differ with CP-2, P-2 expressed that his objective was to prioritise the needs of the school than those of individuals. He explained:

*It is true that I made a vow, but I have a responsibility to do what is best for the school. I deal with professional management of the school. I did not want us to employ someone in this position just because that particular person, was our relative, friend or from the community. To me, merits come first.*

Hearing P-2 (TP) seemingly challenging CP-2 suggested that this partnership was also based on deception. This is because the same P-2 stated that he would never differ from CP-2's idea (see section 5.3). But partnership wise, it was clear that all leaders had diverse interests. This was because it emerged from our interviews that P-2 (TP), CP-2 (TP) and SS-5 (TP) were not aware that had different candidates on minds. This scenario suggested that partnership was characterised with hidden agendas, secrets, and backstabbing. It was reported that some partners launched grievances against other members. Teacher - union site steward explained.

*The Interview Committee recommended the SGB candidate. But we established that the chairperson instructed panel members to score his preferred candidate more. I thereafter launched a grievance.*

SS-5 (TP) further elaborated, regarding as to how their preferred candidate scooped the job:

*The Department of Education took over the interviewing process, our favourite candidate thereafter got the post.*

Though SS-B (TP) expressed happiness regarding the appointment of his preferred candidate, it was possible that P-2 (TP) and CP-2 (TP) were not happy. This unhappiness could have been caused by the shift of power pertaining to employment. It was reported in Chapter 2 that some principals were not happy when their power of employing staff was removed from them to the school governing body. Khuzwayo (2007) reports that power shift was one of the sources of conflict between principals and SGB chairpersons. Therefore, there was this element of power dynamic on staffing employment. In the same vein, Tshabalala (2013) reveals that such power dynamic causes division between SGB members. I share the same sentiment with these scholars, as I had reported that the division between SGB members at FP school was over the Grade R. post. Thus, these scenarios from FP and TP schools respectively, suggested that partners operated in an environment where there was no trust, poor communication. Instead partnership was full of dishonesty, division, low level of teamwork and high degree of self - enrichment.

It seemed that some SGB members did not only want to use the availability of post to benefit their friends and relatives, but they served as SGB members also to benefit themselves and their spouses. When I interviewed P-3 from RP, I observed that as the interview continued, he became more emotional. I sought from him as to what really caused such emotion. He explained:

*It is very hard to work with this newly elected SGB chairperson. He wants me to do things that are against my conscience.*

P-3 (RP) explained that CP-3 (RP) demanded that his wife to be appointed in a permanent post.

*One of our staff members had been on a sick leave for almost nine months. We thereafter employed a substitute, who was also qualified. The teacher on sick leave had just resigned. The SGB chairperson is now putting more pressure, in fact forcing me to terminate the service of the substitute and employ his wife in this newly vacant permanent post. To me this was unfair, I still view it as unfair, and I am not prepared to do it.*

P-3 (RP) further explained that he reported the matter to a departmental circuit manager. According to P-3 the circuit manager advised him to let things go: He reported:

*The circuit manager advised me to let things go, to avoid trouble from the SGB chairperson. Further, he warned me that I should avoid being at loggerhead with the SGB chairperson because he was a very dangerous man.*

I probed P-3 (RP) to find out about his take of the immediate senior`s advice. P-3 frankly responded that there was no support from the departmental official:

*I am very upset because I think my circuit manager did not support me as a principal who represent the Department of Education in the school governing body. I actually viewed his response and “advice” as the condonation of unfairness, dictatorship, violation of the Labour Relations Act and promotion of unconstitutional and undemocratic actions. My instinct tells me that the circuit manager should have intervened and insisted on correct procedures, such as fair labour practice.*

P-3 (RP) reported that without her approval, CP-3`s wife arrived at school with an appointment letter. Hence, the substitute was terminated. I was not surprised to hear that CP-3 (RP) ensured that he secured job for his wife. It looks like such achievement was a realisation of his dream. It should be remembered that when I initially interviewed him, he was very frank that local community members should benefit from local schools. Seemingly, by securing a job for his wife who was obviously part of the community, was the beginning of his mission.

But P-3 (RP) reported that the whole situation discouraged him. This was because as the Departmental representative he was expected to abide by the law, yet on the other side his departmental official failed to stop corruption: This was how he vented his frustration:

*I feel powerless and betrayed. I am powerless because I served in the SGB where we should be discussing matters collaboratively and democratically. But what happens, the SGB chairperson is more powerful. He dictates terms on us as SGB partners. What also frustrates me, is the betrayal that I get from my circuit manager, instead of resolving issues by being assertive, he advised me to “be very careful of the SGB chairperson because he is a dangerous man”. Furthermore, the Department of Education issued the appointment letter of SGB`s wife without my approval. What makes me more irritated is that I am working with someone whom I am suspicious of,*

*because she was imposed on me. I have a feeling that she is here to spy on me, as she once lied about me.*

I asked P-3 (RP) to clarify regarding lies he was talking about. He illuminated as to how his reputation and life were destroyed due to the presence of the SGB chairperson`s wife.:

*In the year 2014, I went to school and found that parents locked the school`s gates, demonstrated, shouted and demanded my removal from school. They accused me of stealing school money. To my surprise and shock, the SGB chairperson was one of the leaders of that demonstration. The newly arrived teacher - SGB chairperson`s wife was the main witness. The Department of Education suspended and investigated me. I spent two years on suspension. Eventually, it emerged that those accusations were fabricated lies. But due to stress and depression I developed diabetics, high blood pressure and cancer.*

Thus, it looks like there was no harmonious working relationship between P-3 (RP) and CP-3 (RP). These responses suggest that there was no proper communication between these two partners. The presence of SGB chairperson, as P-3 (RP) reported, in leading march against P-3 seems to indicate that this foundation was based on hidden agendas and antagonism. Seemingly, disagreement over post that CP-3 (RP) eventually secured for his wife, was one of the dynamics in this partnership which led to P-3 (RP) being stressed, depressed and investigated and hospitalised.

When I interviewed CP-3 (RP) he reiterated his statement that the community members have to be given first priority on any job opportunity available at school. I thereafter asked him if there was or were community members who benefited ever since he took over to be the SGB chairperson? His reply was as follows:

*My wife was unemployed, but I have managed to find a teaching post for her. But I must admit that it was not easy because principal and teacher-union site steward wanted to offer this position to someone who was not even from the area. I insisted that the school employed my wife. But I must be honest that such insistence created tension between us as school partners.*

I thereafter asked CP-3 (RP) as to why he did not recommend for the substitute to be offered the post? CP-3 responded by saying “charity begins at home”.

*It would have been very difficult for me to consider someone first for the job, yet sitting with a qualified, unemployed wife.*

His response suggested that some role - players in school partnership use “community - first” as a shield to benefit themselves, relatives or friends. It happened at Flower Primary school where school governing body wanted her daughter to be employed as Grade R educator.

I thereafter asked CP-3 (RP) that apart from securing jobs for local community members to be employed as he insisted, as to what was another objective? He emphatically and boldly explained:

*It is very helpful to have someone from local community to be part of staff. It is true that SGB members (parent component) comprises of parents, it is possible to be the parents who come from outside the area. It may happen that these SGB parents are not interested at school`s matters because they are not from their area. Whereas local staff educators are always our eyes and ears.*

On probing whether there were some incidents reported by staff from local community to them as SGB members, CP-3 (RP) explained:

*Some staff members brought to my attention that school principal firstly procured textbooks and stationery from his own company. Secondly, he replaced a security company with his cousin`s company without being authorised by SGB members. If it was not for staff members from the local community, perhaps it would have been difficult for us to know about these corrupt practices. Hence, the principal was suspended, investigated, unfortunately he was not found guilty.*

CP-3 (RP) added that he was not going to give up on ensuring that more and more staff members from community, regardless of whether it was a teaching or non - teaching position, were employed at Rock Primary school. CP-3 (RP) stated the following reasons:

*As a deputy principal at my school, I know very well that most principals for reasons known to them are reluctant to employ teachers from local community. It is the same thing with the principal at this school. Whenever, there is a post, there is always an argument because he prefers people from outside this community. That`s why I made sure that my wife was appointed at this school to send a very clear message.*

When CP-3 (RP) responded it was clear from his tone, facial expression and body language that securing jobs for local community as he claimed from the onset, was not his objective, but there seemed to be more than that. CP's last statement on the verbatim quote namely "unfortunately the principal was not found guilty" suggested that he would have been happy to see P-3 (RP) being fired. Trying to check if my interpretation was accurate, I asked CP-3 whether he would have applied if the Department of Education found P-3 (RP) guilty and fired him, CP-3 (RP) was affirmative:

*That would have been a golden opportunity for me to be a principal at the school where I live as a proud community member. If such opportunity can avail itself, I would campaign and motivate local community members to put me as the principal.*

As a researcher who heard how CP-3 (RP) secured a job for his wife, his response that should an opportunity to be a principal at Rock Primary arise he was going grab it, did not amaze me. His response suggested that P-3's job was on the line, as he had already been suspended and investigated by the Department of Education. In a nutshell, based on both P-3 and CP-3's responses, issues of employment further deteriorated partnership. Though partnership between these two partners was not that strong, but CP-3's goal to secure job for his wife intensified contestation. To recap, this controversy was based on principle: the SGB chairperson felt it was fair to offer the post to the qualified substitute. On the other side, the SGB chairperson demanded that his wife had to be appointed.

P-3 (RP) and CP-3 (RP) were not the only role players who were at loggerheads over the issue of employment. SS - 6 (RP) shared his experiences of working with both P-3 (RP) and CP-3 (RP) respectively. SS-6 (RP) spoke highly of P-3 (RP):

*My view of working with our principal is that he is a man of integrity, who is fair, considerate, kind, democratic, progressive, reliable and visionary.*

SS - 6 (RP) continued expressing commended and described P-3 (RT) as democratic person:

*He does everything fairly. He recognises us as union members. He presents matters and we discuss them democratically. He does not discriminate against staff based on their backgrounds. To him, we are all staff members who are treated equally. Unfortunately, as much as he is fair and democratic, he works with SGB chairperson who is the opposite.*

Hearing SS - 6 (RP) insisting that CP-3 (RP) was completely different from P-3 (RP), I asked him to elaborate on this undemocratic style. His clarified

*My experience of working with our SGB chairperson is that he is manipulative, inhumane, hypocrite, selfish, cruel, divisive and a dictator.*

I then asked SS - 6 (RP) to clarify as to what he meant by attaching all the above-words to CP-3 (RP). He calmly explained:

*Firstly, he does not want others to express their opinion. If you question him on anything, he perceives you as an enemy. Secondly, he unfairly solicited work for his wife at the expense of a teacher who served as a substitute for more than 18 months. As a site steward, I feel this was an unfair labour practice. Thirdly, his accusation of the principal is based on unfounded information from his wife. The same wife who was imposed on us. This is a sure case that the SGB chairperson is cruel, divisive, inhuman and manipulative. Furthermore, such action showed that he has no intention of uniting our governing body.*

SS - 6's portrayal of CP-3 (RP) suggested that as the site-steward just like P-3 (RP) found it difficult to work with the SGB chairperson. On the other hand, gleaned from SS-6's response it became very apparent that SS - 6 (RP) enjoyed working with P-3 (RP) as he had attested in his opening statement. I probed as to what was done to challenge the unfair labour practice and the suspension of the school principal. SS - 6 (RP) replied:

*To be honest as much as I am the site steward but it is important for me to be very careful. It is very difficult to deal with this man. He is influential in the community. This is the same man who instigated community members to demand the removal of the principal. Furthermore, he fabricated lies accusing principal of stealing school money. This accusation resulted in principal being suspended and investigated by the Department officials. If he can convince community members to demonstrate demanding the removal of the principal, who am I to dare challenge that person. At the end of the day, I am working for my family. Hence, I do not want to see what happened to the principal happening to me.*

Expanding further on the above response, SS-6 (RP) expressed his concern over CP's emphasis on school benefitting local community members. In this regard, he said:



*What worries me is that this man uses the community care pretence to proclaim himself the champion of the community yet only his family benefit from this school. As I have told you, he secured a post for his wife, yet there are other community members who are qualified but unemployed. If he is so concerned about the community, he should have offered that post to other community members. I suspect that he incited the community against the principal because he himself wants to take over the principal's position.*

SS – 6's response regarding CP-3 who according to him, aspired to be a principal of Rock Primary school could have been correct. When I interviewed him, he expressed his inner - feelings unhesitatingly and ambitiously that he eagerly waited for the Department of Education to dismiss P-3. Should that happen he would campaign and lobby for the community to appoint him to be the principal of Rock Primary school.

SS-6 maintained his stance that based on his experience of working with CP-3, the man was divisive. According to him, such division manifested itself on both staff and school governing body members. In this regard, he reported:

*Though our principal tries by all means to unite our staff, but SGB chairperson's categorisation of staff as those "from local community" and those from "outside community" impacts negatively on our partnership and staff as a whole. The SGB chairperson is not a unifying figure.*

I sought clarification on this issue of CP-3's failure to unify SGB members. SS-6 (RP) illuminated:

*Our SGB comprises of members from the local community members as well as from outside this community. I am one of those who come from outside this community. The principal too, is also from another area. His casual usage of this language, makes me feel as if I do not belong to this school as well as to this community. I cannot speak on behalf of others, but it does not sit well with me. When he utters such labels, I always feel as if I am not a full member of this partnership. It is possible that some other members also feel the same.*

The shared issues on employment experienced by the participants from the above three primary schools is seemingly the bone of contention. But when I interviewed stakeholders individually

at Tholimfundo (TH) and Mountain high (MH) schools, it emerged that they had totally different experiences, regarding employment issues.

Participants from TH conveyed in a way that seemed to show a spirit of teamwork and collaboration. Their responses more often than not were in agreement that partners at these schools worked together harmoniously. But some partners reported that such teamwork was because of effort from fellow partners. P-4 (TH) shared her experience of working with CP-4 (TH) as follows:

*I work very well with the SGB chairperson. We understand each other. He is a very democratic person. He believes in transformation. He treats all members with respect. Furthermore, he encourages all of us as governing body members to express our independent opinions. He communicates issues with us. We are all valued as governing body members.*

P-4 (TH) further expressed her appreciation of transparency, teamwork, and participation emphasised by CP-4 (TH):

*He set up governing body committees which are chaired by parent members. He is also part of some of the following committees, namely: recruitment committee, fundraising committee, admission committee and discipline committee. He allows members from all committees, including those he is part of, to work as team. He does not interfere or put pressure on members.*

*Our SGB chairperson understands labour issues very well. If we have a post at our school, he always insists that SGB recruitment committee should select and recommend a candidate based on merits. He further emphasises that whoever the committee recommends must be someone who would benefit the school in totality. He has never tried to influence the committee or me to appoint a candidate of his choice.*

According to CP-4 (TH) these incidents happened while he was just SGB member as well as at the time when he was SGB chairperson before and at the time of a principal's post was advertised.

*I have been part of the SGB at this school for 9 years. This is the third principal I served under as the SGB member. While I served under the previous principals, I was never happy with their leadership style. The responsibility of staff recruitment was in the hand of the deputy principal. Whenever, there was a post this deputy principal made sure*

*that he appointed his relatives yet the school is multi-racial. His actions irritated me, unfortunately, some SGB members including those principals did not see anything wrong.*

P-4 (TH) further expounded as to how SS-11 attempted to bribe SGB members for principal's post:

*This deputy principal is a site steward for his union. When a post for principal was advertised, again he tried his manipulative skills to bribe the SGB members to recommend him for the new principal's post.*

On probing how did the CP-4 (TH) respond on this bribery, he explained:

*I took a decision that based on my knowledge and experience in working with this man, I told myself that over my dead body, I was not going to support his recommendation. I wanted someone who was going to be appointed to be the principal based on his/her merit.*

The employment issues especially of securing jobs for relatives and friends seemingly caused strain in the school partnerships. It also appeared that some SGB partners were on a mission to benefit personally. CP-4's response reporting that the SGB member even attempted to bribe them in order to be appointed as school principal, suggested that some SGB members indeed also wanted to benefit themselves.

I thereafter asked CP-4 (TH) to illuminate in terms of this site steward whom he made sure that he was not appointed to be a school principal. CP-4 (TH) responded:

*The man did not speak to me for more than two months. The situation was very tense, but that was the least of my worries because my conscience was very clear that I was doing what was right for parents and the community. My vision is to see to it that all community members benefit from school when there are job opportunities. It really irritated me for years to see his relatives be the only ones benefiting from schools' opportunities. That was why, I said such corrupt practices and nepotism had to come to an end by not appointing him to be our school principal.*

I made a follow - up to find out if the situation was still tense between CP-4 (TH) and the teacher - union site steward. This was what he had to say:

*The situation has improved a lot. Our principal was the right choice. She promotes communication between SGB members. The principal has introduced SGB developmental programmes and trainings which help us in understanding our roles and responsibilities. It is through these programmes that the tense situation between the site-steward and I became a thing of the past. We now work as a team. This is because of the presence of the principal who tirelessly promotes unity and knowledge of our roles and responsibilities as SGB members.*

TH school was the only school where the principal and SGB chairperson complemented each other. This complementation suggested that it is possible for SGB partners to work together harmoniously. In the same vein, teacher - union site stewards had a similar opinion regarding these two partners. Teacher-union site stewards were all in agreement that the presence of CP-4 (TH) had assisted to bring about democracy, transformation and representativeness.

I thereafter asked the site stewards to share their experiences in working with P-4 (TH) and CP-4 (TH), specifically on staff recruitment. SS - 11 had the following to say:

*Our principal and the SGB chairperson encouraged all governing body members to nominate various committees. With their encouragement and motivation these committees are in place. Recruitment committee is one of these. All SGB role -players are represented in these committees. Each committee is chaired by a parent member. Principal is part of some committees such as the recruitment, admission and discipline committees.*

SS-7's (TH) response sounded as if he was happy to work with other partners in these committees. His response further created a picture that he was apparently a changed person, though his previous experience was that of appointing staff alone. Hearing this excitement and enjoyment of working with partners on the recruitment committee, I asked him to share his previous experience. He reported:

*We did not have SGB recruitment committee before. Principals and SGB members tasked me to be responsible for recruiting staff. I enjoyed doing such assigned task, until site stewards from other unions, newly elected SGB members and some staff members started questioning the whole process.*

SS-7 (TH) further explained that his lone involvement in staff recruitment caused tensions with SGB members. When he mentioned the word “tensions” it reminded me of interviews I held

with participants from FP, TP and RP schools, who some of them secured or tried to secure posts for their relatives, friends and themselves. SS-7 (TH) replied:

*Whenever there was a post, some staff members used to approach me. Same thing applied with family members. I was under tremendous pressure from them. To be honest, I made sure that I considered my family first. I am happy with the new system which is encouraged by the chairperson and the principal.*

The last sentence from SS-7's above verbatim quote, suggested that he was indeed happy to work with other partners, especially P-4 (TH) and CP-4 (TH). He elaborated:

*I am now born again. With my experience of 38 years as teacher, serving in school management and in the SGBs, our school principal and SGB chairperson brought a new light on me. They have taught me about the importance of working with others as a team. Furthermore, SGB workshops which they organise help me to understand legal frameworks such as the Constitution of South Africa, the South African Schools Act, and the Labour Relations Act. I am still looking forward to learn more from them and to work with other partners collaboratively.*

In expressing a similar view, SS-8 (TH) highlighted democratic and transformational principles brought about by P-4 (TH): She reported:

*Initially, I had a feeling that it was unfair for our deputy principal who has served at this school for 38 years, not be appointed to the principal's post. But with all these wonderful changes at our school, I now am convinced that the governing body made a wise decision for appointing our principal. Both the SGB chairperson and the principal have changed this school. Under their leadership, as SGB members, we work as a team. Unlike before, now all site stewards are treated equally and fairly. When it comes to recruitment, all processes are done transparently and accordingly.*

SS-7 (TH) and SS-8 (TH) had a similar feeling with what was shared by SS-9 (TH). In the process of an interview with SS-13, I noticed tears coming from her eyes. Her body language suggested she was someone who could not hide her happiness. This was what she said additionally:

*I now enjoy being part of the school governing body. There is always that free and relaxed atmosphere. There are no more jobs for pals, tensions, rejection, gossiping, conflict, mistrust, backstabbing and corrupt practices. We are all striving for the betterment of our school. If there are job opportunities everybody has a chance to*

*apply. The school principal and SGB chairperson encourage us to express our opinions without fear or favours.*

The responses from all the participants at TH school, just like those from other schools suggest that some people become partners with ulterior motive. On the other hand, there are SGB members who work for schools wholeheartedly and committedly. Transformational and democratic principles at TH school seemingly improved participants` work relationship. Hence, if such transformation and democracy worked well at TH, it is likely for partnership at other schools to be successful, provided that all partners adopt these principles. Such adoption could eliminate negative dynamics - amongst them such as “securing jobs for relatives, friends, and for themselves”, which compromise the effectiveness of their SGB partnership. The efforts made by the participants from TH school to work as a team is admirable. I also observed a similar team spirit when I interviewed participants from Mountain High school. I now discuss the participants` responses hereafter.

P-5 (MH) reiterated his statement that he worked well with CP-5 (MH). According to him she was making good progress in understanding her duty as SGB chairperson. Though he was assisting her voluntarily, but he expressed his concern over pressure that he was getting from CP-5 (MH) to employ her sister`s daughter in a secretary`s post (see section 5.7.4). P-5 (MH) shared his experience as follows:

*Our SGB chairperson insists that I must employ her sister`s daughter. She is putting me under pressure. I try to explain that I do not employ people but she does not understand. I keep on telling her that there is a recruitment committee responsible for this aspect, but she says I am the principal of the school.*

On probing as to what type of pressure P-5 (MH) found himself under. He elaborated:

*For any state vacancy it has got to be advertised to allow those who are interested on it apply. In short, all school are expected to adhere to labour relations and democratic processes. There are unions who want to see to that the correct procedures are followed. But to her it`s like I am the one who does not want her sister`s to be employed. Unfortunately, this matter has actually caused a lot of tension between us.*

It looks like issues of employment especially relatives and friends was the common source of tension. What seemed to make things worse was that some partners just like CP-5 (MH) did

not understand their roles and responsibilities, but they were quick to demand that jobs were offered to their relatives.

When I interviewed CP-5 (MH) regarding the experience of working with P-5 (MH), she expressed both appreciation and grievance. CP-5 had the following to say:

*I appreciate the help I get from the principal regarding my roles and responsibilities as the chairperson. But I am not happy that though I am not getting paid for being the SGB chairperson, but the principal does not want to employ my sister`s daughter.*

Her response suggested that indeed she needed more knowledge regarding the core reason for parents to serve as SGB members. Furthermore, it appeared that apart from an intervention offered by P-5 (MH) to assist CP-5 (MH), seemingly departmental workshops regarding school governance were still needed. This was because CP-5 (MH) seemed to lack basic understanding that according to SASA (1996) recommendation for appointment is the responsibility of the SGB (parent component). Hence, the tension reported by P-5 (MH) and the unhappiness expressed by CP-5 (MH) about the principal apparently stemmed from lack of understanding of the roles and responsibilities.

CP-5 (MH) further explained the source of her grievance. She expanded further:

*What irritates me most is that despite my heed and patience for the post to be advertised, and all processes to be done correctly, my sister`s daughter did not get the post.*

I observed that CP-5 (MH) could not hide her anger, especially towards the principal. This was what she had to say:

*I feel that the principal should have made sure that the post was offered to her, if he really needs my support. Instead he keeps on telling me about union observers. What upsets me most is that I did not want to be the SGB member, let alone the chairperson. But I was begged because nobody wanted to. But the same principal can not do just one favour for me.*

Her statement suggests that some school partners sometimes may find themselves be involved on illegal activities just to appease their partners. This response shows that she was apparently not prepared to support the principal just because her sister`s daughter did not get the post. All in all, the responses from CP-5 was a seemingly a continuation of the scenarios found at Flower,

Thando, Rock primary schools where some partners fought tooth and nail to ensure that their relatives were appointed to certain posts.

Teacher-union site stewards SS-10 (MH), SS-11 (MH) and SS-12 (MH) cited lack of training as the source of tension between SGB members. SS -10 (MH) expressed her feeling in the following manner:

*I don't think the Department of Education is doing justice to SGB members. There is not enough training provided to them. Our principal tries by all means to assist them but they require more training to do their job effectively and confidently. Due to lack of training some SGB chairpersons end up doing things that are against the law.*

I sought clarity from SS-10 (MH) as to what he meant by doing things that are in violation of the law. She elaborated:

*Due to lack of training our partnership has been experiencing some tension, hatred, mistrust and betrayal, lack of support, especially between the principal and the SGB chairperson who demanded that the principal had to employ her sister's daughter. The situation was very tense, and the principal ended up reporting this matter to the whole SGB members. The GB members tried to intervene but the SGB chairperson went ahead with her demand. This issue divided governing body members. But it was clear that the SGB chairperson does not understand the South African Schools Act of 1996.*

SS-11 (MH) had a feeling that P-5 (MH) did not share all the required information to assist CP-5. He explained:

*I notice that though our principal shares his governance information with us, but he chooses what he wants us to know as partners. I feel sorry for the SGB chairperson, who is the rubberstamp of the principal's ideas. Her lack of knowledge makes her suffer from diffidence.*

I noticed that though I interviewed SS-10 (MH) and SS-11 (MH) individually but they both expressed concern over SGB chairperson's lack of knowledge. I sought to find out from them if there were other training offered to SGB members apart from the ones offered by P-5. SS - 11(MH) explained:

*The District Office - Governance section offers one SGB training after election in every two years. The duration of this training is usually two hours. Parents hardly attend*



*these trainings for personal reasons. Thereafter, the Department tasks school principals to train their school governing body members.*

SS-11's response created an understanding that somehow seemingly the Department of Education does not provide enough training for governing body members. It appeared as if the departmental officials contributed to the negative dynamics at schools. As SS-11 indicated about school principals being selective of information to pass on, it is possible for a partner to withhold information to someone whom he/she does not get along with.

What SS-11 said boils back to what SS-10 suggested that more training was required. It looks like if the Department of Education could provide such thorough training seemingly SGB chairpersons' confidence could be boosted. They would no longer lean on school principals.

Noticing that all site stewards felt sorry for the SGB chairperson's lack of training but not themselves, I sought their sources of training and experience of utilising such knowledge in working with other partners. SS - 12 (MH) reported:

*Apart from workshop we receive from the Department of Education, our unions train us thoroughly to deal with all the dynamics in the SGBs. We are always reminded that our mandate is to ensure that we protect the interest of the workers. We are very much aware that when we deal with principals and school governing body chairpersons, we deal with people who are very good at manipulating the system.*

I sought clarity from SS-12 (MH) regarding this manipulation of the system. Her explanation was as follows:

*Some principals only provide information that they are comfortable with. They are very selective. They sometime hide some information. That is why we as unions are at the advantage because our unions organise capacity building workshops for site stewards and members. Whereas with SGB chairperson, they only rely on minimum knowledge from the District office and also from the principals. Our experiences in working with principals and SGB chairpersons proves that the latter also want to benefit themselves or their relatives - that is where manipulation of the system comes in.*

SS-12 further exemplified her statement by citing an incident where CP-5 was reportedly pushing for her sister's daughter to be employed as school secretary. This is what she had to say:

*The SGB chairperson put pressure on both the principal and the panel members to employ her daughter's sister. We as teacher-union observers were of the same opinion that the post should be offered to the best candidate, regardless whether there was a candidate related to any panellist or not. A decision was made, unfortunately, it was not in favour of the SGB chairperson's preferred candidate. She was very upset and failed to hide her antagonism.*

According to the South African Schools Act (1996), the intention of introducing school governance was to foster and encourage partnership between stakeholders ([Republic of South Africa, 1996](#)). The only one training provided by the Department of Education to SGB members was seemingly not enough as SS-12 (MH) also emphasised. It seemed as if SGB chairpersons most of the time found at loggerheads with their fellow partners was perhaps because of insufficient training. At least teacher - union site stewards had another platform where they were capacitated to deal with all the dynamics in the SGB. Responses from the respondents throughout the study, with the exception of TH school revealed that SGB chairpersons were involved in arguments with either school principals or teacher - union site stewards.

SS-12 (MH) and P-5 (MH) responses regarding the reaction from CP-5 (MH) when her sister's daughter was not employed for the secretary's post was synonymous to the incident took place at FP. To recapitulate briefly, CP-1 (FP) was also upset that his daughter was not appointed to be a Grade R. Educator (see 5.8). It was reported that CP-1 (FP) accused P-1 (FP) as well as SS-1 (FP), SS-2 (FP) and SS-3 (FP) of ganging up against him. The same tense situation was reportedly happened at TP school between P-2 (TP), CP-2 (TP) as well as SS-4 (TP) and SS-5 (TP) over a deputy principal post. At Rock Primary school, it was again reported that partners were at loggerheads. According to the participants from this school, CP-3 (RP) demanded that his wife was appointed, and after long disagreements amongst stakeholders, she was eventually appointed as post level one educator.

The partners' responses seemingly revealed that their experiences of working with other partners, was of leaders who made sure that their relatives and friends benefited from job opportunities. The leaders' mission did not seem to unite partnership, instead it apparently resulted in a tense situation, hatred, mistrust, betrayal, division, pressure, stress, depression, instigation of community members, suspension, hospitalisation, marches and demonstration

community members against certain partners. Therefore, school partnerships comprised of leaders who aimed to benefit regardless of fellow partners who lost their jobs or their lives.

On the other hand, there are those partners who stood their grounds to fight corruption. These participants taught me that it is important for leaders to adhere to their principles and to be moral leaders. The determination of certain leaders to promote, encourage teamwork and team - spirit worked eventually strengthening partnership. Furthermore, the knowledge and skills from trade unions as shop stewards, seemingly contributed to effective partnership.

The participants' responses elucidated that issues of employment weakened their partnerships. This is because although there were those partners who disapproved of nepotism, but the majority of the participants had done all possible either to benefit themselves or their relatives. Further, the respondents reported that some partners also tried to benefit by deliberately avoiding to pay school fees.

#### ***6.1.4 Governing Body members' position on payment of school fees***

Participants' responses revealed that some partners believed that there was no need to pay school fees for their children. This was particularly the case at FP, TP and RP schools.

P-1 (FP) reported that despite her several attempts to resolve their differences with the CP-1 (FP), there was one problem after another. The next problem emanated over CP-1's failure to pay school fees. She explained:

*Our SGB chairperson, the whole leader of parents is not paying school fees.*

Seemingly, the SGB chairperson was still aggrieved that his daughter was not employed to be an educator for Grade R. (see 5.8.1). While still shocked by this response that the leader who represented parent was not setting a good example, P-1 (FP) further elaborated:

*There are also other governing body members and some parents who had been very good in paying school fees, all of a sudden are no longer paying it. I have heard via grapevine that our SGB chairperson is influencing parents so that the school would be dysfunctional. Thereafter, I would be seen a failure.*

I sought from P-1 (FP) as to what could be the reason for such campaign and mission. P-1(FP) responded:

*I do not know. But someone told me that the SGB chairperson is accusing me of being arrogant and also standing in his way. I have been told that one of the accusations is that, I do not take his instructions.*

Probing on why she did not take his instruction. P-1<sub>(FP)</sub> responded:

*Our problem in this partnership is very simple, the SGB chairperson never accepted or liked me. There is a history between us. To avoid being on wrong side of the law, I stick to the policy which guides me. He wants me to do wrong things. To be honest, I do not trust him. I end up not knowing whether he does something genuinely or is a set up. I do not want to do the wrong things just to appease him while my job would be on the line.*

P-1's<sub>(FP)</sub> response suggested an affirmation that the situation between them was very bad. The worst part was that in the course of their disagreement learners seemingly suffered. Bush and Heystek (2003) assert that it is important for parents to pay school fees for the purpose of smooth functioning of schools. In the same vein, Thompson (2016) is of the view that school governing body chairpersons as leaders of this constituency have a responsibility to lead by example and encourage parents to pay school fees. But having heard what P-1<sub>(FP)</sub> reported seemed to give us a picture that partnership at FP school was characterised by multiple problems. Furthermore, this issue of influencing parents suggests that some partners used parents to fight "their personal battles". P-1<sub>(FP)</sub> was reportedly aggrieved because the school could not hire his daughter. It also happened at Rock Primary school where parents demonstrated against P-3<sub>(RP)</sub>. In both schools there was no evidence that parents demonstrated or stopped paying school fees because they had problem with P-1<sub>(FP)</sub> and P-3<sub>(RP)</sub> respectively. But both CP-1<sub>(FP)</sub> and CP-3<sub>(RP)</sub> seemingly viewed P-1<sub>(FP)</sub> and P-3<sub>(RP)</sub> as their enemies because they refused to employ their relatives. In both scenarios the community members were apparently not going to benefit anything. The influence of community members again not to pay school fees as P-1<sub>(FP)</sub> reported was seemingly like a perpetuation of parents to hate the principal. Hence, it appeared that some partners' lives was in danger because the dynamics in these partnerships also involved the instigated community members. In short, a campaign to discourage parents to pay school fees seemed to indicate that partnership was characterised by problems.

I further probed P-1<sub>(FP)</sub> on why she did not address this issue of non-payment of school fees, especially by SGB chairperson and members. In her response P-1<sub>(FP)</sub> explained how she had explained about SASA requirement.

*I spoke to him on an individual basis. He responded by saying that as SGB chairperson and SGB members they work very hard for the school voluntarily, therefore there is no need for them to pay school fees. I explained to him that SASA requires all parents to pay school fees. If they are unable to pay because they can not afford, they have to apply for school exemption just like all other parents. But what worries me is that some SGB members are now giving me the same explanation that just because they serve in the SGB, they do not have to pay.*

The response that P-1 indicated that she was working with someone who did not understand the content of the South African Schools Act (1996). Hearing P-1 saying this was the response from CP-1 did not come as a surprise. This was the same CP-1 who did not hear anything when P-1 told him about the Labour Relations Act. Instead he demanded that his daughter had to be employed as Grade R. Educator without following the correct procedures (see section 5.8.1).

P-1 further reported that she had several engagements with SGB members, including teachers who had children at the school, but there was no improvements. According to P-1 some site stewards also stopped to pay school fees. In response to the situation, P-1 elaborated on action she took as school principal:

*I instructed my Finance officer to hand them over to the school lawyers just like all other parents who were not paying school fees. They were upset but I had to do what we do to all parents who do not pay school fees yet they can afford to do so.*

It seemed that partnership at FP school comprised of partners who were full of anger. When I interviewed CP-1<sub>(FP)</sub>, I asked if he was paying school fees or not. He responded in a way that was in agreement with P-1's response. In responding CP-1 emphatically and confidently said:

*I used to pay it, but I am not anymore. Why should I pay it? I am not getting paid for SGB member and chairperson. Furthermore, what irritates me more than anything is that when there are job opportunities my daughter had to compete with people who are doing nothing for the school. My belief is that as SGB members who sacrifice everything to be helpful to the school, we should not be paying school fees.*

CP-1's response seemed to show lack of understanding of the core duty of SGB chairperson. He did not come across as someone leading by example. As a leader of parents, if he was concerned about the problem at hand and willing to resolve it, he should have worked with the principal and teachers. There is nowhere where it is stipulated that just because one is member of the SGB, therefore that person should not pay school fees. Instead SASA (1996) stipulates that to be a SGB is a voluntary work. Furthermore, SASA (*ibid*) states that any available job needs to be advertised in an open gazette not to reserve it for SGB members (Republic of South Africa). It also stated in the SASA that SGB should support the principal to ensure the smooth running of the school. If SGB members and parents do not pay school fees that means it would be difficult for the school to function effectively. Due to insufficient funds to manage the school, there would be limited resources which results in the suffering of teaching and learning. Nzimande (2009) appealed to all South Africans to pay school fees so that there would sufficient resources and schools would be effective.

Nzimande's (2009) call seems to be true because when I individually interviewed teacher - union site stewards (SS-1, SS-2 and SS-3) at FP school, they expressed a similar complaint about shortage of resources. SS-3 was mum because he apparently was one of the teachers whose child was at school, but had stopped paying school fees. SS-1 expressed his experience of partnership in relation to the shortage of resources in the following fashion:

*As site stewards, representatives of teacher, we find it very difficult to operate in this SGB. We are under tremendous pressure from teachers. They want resources to teach. When we approach the principal, he tells us that there is no money because parents are not paying school fees. At the same time, there are rumours that the SGB chairperson is encouraging parents not to pay school fees. When we approach him to verify the legitimacy of these rumours, he becomes, emotional, aggressive, angry, defensive, disrespectful, and not prepared to talk to us.*

Probing from SS-1 as what could be the reason for such reaction. He replied:

*I do not know but I suspect that it is because we stuck to our guns when he imposed that as SGB members we choose his daughter to be the Grade R. educator.*

It appeared that CP-1 (FP) was perhaps not the right person to represent parents. This is because it seemed as if he found it very difficult to work with people who raised their opinions. Furthermore, as the SGB chairperson, seemingly he did not recognise and treat with respect other stakeholders as fellow partners. Both P-1 (FP) and teacher-union site stewards reportedly

tried to engage CP-1, but he seemed not to be interested in their concern. This suggested that there was no proper communication between partners. It was very unfortunate that partners' disagreements appeared to impact negatively on the education and future of innocent children.

This suffering of learners just because some SGB members did not pay school fees did not only happen at FP school. It also happened at TP school, where partners argued over unfairness where SGB chairperson's child did not pay an excursion fee, at the expense of other learners. The whole story that seemed to divide partners is discussed hereafter.

At TP school CP-2 insisted that as the founder of the school, his children and grandchildren were exempted from paying school fees. This decision was taken by the school committee which existed prior to the establishment of SGBs. At the time of the data collections, there was a tension between SGB partners. The main cause of tension emanated from an excursion where CP-2's child was not going to pay for an excursion. Teacher -union site steward (SS-5) who was also the SGB member queried this agreement:

*I think it is unfair to expect other learners to pay for excursion while the SGB chairperson's child is not.*

On probing as to what exactly was her concern because it was apparently an agreement that children and grandchildren of CP-2 (TP) would not pay school fees, SS-5 (TP) responded:

*The agreement was about not paying school fees. It was wrong for those school committee members to take such decision. This is unconstitutional. I strongly believe the SGB chairperson needs to set an example. There is nowhere in the agreement that when there are excursion his children should not pay just because their father is the SGB chairperson.*

I further asked SS-5 (TP) as to why she was worried about this matter. She reported:

*Apart from being SGB member, site steward, I am also a parent, and there are teachers who feel that the SGB children should also pay for excursions.*

Interviewing CP -2 (TP) regarding the non-payment of school fees, he insisted that this was an eternal agreement He clarified:

*An agreement that was made with the school committee will always remain legal. SGB members may change but such agreement will never change. My children will not pay*

*for anything at this school. I worked very hard for this school. I am now reaping rewards of my hard work.*

When I tried to get the principal's view regarding this non - payment of CP-2 (TP), P-2 (TP) was very reluctant to respond. Eventually, this was what he had to say:

*I was not part of this agreement, therefore, I do not want to be involved in this matter.*

This response from P-2 (TP) seemed to be a continuation of his stance that he took initially, when that he was not prepared to be seen opposing P-2 (TP). The question arose when I heard such statement from him, was when was P-2 (TP) going to capacitate SGB members as per requirement of the South African Schools Act (1996)? Perhaps P-2 (TP) should have intervened to clarify if such agreement was in line or not with SASA and the Constitution of South Africa. It could happen that CP-2's needed assistance in the interpretation of the agreement. Perhaps the same agreement was silent about excursion fees.

At Rock Primary school P-3 (RP) reported that CP-3 (RP) also refused to pay full school fees. He explained:

*Though our SGB chairperson does not qualify for school exemption, he refuses to pay full school fees. He justifies his refusal by saying that at his school, all SGB members, pay half of the school fees. He always insists that it is fair for SGB members to pay at least half of the school fees because they are not being compensated for being SGB members.*

If it happened that CP-3 (RP) was not paying full school fees and had this justification as P-3 (RP) reported, this may suggest that CP-3 wanted to benefit from school at all cost. To recapitulate, initially, P-3 (RP) reported that CP-3 (RP) pushed for his wife to be employed as post level one at the expense of a substitute educator. Then he was reportedly refusing to pay full school fees, yet he could afford it. With his experience of being the Deputy Principal at his school, and also with three year experience serving as the SGB chairperson, it seems he either did not understand his roles and responsibilities or deliberately violated the South African Schools Act (1996).

P-3 (RP) further reported just like at FP school, CP-3 (RP) also influenced parents not to pay school fees



*Our school governing body chairperson did not only encouraged SGB members to pay half of school fees but parents were also told not to pay it at all.*

On probing as to what he did to address this situation, P-3 (RP) responded:

*I tried to explain to all SGB members regarding the procedure about paying school fees. I further clarified regarding different types of school fee exemptions. Furthermore, I even brought to the attention of the SGB members, the consequences of not paying school fees. But I knew that he not was going to listen to me.*

I sought to find out as to why nobody was going to listen to him. P-3 (RP) replied:

*Our SGB chairperson is very influential in the community. As a result, when we have SGB meetings, there is no open communication. His word is always final. He dictates terms. We are in a partnership where it becomes very hard for us to raise any suggestion. If one suggests something that he does not agree with, he perceives that person as an enemy. He does not listen to anyone. To be honest, I am scared of him. I do not want parents to march and demonstrate, demanding that I should be removed from school, as it happened before.*

P-3's (RP) response suggested that other SGB members were not free to express their opinions in this partnership. Seemingly what happened at FP school of suppressing other members was also taking place at RP school. In short, at both schools, school governing body chairpersons seemed not to encourage open communication between members. Guadagnino and Westhuizen (2009) assert that one of the features of a successful and effective partnership is open communication. Furthermore, P-3's response also suggested that it was not a problem for some partners to use parents or community members to fight for their personal gains. It was reported that it happened at FP school where parents were apparently encouraged not to pay school fees. This concept of using parents seemingly caused fear to certain school partners. P-3 stated openly that he was worried that he could lose his job. Furthermore, he feared for his life. What I read from P-3 (RP) and P-1(FP) was that apart from non-existence of communication, members were not safe.

I thereafter asked P-3 (RP) regarding the repercussion of CP-3's refusal to pay full school fees: He responded as follows:

*This affects teaching and learning. We also struggle to pay salaries for SGB employed staff members. There is a possibility of retrenching some of them. Unfortunately, this*

*may lead to large number of learners of about 70 per class. The chairperson does not understand the consequences of non-payment of school fees. What becomes more challenging is that when you try to explain, he does not allow communication and engagement.*

P-3's (RP) response suggested that perhaps the intention of CP-3 (RP) was to see P-3 being a failure in managing the school. It looked like sometimes it becomes difficult to operate on partnership where their partners apparently set others for failure. Same thing happened at FP school where CP-1 intentionally stopped paying for school fees. The reason that was mentioned by CP-1 (FP), was because the principal did not recommend his daughter for Grade R. post (see section 5.8.1).

I then sought the SGB chairperson's opinion, regarding payment of school fees, CP-3 responded in a manner that differed from the SASA (1996). This was what he had to say:

*My belief is that SGB members should not be paying school fees, considering that they do a lot of work for school voluntarily. It is a mercy even for us here to pay half of the school fees, otherwise, it is not necessary.*

CP-3's (RP) seemed to show lack of understanding of the South African Schools Act (1996). There is no section from SASA which says that a parent just because he/she is a governing body member should not pay school fees. P-3 said it was not necessary for SGB members to pay school fees. While on the other side the principal (P-3) as the manager in charge of the professional management of school was worried that teaching and learning would be affected because some staff members would have to be terminated. Seemingly the partnership at R P comprised of partners with different visions pertaining to school progress. These diverse goals appeared to weaken the partnership.

Teacher-union site steward SS-6 (RP) reported that as partners they had diverse interests which led to hidden agendas, especially between the principal and the SGB chairperson. He expressed his views as follows:

*I have reached a point where I do not enjoy being part of this partnership. This is because as members we do not work as a team. This division is affecting both teachers and learners.*

I sought from SS-6 (RP) as to how the division affected teachers and learners. He elaborated:

*At the last previous SGB and staff meetings, the principal reported that the school had reached a point where it becomes impossible to pay salaries for SGB paid staff. The reason is that some SGB and parents are not paying school fees. If SGB teachers are reduced that would mean teachers would have an increased number of learners per class.*

On probing, SS-6<sup>s</sup> as to how this situation could be resolved, he answered:

*This situation can be resolved very easily. The SGB chairperson needs to support the principal, in order to perform his professional management effectively. I am not judging anyone, but what I always observe as site steward, it looks like the SGB chairperson is on a mission to frustrate the principal. Unfortunately, in their bickering, innocent teachers and learners suffer. This is one of the factors that impact negatively in this partnership.*

As I reported earlier in this section (6.6.4), FP, RP and FP schools were the main schools where the issue of school fees caused some disagreements between partners. In all schools, this issue of SGB chairpersons refusing to pay full school fees, appeared as continuation of anger from CPs who seemed to be antagonistic of school principals because there was once a disagreement over posts.

With regard to Tholimfundo High school it was reported that all partners paid school fees. P-4 (TH) reported that parents encouraged fund-raising projects to supplement school fund. She expounded:

*All SGB parent members were amongst the first parents to pay school fees. They further encouraged all parents to do so.*

CP- 5 (TH) revealed as to how SGB - parent component worked with other partners in making sure that parents pay school fees.

*We set a committee solely responsible for payment of school fees. This committee consists of one member from parents, teachers, and non-teaching staff.*

SS-7 (TH) reported that she was the one who suggested the acknowledgement of all parents who paid full school fees. She explained:

*As a parent myself, I introduced an idea where all SGB members and parents who had paid full school fees before March to be rewarded with a cup. I encouraged all SGB members to lead from the front.*

P-4 (TH) proudly reported SGB members and parents were very committed in payment of school fees.

The participants from Mountain High school also reported a similar commitment. P-5 reported:

*All SGB members and parents pay school fees. We work as a team. Furthermore, all SGB members encourage parents to support fundraising projects.*

CP-5 (MH) expressed her feeling regarding the importance of supporting school's projects. She elaborated:

*As the SGB chairperson, it is my responsibility to see to it that the school fee is paid. I am duty-bound to lead by example. This is our school. We have to make sure that all the teaching resources are in place.*

SS-12 (MH) reported that as SGB member who also served in the local school community also encourage parents to pay school fees at community meetings. It was good to see SGB partners from high schools committing themselves to paying of school fees. This shows that they took the education of their children seriously. Furthermore, the participants from these schools showed that they were prepared to tolerate and learn from each other for the benefit of the success of partnership.

Through these first two questions of the research key questions, it emerged that some SGB members' intension was further their own nests. The overall study reveals that there were tensions, regarding appointments, promotions, projects, policies, school fees. These first two questions also revealed that some partners found themselves operating in the environment with full of corruption, favouritism, nepotism. Moreover, through these questions I have learnt that it was difficult to be a member in a partnership where there is an open hatred, rejection, despotism, suspicions, dictatorship, alienation and suppression of ideas. The study also revealed how one's health can be affected due to unhappiness. On a positive note, data from leaders show that people who are on leadership should never give up. Despite all the challenges, some leaders through their insistence on democracy and transformation, they eventually won the hearts of their partners. It was because of this patience and perseverance that resulted in all partners suggesting that there was an urgent need for the enhancement of school partnerships.

## 6.2. Participants' proposals regarding the enhancement of school partnership

This section reveals suggestions from participants regarding the enhancement of school partnerships. This section speaks directly to question three of the research questions (see section 5.1). Regarding the enhancement of school partnership, there was a paradigm shift about participants' perception of their role in partnerships. I discuss this paradigm shift hereafter.

At FP school, all participants who previously served as SGB members were re-elected to represent their constituencies. I asked CP-1 (FP) as to what could be done to enhance role - players' partnership. CP-1 responded by expressing his remorse and regret regarding the state of the partnership. I did not want to interrupt him as Mouton (1996) posits that it is important for a researcher sometimes to allow digression from a respondent. According to her, vital information can be obtained from such digression. CP-1(FP) expressed his inner- feelings as follows:

*To be honest, there are several factors that are affecting our partnership. Unfortunately, they neither benefit our school nor us as members.*

I viewed this response as an admittance and acknowledgement that all was not well with the partnership. On probing as to what could be done to enhance partnership, CP-1(FP) replied:

*As the SGB chairperson, I had been thinking about all the challenges and differences that we have as SGB members. I am also not innocent in the whole situation. But my opinion is that as newly elected SGB members we need to start on a clean slate.*

CP-1 elaborated in a way that seemed to show that he was a changed man.

*The school principal, teacher-union site stewards, and I as leaders of our constituencies, we have a responsibility to lead by example. We need to be united, open, transparent, trustworthy, inspire, communicate, and be honest to each other. Moreover, it is vital for us to be moral leaders.*

Though initially CP-1 seemed not to be answering the question directly, allowing him to start on that note, was of benefit for this study. It was through this apparent digression that assisted me with more detailed information from him. Hence, adopting Mouton's suggestion, yielded positive results. I was taken aback by CP-1's responses because during the first interview session, he appeared as someone who was not prepared to work with other partners, especially,

the school principal (P-1). The response from CP-1<sub>(FP)</sub> regarding the enhancement of school partnership suggested that he was committed to change.

I thereafter probed as to what really prompted him to such sudden change. CP-1<sub>(FP)</sub> responded:

*I have realised that the success of this school depends on us as leaders of our constituencies by working together collaboratively. Furthermore, as I have been re-elected by parents to be SGB member and chairperson, parents have been pointing fingers at me as someone who causes instability at this school. I am now prepared to work with other stakeholders. Parents have confidence in me, therefore, I am prepared to encourage peace and stability to this partnership.*

This response suggests that the parents' intervention somehow also contributed in CP-1, to see the importance of working with other stakeholders amicably. Christie (2003) points out that it is of great importance for parents and community to encourage peace and stability at schools.

P-1<sub>(FP)</sub> reiterated CP-1' words, but he also suggested training as key to the enhancement of partnership:

*As partners we need to encourage unity and respect. Moreover, we have to make efforts that we attend workshops regarding our roles and responsibilities. In this area, there are some of our members who are not sure of what to do or not to do.*

I made a follow-up pertaining to a nature of workshops he was talking about because P-1<sub>(FP)</sub> was once on that campaign prior, to assisting SGB members. She responded:

*Though the Department of Education expects me to workshop newly elected SGB members, but I would outsource an intervention of NGOs to workshop SGB members on governance matters. In addition to this assistance, I would approach departmental officials to workshop us.*

P-1<sub>(FP)</sub> clarified the motive behind getting the NGOs:

*I think if we get an independent facilitator, perhaps we would be able to achieve our desired goal. This is because at the moment we as partners do not trust each other.*

P-1's<sub>(FP)</sub> proposal regarding the enhancement of partnership added more light on CP-1's opinions that it was important for role-players to adhere to the principles of democracy. What I also noted was that seemingly such knowledge and understanding of principles of democracy would have only been possible if several workshops were conducted by neutral facilitators. P-

1's opinion of utilising skills and knowledge from independent facilitators may perhaps be of benefit to the partners. Khuzwayo (2007) and Sergiovanni (2015) reported that it is the responsibility of school principal to provide training to SGB members but sometimes some partners view these trainings with suspicion. Therefore, the suggestion from P-1 (FP) to invite independent facilitators would cease these suspicion but develop greater understanding and trust.

On the other hand, SS-1(FP) suggested exercising of transformational and moral leadership as answer to the enhancement of partnership. SS-1(FP) summed up in the following fashion:

*We live in a transformed society where there are numerous changes in this country and in the education sector. We all have a responsibility to transform this country. School principal, SGB chairperson and us as teacher-unions all of us, we need to be moral leaders. We need to be true to ourselves and our members. Though we have diverse constituencies but our main focus should be the success of our learners at our school. Such success would only be obtainable if we appoint staff based on merit, not because they are our relatives or friends.*

SS-2 (FP) proposed communication as one of key factors that could enhance school partnership. In his response SS -2 repetitively stated that non - existence of communication was a cancer to school partnership between members. This was what he had to say:

*The SGB members, especially the leaders do not communicate to each other. This results in mistrust, dishonesty, corruption, immorality, dictatorship and undemocratic procedures.*

Drawing from the above responses it looked like school leaders at FP were all prepared to enhance partnership. The responses from the participants seemed to symbolise dawn of unity and preparedness to enhance partnership at this particular school. Most importantly, it was also inspiring to hear all partners expressing without any doubt that democratic and transformational principles had to be promoted to enhance partnership. This commitment to work together signified unity.

Regarding TP school, all previously serving participants were re-elected in the 2018 SGB elections. In responding to the question regarding the enhancement of school partnership, CP-2 (TP) also put more emphasis on adhering to the democratic principles. He regretted regarding the conflict that took place at TP. He explained:

*It was an embarrassment to see our school being on media due to conflict between us as SGB members over a deputy principal post. The challenge and contestation I received from the principal and teacher-union site stewards made me do an introspection. I must admit I was bitter because the preferred candidate of the site steward got the post. It was for the first time in history of the school to see someone who was not my choice to get a post. But the conflict of that nature should have been avoided.*

Although the question was not about the background of the conflict, I again allowed him to continue expressing his views. Eventually, my patience seemingly yielded positive results, because it was through this background information that I understood that the conflict was one of the dynamics that caused ineffectiveness amongst partners. CP-2 (TP) thereafter, responded directly on the question I asked. In his response, just like CP-1 (FP), he pointed out that for any partnership to be effective, it should be based on the principles of democracy such as honesty, transparency, respect, teamwork, co-operation and unity. He elaborated on teamwork, duties and support. He elaborated:

*Though this school is my legacy, it is important for us as partners to be mindful that we work as team. We need to give each other space to operate democratically. The principal has a responsibility to manage the school. The SGB members (parent component and myself deal with school governance. Teacher - union site stewards deal with teachers` welfare. But at the end of the day we need each other. We have a responsibility to support one another.*

CP-2's response suggested that he was willing to work with other partners collaboratively. I observed his facial expression that he apparently meant what he perceived as to be perhaps a better idea to enhance partnership. CP-2 (TP) acknowledged that though he was instrumental in the building of TP other stakeholders such as school principal and teacher were needed to manage it and teach their children. He admitted that it was the service that he was unable to offer. Furthermore, he put more emphasis on word such as "collaboration" among partners. I then sought clarity, as to what did he mean by collaboration? He elaborated:

*As SGB chairperson I have committed myself to lead this school governing body in a very democratic fashion. An autocratic leadership would be the thing of the past. I now sit down and discuss issues with other partners. Every members` opinion are treated with utmost respect and dignity. We encourage teamwork, honesty, communication,*



*collaboration and open-door policy amongst members. We have agreed to adopt this approach for a purpose of enhancing partnership.*

The report that CP-2 (TP) had already met with other partners and had agreed on these unifying principles suggested that these leaders were prepared to transform their previous method of operation. In line with CP-2 (TP), P-2 (TP) revealed that as members they encouraged engagement. He explained:

*It was for the first time for me to disagree with the SGB chairperson. It was because there was no room of engagement to discuss issues. This has affected our partnership. But I am happy now because as SGB partners we have taken a decision that it is important to meet and clarify our roles and responsibilities. We encourage teamwork and team spirit among our members. Issues that previously caused division are the things of the past.*

Partners' decision to put more emphasis on communication seemingly brought closeness between partners. Data generated during the first phase from the participants of FP, TP and RP schools seemingly revealed that the absence of respect, trust, transparency led to poor communication. According to Christie (2011), it is possible for SGB members to be unable to understand their roles and responsibilities if they do not communicate openly. The proposal from P-2 (TP) that SGB members meet to clarify the roles and responsibilities was a crucial point. Most of researchers who conducted studies about school governing body partnerships suggested that SGB members needed to improve on understanding their roles and responsibilities (Tshabalala, 2013). Furthermore, they also need to encourage an open communication (Msila, 2014). These are the areas which have been identified as the sources of conflict and causes of various dynamics in school partnerships (Msila, 2014; Tshabalala, 2013; Thompson, 2016; & Khuzwayo, 2007).

Apart from the democratic principles suggested by both CP-2 (TP) and P-2's clarity regarding roles and responsibilities, P-2 (TP) also suggested that more training of SGB members was essential. He explained:

*Knowledge is power. It is fundamental for us as SGB partners to learn from each other. Moreover, we have a responsibility to make an effort to attend SGB workshops and trainings to empower ourselves. To ensure that this partnership becomes effective, we as leaders have to promote unity. Furthermore, we have to make sure that we uphold to be democratic and transformational leaders. It would also be imperative to invite*

*departmental officials from governance section and NGO's experts to develop us on SGB school partnership matters.*

P-3 (RP) just like SS-1 (FP) suggested that it was of cardinal importance for all SGB members to be moral leaders. In the same vein, teacher - SS-4 (TP) just like P-1 (FP), CP-1 (FP), CP-2 (TP) and P-2 (TP) also pointed out that democratic aspects, such as honesty, respect, teamwork, transparency, co-operation were the key to the enhancement of partnership.

On the other hand, SS-5 suggested detailed and comprehensive proposals regarding the enhancement of school partnership. She explained:

*As SGB partners, regardless of our positions, we all have a responsibility to strive for positive development of fellow partners, raise awareness of moral ethics and standards, and focus on priorities that would benefit our partnership. We need to share values and be selfless leaders. It is our duty to promote harmony and cooperation. It is our responsibility as members to encourage freedom of expression among ourselves. Lastly, we are duty-bound to look beyond self-interest but look to the common goal. Tensions, disagreements, and conflicts over schools' projects, securing of posts for our relatives, friends and personal gains should come to an end.*

The responses from the participants of TP suggested that all participants were in a campaign to democratise and enhance their SGB partnership. To hear all participants being on the same page regarding transforming their partnership, was something I perceived as a great change.

At Rock Primary school, participants reported that there were high contestations and campaigns during SGB election of 2018. P-3 (RP) reported that the mostly high contested position was that of a SGB chairperson. According to P-3 (RP), CP-3(RP) also availed himself for nomination but was not re-elected. P-3 (RP) further clarified that a local political councillor was the one who became the new SGB chairperson. P-3's response evoked enthusiasm to interview the newly elected SGB chairperson. The rationale was based on an understanding that there was more work to be done with her, as I was going to interview her for the first time. I was very keen to seek her insight of the school's governance politics between partners. This question paved the way for the third research question which I had asked above to the participants from FP and TP schools (refer to Table 5.1). To make a clear distinction from the previous defeated CP-3, I coded this newly elected SGB chairperson as 2<sup>nd</sup> CP-3.

To have an insight of 2<sup>nd</sup> P-3's knowledge about her school, I asked her to explain about her understanding of Rock Primary school's governance politics? In responding to the above question, she explained:

*This school is part of our community. We elected parent members to be SGB members, but unfortunately, there have been fighting between the principal, previous SGB chairperson and teacher-union site stewards. Therefore, as a political councillor, I am duty-bound to see to it that all schools operate smoothly in my ward. I have been lobbying parents to elect me for a purpose of bringing stability and peace to this school. My child is in Grade 2. I want what is best for her. But the politics that had been happening on the last two years is destroying the future of our children.*

I sought an elaboration from 2<sup>nd</sup> CP-3 (RP) regarding the politics that was destroying the future of their children. She elaborated:

*I understand politics very well, but I must admit that I was one of those parents who marched, demonstrated, shouted and demanded the removal of the principal. I was naïve enough until, I realised that the previous SGB chairperson was using us to fight his personal gain*

2<sup>nd</sup> CP-3 further explained that they were deceived as parents:

*I have been observing the situation at this school and have realised that all accusations levelled against the principal were fabricated lies and propaganda.*

This response from 2<sup>nd</sup> CP-3 suggested that this was the person who seemed to understand the politics of the school and also wanted to transform the school. I thereafter sought her views as to what would be a best solution to undo this propaganda, which according to her had been entrenched to parents and community members. 2<sup>nd</sup> CP-3 responded with enthusiasm and confidence in the following manner:

*We have already done the most important work. In this election, I was one of the people who campaigned and canvassed to ensure that parents did not re-elect the previous SGB chairperson. We won the first round. The second round now is to ensure that the SGB members work collaboratively regardless of their constituencies.*

2<sup>nd</sup> CP-3 responded like someone who seemed to be concerned about the teamwork at the school. Her response suggested that she was indeed concerned about the community. Despite her commitment as the political councillor, but she availed herself to deal with the problem that

apparently caused dysfunctionality of SGB partnership at RP school. Her involvement in the campaign to ensure that the previous CP-3 who seemingly was the cause of conflict, was not re-elected, and her willingness to work with other role players, suggested that he wanted an enhancement of partnership. But as a researcher, I thought it would be more appropriate to hear from her. I then sought 2<sup>nd</sup> CP-3 as to what could be done to enhance partnership. Her response elucidated that she was on a mission to bring about change at Rock Primary school.

*My vision is to transform the image of the school. I want to instil democracy and transformation among partners. My wish is to do away with this autocracy, self - enrichment, division, dishonesty, hidden agendas, mistrust, lack of communication, non-recognition and rejection of some partners. In short, my vision is to encourage participatory approach. I have already approached all partners that my intention is to discuss all these factors which previously affected this school`s partnership. I want all of us as partners to adhere to the principles of the Constitution of South Africa and the South African Schools Act.*

The response from 2<sup>nd</sup> CP-3 suggested that she meant business. The inclusion of other role - players in the meeting she spoke about seemed to bring enthusiasm and hope. It may appear that they felt being recognised and appreciated as vital stakeholders. When it was time to interview P-3 (RP), I noticed that he was keen to share his happiness about the latest SGB development. He had this to say:

*The storm is over, the only way to enhance our partnership is to work together collaboratively. I am very happy now because our newly elected SGB chairperson is insisting that as partners we have to do things democratically. In addition to that he stresses that we have to trust, support, communicate and believe in one another.*

P-3's response was seemingly in line with 2<sup>nd</sup> CP-3's responses. This seemed to suggest that both these partners and leaders were prepared to transform and improve the work relationship. P-3 (RP) echoed 2<sup>nd</sup> CP-3's (RP) words that they had a strategic meeting where they laid ground rules to make their partnership more effective.

In the same vein SS- 6 (RP) spoke highly of the 2<sup>nd</sup> CP-3 (RP) regarding the enhancement of school partnership. SS-6 (RP) viewed her as a leader who promoted the democratic principles, transformational leadership and moral leadership.

*My wish is to see all of us as partners working as a team, respecting and trusting each other. This partnership would be a success if we are honest and moral leaders, refrain from being involved on corrupt practices. We need to put community (who are our children) first, instead of our relatives, friends and ourselves. Lastly, as leaders of our constituencies, it would also benefit us and fellow partners if we prioritise the need of the people.*

Looking at his willingness to further voice his opinion, I allowed SS-6 (RP) to further express his inner-feelings. It emanated that he started by suggesting team work as key to the enhancement of partnership. In addition to that, he expressed his appreciation of 2<sup>nd</sup> CP-3`s in the enhancement of partnership. He illuminated:

*As partners, as much as we have our differences, but it is important for us to strive for common purpose and vision. We need to put our differences aside but to work as a team for the benefit of the learners. But I am happy with the presence of the new SGB chairperson at least he recognises us as teacher-union site stewards. She is very democratic, transparent and moral which are some of the aspects that had been lacking with the previous SGB chairperson. The new SGB chairperson always reminds us that we are champions of change.*

This approach of democracy and transformation brought about by 2<sup>nd</sup> CP-3 seemed to be an appropriate and pertinent approach as it worked at Tholimfundo and Mountain High school. Though partners represented diverse constituencies but with determination of certain partners such as CP-4 (TH), P-4 (TH), CP-5 (MH), P-5 (MH) and others the situation improved.

It was also inspiring to hear participants from FP, TP and RP schools express frankly their views that the only way to enhance partnership was to democratise and transform SGB partnership. I noticed that most of the participants from these schools kept on emphasising democracy, participation and transformation as the key to the enhancement of partnership. Hence, I carefully examined as to how democracy, participation and transformation benefit partnerships, I discuss this examination hereafter.

### **6.3 Participants` commitment levels to democratic partnership**

Participants from all five schools made a vow to democratise and transform school partnership. Hammer (2017) points out that where there is democracy, members participate freely. Therefore, the adoption of democracy in the school by partners would encourage participatory

or shared leadership. This type of leadership would motivate school principals, SGB chairpersons and teacher-union site stewards to take a more participative role in a democratic decision-making process. Drawing from the responses from the participants, school partnerships were characterised by absence of democracy. This lack of the democracy resulted in conflicts and instability of SGB partnership. The suggestions regarding the enhancement of partnerships would firstly, encourage partners to share ideas and opinions. Secondly, partners would be free to engage on issues in a more democratic way. Thirdly, with this emphasis on democracy would be creativity, which results in sense of ownership. Fourthly, leaders in school partnerships would promote democratic and transformational leadership which would inspire their constituencies. Northouse (2018) asserts that it is of great importance for leaders to adopt democracy. He postulates that such democracy encourages trust, respect, honesty, communication, courage, transparency, teamwork, fairness and creativity amongst members. These features also found in The Participative Theory, Transformational Leadership Theory and Collegiality Model explained and adopted in Chapter Three as the theoretical frameworks of this study. William (2011) posits that usually democratic leadership is synonymous with transformational leadership. The proposals from the participants resembled transformational leadership. In all five schools, participants apparently, strove to challenge the status quo. They all show eagerness to democratise partnerships, explore new ways of doing things and new opportunity to learn from each other, which is one of the principles of the Collegiality Model. They further fostered supportive relationship and communication. To ensure that participants had changed but operated as transformational leaders, they articulated a clear vision that would benefit SGB partnerships. Unlike before where the vision was about self-enrichment, the new vision focused on group partnerships` achievement and participation. What was more inspiring was that during the second session of the interview, most participants were passionate about change, and partners` full participation which is typical of The Participative Theory, Transformational Leadership Theory and Collegiality Model.

Politis (2004) posits that creativity which is about finding new ways of resolving problems and approaching situations is one of the features of the Transformational Leadership theory. Creativity was one of the features that some of the participants suggested in the enhancement of school partnerships.

These scholars point out the most important features of democracy and transformational leadership. These characteristics are highly emphasised in the Constitution of South Africa, the Labour Relations Act (1995), the South African Schools Act (1996) and Educators

Employment Act (1998). To epitomise, these Acts encourage positive work relationship. Hence, the introduction of school governing bodies was motivated by this principle of harmony amongst stakeholders. Although two decades have passed since the enactment of SASA, there is a hope that school stakeholders would realise the significance of school partnerships. To be honest, it was inspiring to me as the researcher to hear all the participants, firstly admitting that there were issues impacting negatively on school partnerships. Secondly, the participants' aspirations and suggestions to democratise school partnership symbolised realisation of the importance of school partnerships. This aspiration actually reminded me of Saul who was once the persecutor of the Christians, but after his adoption of the Christianity he became the most devoted Christian. He used his leadership skills to convert the heathens of Christianity. Hence, same thing applies to school partnership leaders, with the new ideas they shared regarding the enhancement of school partnerships they can use their leadership skills to promote effective, democratic, participative and transformative partnerships. Hence, the Participative Theory and the Transformational Leadership Theory were pertinent. This was because partners realised that they had to encourage participation and be transformational leaders at schools.

#### **6.4 Conclusion**

The chapter reveals that schools' partnerships were more inhibitors than enablers of partnership. The shared experiences from partners show that partners were more concerned about self-gains. These school partnerships were like the scramble for Africa. The chapter reports that corruption, fraud and nepotism were the main reasons for tensions and conflicts in school partnerships. The chapter further reveals that despite these rife corrupt practices, there were leaders who stood steadfastly to promote ethics within school partnership. Eventually, their perseverance yielded positive results. It is in this chapter that most partners came up with various positive suggestions to enhance school partnership. The suggestions were featured well with the principles of the Constitution of South Africa (1993) as well as the South African Schools Act (1996). In the next chapter, I discuss the road I have travelled to complete this thesis.

# **CHAPTER SEVEN**

## **Learning from the journey**

### **7.1 Introduction**

In this chapter the main focus is to share the knowledge regarding what I learnt pertaining to the dynamics of school partnership. The chapter is made up of five sections and six sub-sections. The first section is about the journey I travelled. The second section reports regarding what I have learnt from the journey. This section comprises of six sub-sections which are discussed in 7.1 up to 7.6. From there I move on to report on the shortfall. This is followed by the recommendation for the urgent need for further research. The last section is about the conclusion of this thesis.

### **7.2 The journey I travelled**

To set the wheels turning, in Chapter One, as I explained and justified the motives behind conducting this research about the dynamics of school partnership. I reported how stakeholders namely: school principals, SGB chairpersons and teacher-union site stewards operated disjointedly before the advent of democracy. I further argued how civic organisations and teacher - unions emerged for the purpose of challenging the then status quo. To recapitulate, the status quo was that, some of the role-players such as school principals, parents, teachers` unions and learners had no opportunity for working collaboratively (Msila, 2014). Christie 2011 asserts that the apartheid government encouraged divisive elements at schools. It was in this chapter where I argued that the democratic policy frameworks such as the Constitution of South Africa (1993), Labour Relations Act (1995) and the South African Schools Act (1996) were introduced. The enactment of these new policies happened after the 1994 democratic election. The intention of introducing these legislations was to democratise and to promote partnership among school partners, among others. Though the democratic government made a great effort to improve school partnership, I explained in that chapter that there were several tensions and conflicts that characterised South African schools. What I identified as a knowledge gap was that, despite the establishment in schools, legitimate and democratic SGBs, supported by democratic and transformational laws which promote partnerships, but there are schools where SGB partners operate as enemies. Therefore, in the interest of school improvement, it is essential to build knowledge of roles and responsibilities to enhance positive dynamics in such schools.



In Chapter Two I reviewed literature regarding school partnership. I argued that previous researchers either researched about partnership between school principals and SGB chairpersons, school principals and teacher - union organisations, or SGB chairpersons and teacher organisations. It emerged that there was little if any scholar involved these three role-players being investigated together. In that chapter, I conceptualised the term “partnership” as a contractual agreement between two or more people. I found that such conceptualisation was shared by scholars from businesses, schools, governments, politics, and even marriages. These scholars further emphasise that for any partnership to be a success it is imperative to be guided by principles such as honesty, transparency, support, teamwork, collaboration, respect, communication, trust, commitment, shared leadership, clarity of roles and responsibilities, teamwork, participation, engagement, shared information, and capacity building. These principles are well articulated in the Concise Oxford Dictionary (Hoad, 1986); Mncube, 2011; The Llectic Law Library, 2006; Du Toit & Kotze, 2011). These principles can be viewed as some of the pillars of partnership. (Brinkerhoff, 2002; The Llectic Law library, 2006; Rubenstein, 2014; Khuzwayo, 2015; Tshabalala, 2012; Naicker, 2011; Day, 2008; Van Wyk, 2007; & Brandstetter, 2006) These scholars further refer to the above-mentioned features as enablers of partnership. Thus, literature provided me with a deep understanding of the theory of partnership in general and school partnership in particular.

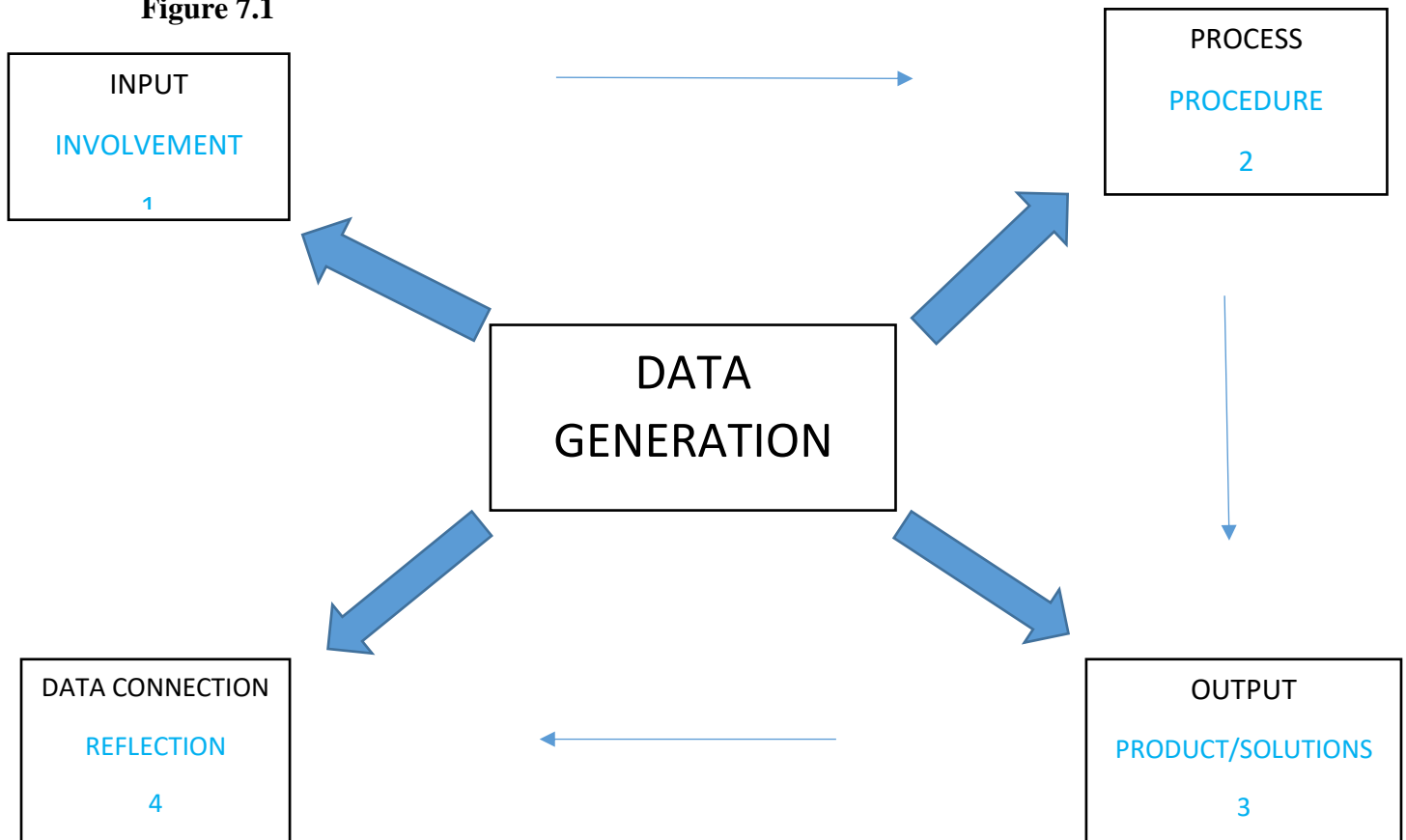
The second section was on “Why school partnership?” I argued that literature reviewed under this aspect was related to the history of education in South Africa, and the motive behind the formation of civic organisation and union organisations. In the same Chapter, I examined some of the inhibitors to partnerships. Murphy and Oberlin (2016) are of the view that these inhibitors are hidden agendas, backstabbing, mistrust, antagonism, suspicions, accusation, conflict, sabotage etcetera. These scholars’ revelation of these inhibitors assisted me in understanding the dynamics of partnerships revealed by participants in the data chapters (Chapter Five and Six).

In Chapter Three, I positioned two theories, and one model, namely Participative Theory and Transformational Leadership Theory as the theoretical frameworks of the study. I explained that the Participative Theory is about power sharing amongst stakeholders. Parents, teachers and learners demanded full participation (Christie, 2011). It was not only the demand for participation but they also wanted to play an active role in ensuring that school structures were democratically transformed (Gill, 2016). I moved on to examine how scholars such as Wood (2011) and Gill (2016) postulate that participation and transformation are main features of

democracy which enhance partnership. Gill (2016) defines participative leadership as democratic participation and transformation. In the literature, it also emerged that participation, democracy and transformation are key principles in the enhancement of partnership (see section 2.3). I further explained that the Transformational Leadership Theory was about a leader who works with other members to identify needed change, creating vision to guide the change through inspiration in tandem with committed members of a group (Singh, 2015). The aptness of this theory was because of the national demand to transform and democratise schools. Moreover, I argued that the Collegiality Leadership Model, which is to do with devotion of power, empowerment, shared - decision-making and shared leadership would also be another of my theoretical lenses. If leaders are guided by the democratic principles, partnership likely to result in members` participation, democratic leadership and collegiality.

I titled Chapter Four “the Methodological Strategy”. I explained that this strategy comprised of the research design and methodology. It was in that chapter where I located the study in the interpretive paradigm. This paradigm is about researchers interpreting the problem and making sense of the participants` responses. Because my study was about exploring the dynamics of school partnerships, the participants shared their lived-experiences. Therefore, I found it justifiable to locate it in this paradigm. I further reported that I generated data through semi - structured individual interviews. I explained that this study comprised of 22 participants, namely five school principals, five SGB chairpersons and twelve teacher-union site stewards. With regards to data generation, I adopted Whiteside, Mills & McCalman`s (2012) model.

**Figure 7.1**



The reason to adopt Whiteside, Mills and McCalman`s (2012) model is because Cain (2016) points out that data generation in a qualitative case involves a series of steps. Whiteside, *et., al* (2012) are of the view that four steps namely input, process, output and data connection are key to data generation. I equate these scholars first stage - *input* as involvement. This is when a researcher involves himself or herself in trying to gain entry. The researcher does all the required expectations so that he or she would be involved with the institutions and stakeholders in question. Whiteside, *et., al*`s second stage is *process* which I equate with procedure. This is the stage when I conducted interviews with participants. The third stage is *output* which I regard as product or solutions. It was at this stage when the participants suggested some solutions regarding the enhancement of school partnerships. Their last stage is known as *data connection*. I equate this stage as reflection. This was when I ensured validity by affording the participants to check if the data I generated captured their responses. All of these enabled me to make sense of the data regarding the dynamics of partnership. Thus Chapter Four gave access to Chapter Five to discuss and present data.

In Chapter Five, I presented and discussed data which resulted in the research findings. The chapter really brought to light the dynamics of school partnership. I discussed how partners

shared their knowledge in two areas. The first aspect was about the participants' histories. The second was assessing participants' understanding of partnership.

In Chapter Six I presented the participants' experiences regarding the dynamics of school partnerships. Secondly, I also included their suggestions regarding how partnership could be enhanced. In that chapter it emerged some of the suggestions included the need for, to abide by principles such as teamwork, transparency, participation, respect, honesty, power - sharing, collaboration and support. It was noteworthy that all these principles are key building blocks of the three theories of the theoretical framework: Participative Theory, Transformational Leadership Theory and Collegiality Model (see Chapter Four).

### **7.3 The dynamics of school partnership: Learning from the research journey**

As I indicated in Chapter 1 and at the beginning of this chapter, in this study I set out to investigate the dynamics of school partnership. Out of the research journey, I have identified four key dynamics in this regard: Firstly, the blind leading the blind. Secondly, corruption and nepotism as the root cause of partners' rejection and exclusion. Thirdly, leaders' usage of community to hide their egocentrism. Fourthly, what works for school partnership? In this section I discuss each of these, in that order.

#### **7.3.1 The blind leading the blind**

In almost all the questions which the participants responded to, there was a high level of ignorance regarding what was expected of them as partners. This ignorance started with partners' failure to understand policies. Most participants did not understand the core reason for introducing the South African Schools Act (1996). Some participants did not even understand the Labour Relations Act (1995). Some partners did not even understand the South African Constitution. Yet these legislations emphasise the importance of partnership between members. Apart from the lack of understanding of legislation, half of the participants did not have an understanding of what it entailed to work with other role players as partners. Msila (2014) affirms that one of the weaknesses of school partnership is that participants do not understand their roles and responsibilities. Tshabalala (2013) posits that SGB members who lack of an understanding of what is expected of them, usually end up stepping on each other's toes. Majola (2013) attests that sometimes paucity of comprehension leads to confusion and conflict. The study reveals that when the participants shared experiences, some partners spent most of their precious times arguing over who would do what, how and when. A typical example happened at the schools on matters such as drawing up of agendas for school

governing body meetings. Some partners even stated that this was their prerogative and not others (see 5.6.1). Some partners even stated frankly that they had no obligation to consult fellow partners. The study shows that some partners found it difficult to accept certain partners from the onset. This means that these stakeholders suffered from rejection. What appears here is a violation of other participants' rights to participate in contributing to education as per requirement of the South African Schools Act (1996).

Furthermore, the study reveals that some partners either accepted or rejected fellow partners. These partners who perpetuated acceptance or rejection of fellow partners perceived themselves as superior to others. The study reports that those who honoured these "superior leaders" received some favours. Moreover, they were regarded as real partners, yet these superior leaders made it known frequently that they were the final decision makers. Those who did not worship them were treated as outcasts. They were made to live unpleasant lives in the school partnership. These leaders who alienated others did not understand the core reason for the existence of school partnership. Hence, the school partnerships were inundated with problems such as conflict, disagreements, antagonism, deceptions, hidden agendas, lack of transparency, lack of respect, power hungry. These leaders further claimed to be knowledgeable about school partnership, but evidence on the ground suggested that they did not understand their roles and responsibilities. Hence. This paucity of information was a clear indication that constituencies of these leaders were led by people who did not know what was expected of them.

I also learnt that some partners relied on fellow partners to perform their leadership duties. Although there were no major issues at these schools, it appeared that those who were regarded as super partners were leading in taking most of the decisions. This is not what the South African Schools Act (1996) was enacted for. The intention of enacting SASA was to promote full participation and positive working relationship of all members (Republic of South Africa, 1996). Again this was a situation where some leaders led their constituencies, relying on others to perform their roles and responsibilities. It emerged from the responses that those partners who leaned on others were only able to get the minimum assistance. The study revealed that this assistance was not of promoting partnership, rather it promoted patronage and favouritism.

The study reveals that despite alienation, sour reception and passive participation to partnerships, some partners did not give up. They kept on encouraging fellow partners to apply democratic principles in their partnerships. According to Stearns (2012), inculcating ideas to

someone should not be a once off awareness, but it should be a continuous process. Some of these leaders worked very hard to democratise and transform their SGB`s partnerships. They promoted shared-leadership, participation, honesty, trust, collaboration, support, transparency, equal partnership, recognition of other partners, empowerment and shared - decision making process. The efforts made by these leaders are typical of what the Participative Theory, Transformational Leadership Theory and Collegiality Model that underpinned this study are all about (section, 3.4). Furthermore, almost all partners admitted that somehow they contributed to factors impeding effective school partnership. But it was also inspiring to me to hear most leaders making commitments to promote democracy and transformation at these partnerships (see section 7.3.6). Therefore, there is no doubt that such intended democratisation and transformation of schools could result in effective school partnerships. The partners who persevered despite various challenges proved that partnerships can be realised. This dream of harmonious, and peaceful partnership can be realised if partners focus on power sharing instead of focusing on individual power possession.

### **7.3.2 Power as a source of conflict in school partnership**

Some participants behaved as if they were megalomaniacs (people who behave as they are convinced of having absolute power and greatness) (Fisher, 2012). In all schools, one of the reasons why partners found themselves at loggerheads was because of power contestations. Most participants bragged about the powers they had, instead of utilising those powers to benefit their partnerships and constituencies. This element of love of power destroyed the school partnership in such a way that most partners did not even try to make some effort to learn from others. This power contestation even led to contempt of other partners. SGB chairpersons were very proud that according to SASA parents were the majority in the school partnership. Hence, this was their power base and most of them were not prepared to take views from other partners, especially those who were not loyal to them. The principals at the same time, as people who were based at schools, trained as teachers, and being managers of the schools, found it difficult to accept SGB chairpersons. They perceived SGB chairpersons as people who thwarted their powers in managing schools effectively. Most of the principals viewed chairpersons as leaders who needed their guidance. This was where power struggles heightened because some SGB chairpersons found it difficult to accept this patronising attitude. The teacher - union site stewards viewed themselves as leaders who had powers to make school unmanageable, uncontrollable and ungovernable. Some of them even stated without any fear that they would always exercise their power to benefit their members. The responses from

partners revealed that this was the belief from all partners that their members should individually benefit from school partnerships. In this case there was no sense of collegiality and therefore transformation was under threat. This was because partners instead of promoting participatory approaches, they were egocentric. Hence, this power wielded by all partners resulted in corrupt practices which I discuss hereafter.

### **7.3.3 Corruption and nepotism as the root cause of partners` rejection and exclusion**

What I also learnt from this supposed partnership was that sometimes partners used their power to reject other fellow partners, because they saw them as stumbling blocks in their corrupt intentions. The study revealed that the SGB chairperson were the one who prevented other partners, especially school principals. Most principals were barred from being involved in anything that had to do with money. The reason cited by most SGB chairpersons was that it was their responsibility to manage school funds. These SGB chairpersons repeatedly stated that they were exercising their power as parent representatives. The counter argument highlighted by most principals was that according to SASA (1996), they represent the Department of Education, therefore they were the custodians of school funds. This was the pressure which school principals highlighted as the difficulty of working in the school partnerships. The power which the SGB chairpersons had over school principals caused fierce contestation.

The principals are the employees of the Department of Education. Should they mismanage funds their jobs will be on the line. On the other hand, the SGB chairperson who possesses all financial power, serves for a period of three years. Skhosana (2014) posits that school principals are always in a difficult situation. They are expected to be accountable and answerable on school funds yet they do not have power thereof. If they do not collaborate with corrupt SGB persons they are always ostracised. This was what exactly happened at these schools. Most school principals were rejected by SGB chairpersons because they refused to do corrupt practices.

The second area where school partners disagreed on was schools` infrastructural projects. School principals again had to ensure that departmental policies were followed. But school principals encountered some challenges in this respect. What I learnt from the study was that most participants deliberately refused to follow policies. School principals were under tremendous pressure because some of their partners such as SGB chairpersons and site stewards perceived them as stumbling blocks. Hence, disagreements between these partners resulted in tensions. SGB chairpersons insisted that school projects were their responsibility. There were

partners who stated openly that anything to do with school projects had nothing to do with the principal. Once again, the whole department representative was excluded from the processes. This exclusion happened at various schools. The disagreements between partners on school projects affected mostly the school principals and the SGB chairpersons. The issues regarding projects ruined partners' relationships. Even some of those partners who were warmly received to the partnership became enemies. One of the reasons was that they refused to be part of the corruption. Instead they encouraged fellow partners to be moral leaders which was something the corrupt leaders did not want to hear of. The insistence of these leaders to moral leadership and constant teaching of democracy is typical to what the Transformational Leadership Theory is all about.

What I also learnt from the study was that not all stakeholders felt comfortable with corruption. Some tried to stop it. Some partners stated frankly that the more he attended workshops, the more they realised that things were not done correctly at their schools. This made them feel very uncomfortable. These workshops were essential as capacity building initiatives for partners. Seemingly some partners ended up being involved in corrupt practices because of lack of knowledge. SS-2 (FP) confessed that his previous principals and SGB chairpersons always expected him to do everything autonomously. It was only the arrival of P-4 (TH) and CP-4 (TH) that he learnt about the importance of involving other fellow partners. In this regard, the study shows that some partners planned to be deliberately involved in corrupt practices, whereas for others it was because of the situation. Hence, the latter reason accentuates scholars' recommendations that it is essential for SGB members to have workshops so that they would understand roles and responsibilities (Tshabalala, 2013; Heystek, 2006)

It happened at Tholimfundo High school, where SS-2 initially did not accept P-4 (TH), gradually changed and realised that P-4 (TH) was his principal and he could learn a lot from him. It was because P-4 (TH) never gave up in instilling the correct procedures in him. A similar thing happened at Mountain High school, where CP-5 (MH) knew nothing about SGB procedures but due to patience and continuous assistance from P-5 (MH), her knowledge improved. The consistent efforts shown by P-4 (TH), CP-4 (TH) and P-5 (MH) symbolised that corruption can be turned into teamwork and effective school partnerships. In addition to rejection, which led to corruption, the journey I travelled further revealed that there was also manipulation of jobs, which I discuss hereafter:



Many partners found themselves at loggerheads because certain members tried by all means to secure jobs for their relatives and friends. This is another form of corruption because nepotism simply means employing your friends and relatives without following correct procedures. I learnt from the study that this was an area which caused tensions and conflicts. It also emerged from the study that it was not only school principals and SGB chairpersons, but teacher - union site stewards were also part of this scourge. To recapitulate, this nepotism was over the SGB chairperson`s daughter, the deputy principal post, the appointment of SGB chairperson`s wife, and the SGB chairperson who insisted that her sister`s daughter be employed as secretary. Most partners termed this stage as a battlefield. As a result, the study reveals that many partners were under tremendous pressure.

#### **7.3.4 Pressure experienced by school partnerships` leaders**

Another aspect that dominated in the school partnership was that some school partners felt they were operating under pressure. Those pressures were as follows: firstly, the constant fight for recognition as equal partners. Secondly, the demands from fellow partners to offer school projects to them or their families, instead of following the correct procedures. Thirdly, pressure to employ partners` relatives and friends instead of following the Labour Relations Act (1995) and the South African Schools Act (1996). Another pressure was that of being expected to do the wrong thing as P-1<sub>(RP)</sub> and P-3<sub>(RP)</sub> reported that this was the main reasons for them not to see eye to eye with their SGB chairpersons (see section 5.9). Additionally, the research revealed that school principals were under tremendous pressure to see to it that teaching and learning took place. But some SGB leaders refused to pay school fees saying that because they were SGB members they were exempted from doing so.

This problem went to the extent of affecting some partners` lives. Some partners instigated some community members to turn against their fellow partners. It was difficult to function fully because they feared for their lives as they were perceived by some community members as enemies. The study reveals that to some partners, this pressure resulted in them suffering from depression because angry parents and community members marched and demanded their instant removal from the schools. The study further reveals that some partners were suspended and prosecuted for baseless accusations, which seeming emanated from hatred. Some partners contracted opportunistic diseases such as diabetes, high blood pressure and cancer. This did not only affect partners, even innocent individuals such as teachers were under pressure because due to this conflict they were unable to get some resources. Furthermore, this tension

somehow affected the teachers because some staff members ended up siding with some of the partners. Learners too, were also victims of this pressure, power struggle and conflict. They were taught by some unhappy teachers. At some schools, some principals were on suspension, hospitalised and took long sick leave. There was low morale at these schools where partners were at loggerheads. The families of some partners also suffered. When I visited a school principal in hospital diagnosed with diabetes, his wife and children were in tears. They blamed the SGB chairperson as the cause of this depression and illness.

The Department of Education also suffered because teachers who were on sick leave had to be paid their salaries. Furthermore, the problems, pressure, conflicts, antagonism, and hospitalisation of certain partners meant there were schools that were not fully functional due to these dynamics. Therefore, the study reveals that although the Constitution of South Africa (1993), the Labour Relation Act (1995) and SASA (1996) all encourage and promote harmonious relationship and participation, but these leaders still found it difficult to work collaboratively. This is inconsistent with the Participative Theory which promotes members' participation. Furthermore, these leaders were elected to serve in the SGBs to be transformational leaders but failed to be agents of change. Crews (2011) postulates that it is essential for transformational leaders to have ethics. The following section reveals the levels of moral degradation in the school partnership.

### **7.3.5 Moral degradation among school partners**

According to Barnes and Doty (2010), an ethical leader is always fair and just. He or she has no favourites. Everyone is treated with respect. Crews (2011) asserts that an ethical leader demonstrate fairness, promotes honesty, communication, trust, respect, human rights, human dignity trustworthiness, transparency, compliance with rules and regulations, encourages initiative, is humane, leads by example, has value awareness, and focuses on teambuilding, two-way conversation and selflessness. The study reveals that there were very few partners who adhered to these principles. The majority of the partners were doing the opposite. I have no doubt that if partners were all moral leaders they would participate in school partnerships as the Participative Theory encourages. These characteristics are also akin to those found in the Collegiality Model and Transformational Leadership Theory. Although, the study shows that most partners were doing the opposite of what these theories, the Constitution of South Africa (1993), Labour Relations Act (1995) and SASA (1996) promotes, but some partners

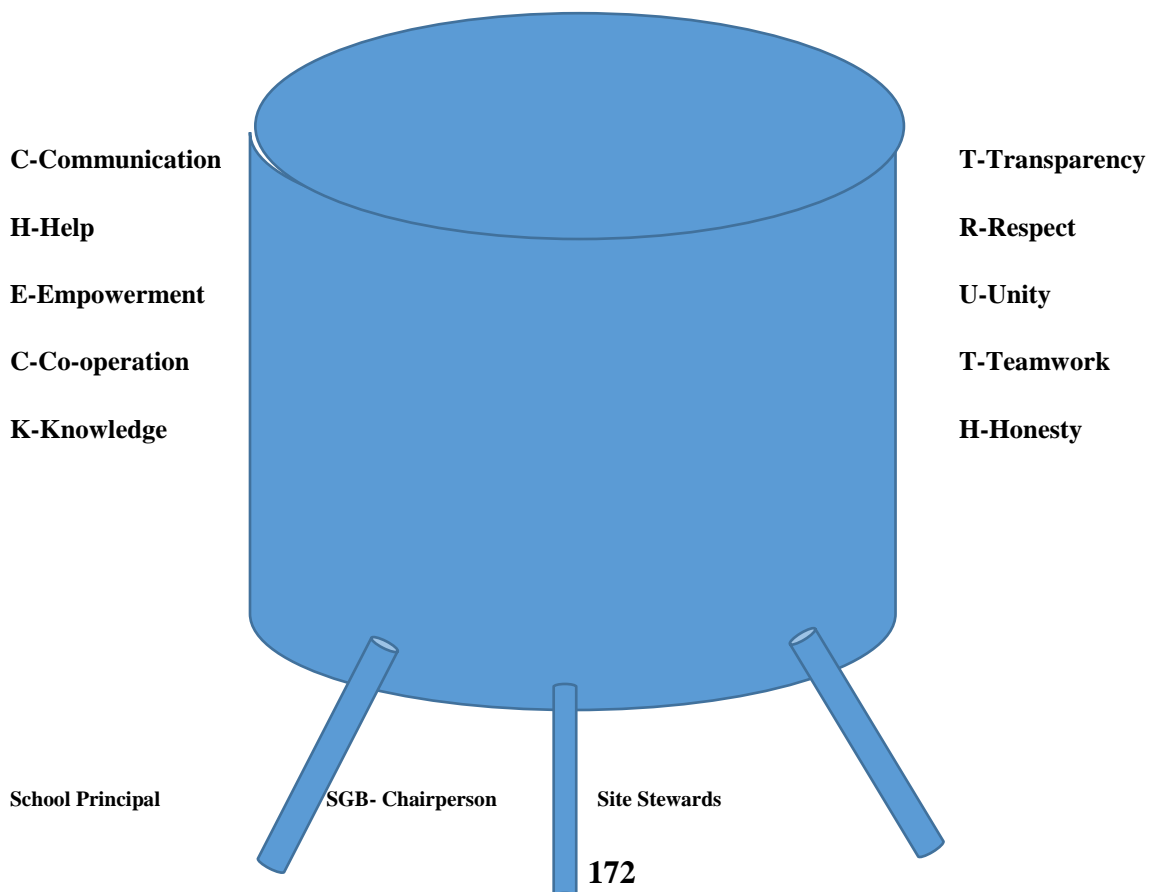
rejected unethical conduct with the contempt it deserved. They proved that school partnerships can work effectively.

### 7.3.6 What works for school partnership?

Despite all these negative dynamics, the study reveals that perseverance is the mother of success. Patience, determination and perseverance of certain partners to instil democracy and transformation eventually yielded positive results. These are the results which I viewed as positive dynamics in the school partnership. Most of the positive dynamics were more observable during the second session of the interviews. It was very inspirational to hear partners frankly suggesting that democratic principles were needed. These partners proposed features such as communication, helping one another, empowerment, co-operation, knowledge, transparency, respect, unity, teamwork and honesty. What was more inspiring was again to hear certain partners who previously did not believe in partnership, expressing appreciation done by their fellow partners. These partners who were commended actually kept on preaching democracy and transformation in their interactions with others. The perseverance essentials are presented in Figure 6.1 where I use the acronym CHECK - TRUTH of Partnership Model.

This Model is in a symbol of an African three-legged pot.

Figure 7.2



- M** - Manager
- O** - Organisation
- D** - Democracy
- E** - Education
- L** - Leadership

These three legs are the supportive structure of this pot to remain stable. The three legs represent school principals, SGB chairpersons and teacher-union site stewards. These role-players are the pillars of the SGB partnership. Just like these three legs, these role - players have a responsibility to see to it that school partnership grows. Usually, we utilise a pot to cook food that feeds our bodies to remain healthy. In this regard, partners as leaders are expected to make sure that they are united and also encourage constructive ideas that would promote a healthy atmosphere between SGB members (Republic of South Africa, 1996). This healthy atmosphere would only be possible if partners entrench democracy, participative, collegiality and transformational leadership approaches. Partners were in agreement that effective communication was a priority in the enhancement of partnership. Secondly, there was that emphasis that it was a matter of must for partners to help one another. Thirdly, partners insisted that leaders had to empower themselves and their fellow partners regarding school partnership. Fourthly, it also emanated that it would benefit partners to adopt co-operation in their partnerships. Fifthly, participants strongly pointed out that SGB partners had to be knowledgeable of their roles and responsibilities. All these proposals from the participants resulted in the acronym known as “CHECK” which is on the left side of Figure 6.1.

The study further revealed more suggestions regarding the enhancement of partnership. These proposals were additions to positive dynamics in the school partnership. The participants firstly, insisted that there should be transparency in the school partnership activities. Secondly, they were in agreement that respect was missing, hence it had to be re-enforced. Thirdly, the participants suggested that unity was a necessity. Fourthly, teamwork was another democratic feature that the participants strongly felt had to be emphasised between school partners.

Honesty was another democratic aspect that was lacking. They insisted that partners had to adhere to these principles. This resulted in the acronym I have called “TRUTH”.

The participants re-iterated that it was of cardinal importance for partners to be truthful to the partnership, members, and their constituencies. The participants highly emphasised that the success of school partnership lies in authentic commitment. This genuine dedication can only be possible if partners constantly do introspection. This self-analysis could perhaps assist members to know if they are still truthful to the roles and responsibilities assigned to them. It was because of this reason that I introduce the CHECK - TRUTH Partnership Model.

The participants further insisted that as partners they needed to always remember that they are managers of their constituencies. They committed to be organised, to democratise schools, educate fellow - partners and promote leadership.

Looking at the responses from both phases of data generation, school partners on their side, slowly moved from antagonistic attitudes to collaborative approaches. On my side as a researcher, I experienced the following hiccups which caused some impediments.

#### **7.4 Some shortfalls in the journey**

According to Berger (2015) sometimes a researcher`s position in a community may compromise the findings of the study. He further explains that some participants may be not that keen to share their experiences freely. I encountered a similar problem. As a school principal myself, I discovered that Thando Primary school principal especially during the first session of the interview did not show enthusiasm in sharing his experiences. I do not know the reason. But it could happen that it was because we were neighbours. He even tried to dishonour the appointment. Henderson (2003) believes that some principals are reluctant to share their experiences. The scholar elucidates that one of the reasons is that neighbouring school leaders sometimes perceive themselves as competitors. Regarding SGB chairpersons, though the study was done on an individual basis, CP-5 (MH) in one of the questions, did not respond adequately. Instead she referred me to her principal. This created an impression she was like instructed as to what type of questions to respond or not to respond to. Furthermore, I had to re-emphasise confidentiality which was something that I had explained prior to commencing. Regarding teacher-union site stewards, though most of them were eager to share their experiences, but I had to beg for some of them to honour appointments. I did not give up because I was very sure that their contributions were going to add value to this study.

## **7.5 Urgent need for further research**

This section serves as a recommendation for further research. Literature review revealed that school partnership involving principals, SGB members and teacher unions is internationally approved. But there is no evidence of research studies conducted involving these three stakeholders simultaneously. This non-existence of the research studies shows that we do not know the experiences SGB partners encounter in these school partnerships. Literature review, data presentation and discussion show that there are dynamics that affect school partnership. Therefore, to have an insight of these dynamics, it would be imperative to conduct further research, which would involve these three stakeholders collectively, as leaders of their constituencies. I recommend that the Department of Education encourage SGB stakeholders to conduct more research regarding school partnership` dynamics. I further recommend that it would be beneficial to conduct further research studies that would not comprise only SGB leaders but all partners. This arises because it may happen that an ordinary partner may be a contributory factor in school partnership`s dynamics.

I recommend further research because data was drawn from the participants from only five schools. It would be fallacious of me to be assertive that the findings of the school partnership`s dynamics were the true reflection of all school partnership. Furthermore, these participants were from one District of Education located in the KwaZulu-Natal province. To bridge this gap, further research regarding dynamics of school partnership should be conducted at national level.

The findings indicated that most of the time, participants found themselves being at loggerheads because they lack an understanding of roles and responsibilities. I therefore recommend that departmental facilitators from governance section need to conduct more workshops on what cause this disharmony. Data also revealed that some school principals such as P-1 (FP), and P-3 (RP) did not get much support from their circuit managers. I suggest that apart from school principals, circuit managers too need to be involved in research involving all school stakeholders.

## **7.6 End of the journey**

There is light at the end of the tunnel for principals, SGB chairpersons and site stewards to work together collaboratively. The introduction of school partnership involving these three constituencies was a brilliant idea. Where there is a problem, the problem is not with the system

itself, but it is with the people entrusted to lead this process. Therefore, the focus must be on changing the people in the structure and not the structure itself.

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# ETHICAL CLEARANCE LETTER FROM THE UNIVERSITY: APPENDIX A



16 May 2016

Mr Zambokuhle I Khuzwayo 9307182  
School of Education  
Edgewood Campus

Dear Mr Khuzwayo

Protocol reference number: HSS/0384/016D

Project Title: The dynamics of partnerships in South African schools: Learning from selected school principals, School Governing Body chairpersons and Teacher Union Site Stewards

#### Full Approval – Expedited Application

In response to your application received 12 April 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)  
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Professor V Chikoko  
Cc Academic Leader: Dr Sò Khoza  
Cc School Administrator: Ms Tyzer Khumalo & Ms Bong' Bhengu

**APPLICATION TO THE DEPARTMENT OF EDUCATION TO CONDUCT  
RESEARCH: APPENDIX - B**

95 Sunderland Road

Ridgeview Gardens

Durban

4138

2 March 2016

The Director: Research Planning

Mr Sibusiso Alwar

Research Unit

Private Bag X9137

Pietermaritzburg

3200

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEW IN FIVE SCHOOLS

I am Zamokuhle Innocent Khuzwayo, persal number 61701220, student number 9307182, a student presently enrolled for a Doctoral Degree in Education Leadership and Management Policy at the University of KwaZulu-Natal (Edgewood Campus). I am required to write a thesis as part of the requirement of my studies. My research will be focusing on the dynamics of partnership in school partnership. In this study I will need to have five school principals, five SGB chairpersons and twelve teacher - union site stewards. These participants are from Flower Primary, Thando Primary, Rock Primary, Tholimfundo High and Mountain High schools.

I therefore, request your permission to implement my data generation technique. The participants will be made aware regarding their right to participate, continue or withdraw from the study at any time. Their written consent will be taken into consideration. If you require any clarity regarding this study you are at liberty to contact me at 0832268143/ 031-4626302 or at [principal@woodlandsps.co.za](mailto:principal@woodlandsps.co.za). You may also contact my Supervisor, Professor Vitallis Chikoko at 0763767836 / 031- 2602639 or at [chikokov@ukzn.ac.za](mailto:chikokov@ukzn.ac.za).

I am looking forward to hear from you

Yours sincerely

Zamokuhle Innocent Khuzwayo

## **APPLICATION LETTER TO SCHOOL PRINCIPALS: APPENDIX – C**

95 Sunderland Road

Ridgeview Gardens

Durban

4138

9 March 2016

The Principals

Flower Primary, Thanda Primary, Rock Primary, Tholimfundo High and Mountain High schools

Durban

Re: Application to conduct research at your school. The title is as follows: **The dynamics of partnership in South African schools: Learning from school principals, SGB chairpersons and teacher-union site stewards.**

My name is Zamokuhle Innocent Khuzwayo and I am currently doing a Doctoral degree at the University of KwaZulu-Natal (Edgewood Campus). I am required to conduct research as part of my degree fulfilment. Your school is one of the schools that has been identified as a valuable source of information for this study. The research will not infringe on the school's programmes nor have any financial implication for you. I therefore, seek permission to conduct research in your school. I also kindly request your participation in this study.

It will be a case study of five schools, one of which is your school. The planned study will use semi- structured interviews. The study will involve school principals, SGB chairpersons and teacher-union site stewards. Participants will be interviewed for approximately 50 to 60 minutes. Responses will be treated with confidentiality and pseudonyms will be used instead of actual names. Participants will be contacted in time for interviews. Participation will always remain voluntary which means participants may withdraw from the study for any reason, anytime if they so wish without any penalties.

Should you need further information in the process of considering this request, please contact my supervisor, Professor Vitallis Chikoko on the following contact details: telephone 031 2602639 and e-mail address [chikokov@ukzn.ac.za](mailto:chikokov@ukzn.ac.za). In addition, should you have any enquiries feel free to contact me on 083 2268143 or at [principal@woodlnadsp.co.za](mailto:principal@woodlnadsp.co.za). You are also at liberty to contact the Research Office through P. Mohum, HSSREC Research Office. The contact number is 031-260 4557. The e-mail address is [mohum@ukzn.ac.za](mailto:mohum@ukzn.ac.za)

Thanking you in advance.

Yours sincerely

Zamokuhle Innocent Khuzwayo

## **DECLARATION BY SCHOOL PRINCIPALS: APPENDIX D**

### **DECLARATION**

I ..... (Full name and surname of the Principal)  
hereby confirm that I understand the contents of this letter and the nature of the research project. I therefore grant Mr Z.I. Khuzwayo permission to conduct this study at my school. Furthermore, I consent to participating in the research project and understand that I am at liberty to withdraw from the project should I so desire.

Signature: .....

Date : \_\_\_\_\_

*All letters signed by all five school principals are confidential kept safely by the researcher*

**INFORMED CONSENT LETTER TO PRINCIPALS, SGB CHAIRPERSONS AND  
SITE STEWARDS: APPENDIX – E**

95 Sunderland Road  
Ridgeview Gardens  
Durban  
4138  
9 March 2016

Dear Participant

My name is Zamokuhle Innocent Khuzwayo, I am currently studying for PhD (Leadership and Management) at the University of KwaZulu-Natal, Edgewood Campus. My research topic is as follows: The dynamics of partnership in South African schools: Learning from selected school principals, SGB chairpersons and teacher-union site stewards. Your school is one of the schools that has been identified as a valuable source of information for this study. In short, your school is one of my case studies. To gather the information, I am interested in asking you some questions. Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but pseudonyms will be assigned to you.
- There will be two sessions of interviews, each will last between 50 - 60 minutes.
- Any information given by you cannot be used against you. The generated data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after five years.
- You have a choice to participate or stop participating in the research. You will not be penalised for taking such decision.
- Your involvement is purely for academic purposes only. And there are no financial benefits involved.
- If you are willing to be interviewed, please indicate where applicable) whether you are willing or not willing to allow the interview to be recorded by using the following equipment:

	Willing	Not willing
Audio		
Photographic equipment		
Video equipment		

I can be contacted at: [principal@woodlandsps.co.za](mailto:principal@woodlandsps.co.za) or 0832268143

You can also contact my Supervisor, Professor V. Chikoko on 031-2602639 or at [chikokov@ukzn.ac.za](mailto:chikokov@ukzn.ac.za)



You may also contact the Research Office through:

P. Mohum

HSSREC Research Office

Tel: 031 260 4557 or at [mohum@ukzn.ac.za](mailto:mohum@ukzn.ac.za)

Thank you for your contribution

Yours sincerely

-----

Zamokuhle Innocent Khuzwayo

**ISICELO SEMYUME SOKWENZA UCWANNGO NOSIHLALO WOMKHANDLU  
WOKUPHATHWA KWESIKOLE – APPENDIX - F**

95 Sunderland Road

Ridgeview Gardens

Durban

4138

9 March 2016

Sihlalo womkhandlu wokuphathwa kwesikole

Mina ngingu Zamokuhle Innocent Khuzwayo, ngingumfundi weNyuvesi yaKwaZulu-Natal (esigcemeni sase-Edgewood). Ngingesicelo sokusebenzisana nawe kulolucwaningo. Inhloso yalolucwaningo ukuthola ukuthi kungabe sinjani isimo sokusebenzisana kwabaholi abathathathu okungothishomkhulu, ozihlalo bomkhandlu kanye nabamezinyona kulolumbimbi. Ngalolucwaningo ngihlose futhi nokuthola ukuthi yiziphi lezi zinto ezingazazi ezenza lokhu kubambisana kube yimpumelelo noma kungaphumeleli.

- ❖ Konke ozokusho kulolucwango kuzoba imfihlo, ngeke lidalulwe igama lakho, nelesikole.
- ❖ Lolucwaningo luzokwenziwa amahlandla amathathu. Ihlandla ngalinye lizoba imizuzu ethi ayibe ihora elilodwa.
- ❖ Lonke ulwazi oluvezile ngeke lusetshenziswe ekukujikeniwena. Kowa nanoma yiluphi ulwazi luyosetshenziswa ngenhloso yokufunda ngobudlelwano ukukulaboholi bemikhandlu.
- ❖ Ulwazi oluqoqiwe luyogcinwa endaweni efihlekile kuze kube luyalahlwa emva keminyaka eyisihlanu.
- ❖ Unelungelo lokuba yingxenywe yalolucwaningo noma ungabi yingxenywe. Uma usuqalile waba yingxenywe, unelungelo futhi lokungaqhubeki nalolucwaningo uma kwenzeka ushintsha umqondo.
- ❖ Ukuba yingxenywe yalolucwaningo kumayelana nokuthola ulwazi ngobudlelwane kuphela akunamthelela wezimali ezophuma kuwena.
- ❖ Uma ufisa ukuthi ngenkathi ubuzwa imibuzo kusetshenziswe imishini yokuqopha inkulumo yakho, noma uthathwe isithombe, ngicela uthikhe lapha ngezansi:

<b>Ukusetshenziswa kwemishini</b>	<b>Ngiyavuma</b>	<b>Angivumi</b>
Ukuqoshwa kwenkulumo		
Ukuthwetshula kwezithombe		
Ukuvidiyolazwa		

Uma kukhona lapho ufisa ukucaciseleka khona ngalesicelo, ungangithinta kulenamba elandelayo: 0832268143. Ngiyatholakala futhi kwi-imeli ethi: [principal@woodlandsps.co.za](mailto:principal@woodlandsps.co.za). Ungamthinta futhi uMeleleki wami kulolucwaningo uSolwazi V.Chikoko kulenamba elandelayo: 031-2602639 noma kwi - imeli ethi: [chikokov@ukzn.ac.za](mailto:chikokov@ukzn.ac.za)

Unelungelo futhi lokuthinta ihhovisi leNyuvesi elibhekele ezocwaningo. Ungamthinta Umnumzane P. Mohum, kulenomba elandelayo: 031- 2604557 noma kwi – emiyili ethi: [mohum@ukzn.ac.za](mailto:mohum@ukzn.ac.za)

Ngiyabonga kakhulu ngolwazi ozonginika lona mayelana nalolucwaningo

Ozothobayo

---

Zamokule Innocent Khuzwayo

## DECLARATION BY PARTICIPANTS: APPENDIX - G

I ..... (Full names and surname of participant) hereby declare that I understand the contents of this document and the nature of the research project. I also am aware that I am at liberty to withdraw from the project at any time, should I so desire. My decision is as follows: I **consent** / **do not consent** to participate in this research.

Signature of Participant

Date

-----

-----

*All signed letters where the participants gave consent are secured and stored by the researcher.*

## ISIBOPHEZELO

Mina ----- (igama nesibongo) ngivuma ukuthi ngiyakuqonda konke okuqukethwe yilencwadi mayelana nenhloso yalolucwaningo. Ngiyazi futhi ukuthi kuyilungelo lami ukungaqhubeki nalo uma ngifisa ukuthatha lesi sinqumo. Isinqumo sami sith **ngiyavuma** noma **angivumi** ukuba yingxenye yalolucwaningo.

Isiginesha

Usuku

-----

-----

*Zonke izincwadi ezasayinwa oSihlalo Bomkhandlu Wokupahathwa Kwezikole ababeyingxenye yalolucwaningo sogcinwe ngokuphepha owayenza lolucwaningo*

## **INTERVIEW SCHEDULE FOR SP, CP, AND SS: APPENDIX H**

### **1. BIOGRAPHICAL INFORMATION OF EACH PARTICIPANT**

1.1 What position do you hold in the school partnership

Principal       Chairperson       Site Steward

1.2 What is your gender?

Male       Female

1.3 What type of work you do?

1.4 Please indicate your age category.

30-40       41-50       51-60       61 and more

1.5 What is your level of education?

Primary       Secondary       Tertiary

1.6 Please indicate your number of years participating in the following leadership position:

School Principal       SGB Chairperson       Site Steward

### **2. PARTICIPANTS` RELEVANT HISTORIES TO PARTNERSHIP**

2.1 How did you join the school partnership?

2.2 What type of reception did you receive from fellow partners?

2.3 Why did you join the school partnership?

### **3. PARTNERS` UNDERSTANDING AND EXPERIENCES OF SCHOOL PARTNERSHIP**

- 3.1 What is your understanding of the concept “school partnership”?
- 3.2 What is your role as Principal, SGB chairperson, site steward?
- 3.3 What is your role in the school partnership, in relation to other partners?
- 3.4 What is the role of fellow partners, especially, Principal, SGB chairperson and site steward as leaders of constituencies?
- 3.5 How do you view your partners` roles in the school partnership?
- 3.6 What are your experiences in your school partnership?
- 3.7 What do you enjoy most or do not enjoy regarding the partnership?
- 3.8 Please explain how decisions are taken in your school partnership?

**INTERVIEW SCHEDULE FOR SGB CHAIRPERSONS WHO WERE INTERVIEWED IN ISIZULU: APPENDIX - I**

**1. ULWAZI NGEMININGWANE EQONDENE NABO**

1.1 Hlobo luni lwesikhundla onaso kulolubambiswano lokuphathwa kwesikole?

Usihlalo womkhandlu wokuphathwa kwesikole

1.2 Bhala ubulili bakho

Indoda

Umama

1.3 Hlobo luni lomsebenzi owenzayo

-----

1.4 Uphakathi kwemingaki iminyaka yakho? Khombisa ngokufaka uphawu.

30 - 40

41-50

51- 60

61 kuqhubeka

1.5 Ufunde wagcina kuliphi ibanga lemfundo?

Yamabanga aphansi

Yamabanga aphakeme

Yamabanga aphezulu

1.7 Mingaki iminyaka onayo:

Uthishomkhulu

Usihlalo womkhandlu

Ilunga lomkhandlu

Umholi wenyonyana

**2. UMLANDO OBALULEKILE WELUNGA EKUBENI YINGXENYE YOBAMBISWANO ESIKOLENI**

2.1 Waqala nini ukuba yingxenye yobambiswano lwesikole?

2.2 Kungabe bakumukela kanjani ozakweni ekubeni yingxenye yalolubumbano?

2.3 Kungani wakhethaa ukuba yingxenye yalolubumbano?

**3. ULWAZI AMALUNGA ANALO NGOBAMBISWANO NGOKUNJALO NEZINGQINAMBA ABAHLANGANA NAZO**

3.1 Lwazi luni onalo mayelana nobambiswano lwesikole?

3.2 Yiliphi iqhaza okufanele libanjwe nguweni njengoThishomkhulu, Sihlalo womkhandlu, mholi wenyonyana lulolubambiswano?

3.3 Yiphi indima okufanele uyidlale ekusebenzisaneni nenibambisene nabo?

3.4 Ngokwazi kwakhe yiliphi iqhaza okufanele lidlalwe enibambisene nabo?

- 3.5 Uyibuka kanjani indima edlalwa amanye amalunga kulolubambiswano
- 3.6 Yiziphi izinto usuhlangabezane nazo kulolubambiswano?
- 3.7 Yikuphi ukuthokozelayo noma okungakuthokozisi ekubeni yingxenyeyalolubambiswano?
- 3.8 Ake uchaze ukuthi zithathwa kanjani izinqumo kulolubambiswano olusesikoleni sakho?



# LANGUAGE CLEARANCE CERTIFICATE: APPENDIX J

KLOOF  
3610

Fax 031 - 7110458  
E-mail:  
s@govender@telkomza.net  
s@govender-4@hotmail.com

**Dr Saths Govender**

---

05 FEBRUARY 2019

TO WHOM IT MAY CONCERN

## LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the thesis titled:

**The dynamics of partnerships in South African schools: Learning from school principals, SGB chairpersons and teacher-union site stewards** by Z. I. Khuzwayo, student no. 9307182.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



**DR S. GOVENDER**  
B Paed. (Arts), B.A. (Hons), B Ed.  
Cambridge Certificate for English Medium Teachers  
MPA, D Admin.

## TURNITIN REPORT: APPENDIX K

The dynamics of partnership in South African schools:  
Learning from school principals, SGB chairpersons and  
teacher-union site stewards

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