"It Would Help to Know What Our Children Are Taught": A Cry of the Voiceless Parents Pertaining School Curriculum Development

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Abstract

School education ministries in many countries, globally, purportedly advocate for parental involvement in the education of their children. Accordingly, associations that are designed, at least on paper, to accommodate parents in school related issues exist in many schools world-wide. In South Africa, where the current study was conducted, these structures are known as School Governing Bodies (SGBs). Like their counterparts, elsewhere, parents in SGBs discharge responsibilities, such as recruitment and selection of school personnel, financial management and enforcing learner discipline. This study was prompted by the paucity of research regarding parental involvement in curriculum development. Accordingly, this qualitative case study employed one-on-one interviews with parents who were members of SGBs in three schools in the KwaZulu-Natal province of South Africa. The aim was to probe their perceptions regarding their role on curriculum issues. Like numerous studies conducted previously concerning the role of parents at school, the findings of this research suggest that parents are marginalised when it comes to curriculum issues. The research recommends that more studies of similar nature be conducted and that education authorities must strive to empower parents to enable them to participate meaningfully in curriculum issues.

Keywords: school governing bodies, curriculum development, parents involvement, school curriculum

1. Introduction

Arguably, there is no gainsaying that education plays a preeminent role in enabling humanity to reimagine, reshape and redirect ecological, economical and socio-political discourse for the betterment of the lives of current and future generations along with all environmental components on Planet Earth. Accordingly, owing to its dynamic and multifaceted nature, education calls for coordinated efforts from various stakeholders to ensure its effective functioning. To accentuate this point, Javornik and Mirazchiyski (2023) write that, "improving school effectiveness requires support from stakeholders like government, policy makers, principals, teachers, parents and other stakeholders" (p. 2100). This is, conceivably, part of the "decentralization of education governance" (Sakamoto, 2020, p. 115) which is essential to broaden stakeholder participation and decision-making by giving a myriad of stakeholders, especially the parents, a voice in education matters. Literature attaches a great deal of significance to and underscores the fundamental role played by parents in the education of their children (Durišic & Bunijevac, 2017; Javornik & Mirazchiyski, 2023; Pashiardis & Johnsson, 2021). For this reason, Jansen (1995) asserts that, "successful schools are often…. characterised by high levels of parental contact with the school and parental involvement with school activities" (p. 184).

Globally, parental involvement in education at school level is enabled through councils and associations that are called by a myriad of names in various countries. For example, these structures are known as Parent-Teachers Associations (PTAs), Parent-Teacher-Student Associations (PTSAs), School-Parent Associations (SPAs) and etcetera (Boro, 2015; Ozmen & Canpolat, 2010; White & Levers, 2016). In South Africa, the country where this study was conducted, they are known as School Governing Bodies (SGBs). The significance of the roles played by these structures in fostering a conducive learning environment is well-established and has been extensively discussed in education literature (Heystek, 2011; Iremeka, Ezenwaji & Ezenwaji, 2021; Olayemi, 2019; Smith, 2017). However, despite the acknowledged importance of these structures in school governance and management, anecdotal and empirical evidence suggests that their role could, arguably, be described as a peripheral facade at best. This

could be attributed, largely, to the bureaucratisation of education systems where power rests with the elite few in the form of politicians and administrators (Shabalala, Hebe & Mnguni, 2023).

Accordingly, the purpose of this paper is to report on the findings of the study conducted in selected schools in South Africa to address the question: How do parents within School Governing Bodies perceive their roles in respect of curriculum development and management?   This was prompted by the review of literature which indicates that there is a dearth of empirical studies that focus on the participation and involvement of parents in curriculum development, management and design. However, for the purpose of this discussion and to contextualise this study, it is imperative to provide a snippet condensing the perspectives of scholars regarding the constrained participative role of parents in structures purportedly designed to, partly, enable their participation in curriculum development issues. Before providing an overview of literature, it is also essential to note that this paper focuses on one component of a bigger study whose aim was to explore the application of distributed leadership in the integration of environment and sustainability education in pedagogy.

2. Literature Review

As reflected in preceding paragraphs, parental involvement in the education of their children is paramount. Nonetheless, as underscored in the next few paragraphs, evidence suggests that the involvement of parents, especially in matters related to curriculum development, is virtually non-existent and where it does exist, it is marginal.   In this literature review, the authors present a cursory look at the involvement of parents on education matters at two levels: globally and in South Africa.

2.1 A Global Perspective on Parental Involvement in Education Matters

The literature reviewed for this study suggests that countries, globally, share many characteristics concerning parental involvement in school governance and, significantly, curriculum related issues. However, for the purposes of this discussion, before outlining the roles of parents in schools, it is essential to briefly reflect on what is entailed by parental involvement in education. Likewise, the United Nations Educational, Scientific and Cultural Organization's (UNESCO) view of PTAs and similar structures, to which many countries' conception of parental involvement in education derives, will be briefly delineated. For the purposes of this discussion, the concept of School Governing Bodies will be discussed under the section that focuses on South Africa.

According to Roy and Giraldo-Garcia (2018, p. 30), "parental involvement is defined as those behaviours shown by the parents, both in home and school settings, meant to support the development of their children's social/emotional skills and facilitate their educational success." While Oranga, Matere and Nyakudi (2023) consider this phenomenon as commitment and active participation of parents to the school and to the learner to enable positive learning outcomes as measured in terms academic achievement. These preceding notions are shared by Park and Holloway (2013) who conceive parental involvement "as interactions with children and schools that are intended to promote academic achievement" (p. 106). The literature on parental involvement in education is surfeit with the notion that the overriding role of parents in education is to ensure academic success. As the current authors endeavour to demonstrate through this paper, this peripheralization of parental involvement does not auger well with some parents and it invariably necessitates a rethinking of the notion 'parental involvement' in the space of education.

Concerning the PTAs and, by extension, equivalent structures, Iremeka, Ezenwaji and Ezenwaji (2021) write that, "according to the UNESCO Institute for Statistics (2009), the PTA is a not-for-profit body consisting of students' parents/guardians, teachers, and other administrative staff and whose objective is to promote parents/guardians' involvement in school-level decision-making, and support fundraising initiatives for supplemental educational projects" (p. 1). Ostensibly, the history of PTAs dates as far back as the 19th century. In 1897, Alice McLellan Birney together with numerous men and women drawn from, *inter alia*, teachers and ordinary workers formed *The Congress of Mothers* in Washington, DC in the United States of America (Manno, 2012; Reeve, 1927; Schoff, 1916). Reeve (1927) writes that this organisation "adopted parent-teacher cooperation as part of its program" (p. 1). For this reason, the concept of PTA owes its origin to the rich history of *The Congress of Mothers*. In the main, parents were considered key stakeholders and essential partners in decision making processes regarding educational matters at school.

The founders of PTAs were motivated by the view that, "it was up to the mothers of the country to eliminate threats that endangered children" (Manno, 2012, p. 43). Furthermore, Schoff (1916, p. 140) outlines the purpose of PTAs as pronounced by the founders of these structures as follows:

"To give fathers and mothers the opportunity to better educate themselves for intelligent homemaking,

To enable parents to learn what the schools are doing in order that the home may offer effective cooperation and that the school may also cooperate with the home, and

To study community conditions affecting the purpose of arousing a sentiment of community responsibility."

Although at first, the teachers, principals and education officials supported the formation and functioning of PTAs; it did not take them very long to question their need and relevance (Hatmaker, 2016). It is thus not surprising that currently, where PTAs and their equivalent concomitants exist across the world, they do not enjoy much support from these supposed partners. This is discernible from the marginalisation of parents when it comes to meaningful participation in educational matters. There is a profusion of evidence embodied in literature and anecdotal evidence to support this assertion. However, it should be noted that the current authors do not suggest that parents are not provided with opportunities to partake in school-related matters. In principle, as entailed in educational frameworks of various countries, globally, parents have a role to play in school-related matters. Nonetheless, where they exist, parental roles are peripheral. For the purposes of this discussion, only a few popular roles as gleaned from literature are outlined.

The 'overriding' role that parents are required to play, through the parent associations, is the provision of "academic support" (Durišic & Bunijevac, 2017, p. 139). This is done to "promote the interest of the school, students and staff" (Iremeka, Ezenwaji & Ezenwaji, 2021, p. 7), which is to ensure that the schools achieve success as measured in terms of top academic results (Park & Holloway, 2013; Pashiardis & Johnsson, 2021; Sliwka & Istance, 2006). Parents provide academic support to their children through, monitoring that the homework is done, helping with schoolwork, signing of schoolbooks, disciplining the children, and ensuring that the children attend school regularly (Durišic & Bunijevac, 2017; Gabriel & Getch, 2001; Ozmen & Canpolat, 2010). This is in line with the purposes for which the PTAs were established as emphasised in literature. These include, *inter alia*, promoting cooperation between the school and the parents (Schoff, 1916), to assist the school by fostering learner discipline for effective learning (Smith, 2017) and through enabling parents to contribute towards the overall quality of education (Jones & Brown, 2019).

Furthermore, literature suggests that parents also fulfil numerous other roles for the school including the maintenance of school infrastructure, sourcing learning and teaching support materials (LTSMs) for the school, assisting the school with social events such as sports activities and in fundraising (Boro, 2015; Gabriel & Getch, 2001; Park & Holloway, 2013; Olayemi, 2019). Of singular interest to this discussion are the claims that in some countries, parents also play a role in respect of curriculum development within the realm of the school. For example, Sliwka and Istance (2006), mention a few countries where parents, purportedly, "have a say in developing local curricula" (p. 29). By local, they mean at school level. These authors mention countries such as Denmark, Finland, Poland, and Spain as having provisions in the policy, which permit parents to use the national curriculum frameworks to guide their participation in the development of school curricula. Additionally, they claim that although the USA does have this provision in some states, the introduction of the *No Child Left Behind* (NCLB) Act in 2002 made this ideal impossible. Ostensibly, the replacement of the NCLB by *Every Child Succeeds Act* (CESA) in 2016 did not help since the latter Act did not do away with many aspects of the former. This could be attributed to the emphasis put on standardised tests.

Significantly, concerning the constrains placed on parents from participating in curriculum decisions, evidence suggests that although PTAs are developed with the intention to foster a "collectivist management" (Wang, 2020, p. 131) approach through inclusive parental involvement in educational matters, parents are marginalised when it comes to curriculum issues. Accordingly, Gellert (2005) avers that even though educational policies in many countries, globally, project parents as important stakeholders in school matters, including curriculum matters, "the presence of parents in the classroom is a rarity" (p. 314). Likewise, a study by Sliwka and Istance (2006) suggests that even though there is provision for parental involvement in school curricula development, "many parents feel that the agendas in school councils are largely set and dominated by teachers" (p. 34). For this reason, when it comes to curriculum development issues, "parents lack awareness of what is going on" (White & Levers 2016, p. 19) because their involvement in curriculum issues might be considered as interference with the running of the school (Iremeka, Ezenwaji & Ezenwaji, 2021). In many respects, the South Africa situation is no different from the global situation.

2.2 The South African Perspective on the Role of Parents in Education

Owing to the historical past of South Africa, characterised by various education departments that were designed along racial lines, the current authors deemed it essential to confine this section, mainly, to the SGBs. These structures were promulgated in 1996 by the Department of Basic Education (DBE) to enable the democratisation of education through the participation of various stakeholders, including parents, in school governance (DBE, 1996)

and other pertinent activities. Nevertheless, for the purposes of this paper, it is essential to mention that the then National Education Coordinating Committee (NECC) formed in 1990, in which the second author participated at local community level, was instrumental in the formation of PTAs (in Primary Schols) and PTSAs (in Secondary Schools). The PTAs and PTSAs replaced the apartheid structures called School Committees which governed schools in black communities (Macquarrie, 1956), to pave way for the SGBs. According to the South African School Act (SASA) of 1996, the following components must be represented in SGBs, parents, teachers, school based non-teachings staff, learners (only in secondary schools) and the school principal. As stated in the last sentence of the previous section, SGBs function, largely, in a similar fashion to PTAs and related structures in many parts of the world.

The roles of school governing bodies as outlined by the department of education, include, determining the school admission, language, and finance policies, developing the code of conduct for learners, and conducting disciplinary hearings (including expulsion) of learners, management of school funds and assets, participation in the recruitment and appointment of teachers, support the implementation of school curriculum and etcetera (DBE, 2018; DBE, 1996). All these functions are "subject to the Constitution" (DBE, 1996, p. 8) of the country and, therefore, the Minister of Education or their provincial representatives may, if they so decide, preclude the SGBs from having a final say on some of these and related functions (DBE, 2018; DBE, 1996). The findings from various studies, suggest that most SGBs discharge these responsibilities. Of significance to this study, is evidence to suggest that parents, in SGBs participate in responsibilities such as maintaining discipline, managing finances, and overseeing staff recruitment (Dibete, 2015; Mestry, 2006; Nyambi, 2005; Quan-Baffour, 2006; Selamolela, 2019). These functions are considered significant in creating a conducive learning environment (Heystek, 2011) and, thereby, ensure learner success and academic achievement (Segoe & Bisschoff, 2019) as measured numerically, mainly, through the pass percentage of Grade 12 learners.

However, despite the recognised importance of SGBs in school governance, there exists a growing concern in their involvement in curriculum management (Naidoo, 2005; Nyambi, 2005; Popov et al., 2021; Quan-Baffour, 2006; Xaba, 2011). Empirical evidence suggests that while SGBs diligently attend to disciplinary matters, financial oversight and staffing concerns, they are excluded from curriculum development and implementation. Therefore, although the department of education orientates them on curriculum issues such as the revision of the national curriculum, on the choice of textbooks, the literacy and numeracy strategies (DBE, 2018), the SGBs are not involved in the development and design of the school curriculum. Accordingly, Heystek (2011) writes that SGBs are "parent committees with no power related to the teaching and learning activities of schools" (p. 457). Ostensibly, the pretext is that many parents who form part of SGBs have limited literacy levels (Heystek, 2011) hence they are precluded from deciding on curriculum development issues.

The exclusion of SGBs, particularly the parents, on matters related to the curriculum is the focal point of the findings of the current study and is a phenomenon that flies in the face of the democratisation of education, purportedly, intended by SASA. Furthermore, the peripheralistion of SGBs in curriculum matters raises concerns regarding the applicability, relevance and comprehensiveness of educational programs, potentially hindering the realisation of learning objectives (Kekana & Makura, 2020; Selamolela, 2019). The preceding assertions are discernible from concerns raised by the participants as underscored in the findings of this study. The next section presents the methodological strategies which guided this study.

3. Methodology

The data collection was conducted by the first author while the second author participated mainly, on ensuring trustworthiness and rigour of the study. This study adopted a constructivist research paradigm because the researchers sought to ascertain that the points made by the respondents were understood without being clouded by the perspectives of the researchers (Kivunja & Kuyini, 2017). A qualitative research strategy was employed to gain a deeper understanding of the phenomenon under investigation (Busetto et al., 2020). A descriptive case study research design was utilized to allow for an in-depth exploration of the perceptions and experiences of stakeholders (Asper & Corte, 2019).

3.1 Participants

Shukla (2020) describes the research population as a complete set of people with a specialised set of characteristics. The sample of the population for this study was drawn from the Department of Basic Education in the KwaZulu-Natal province of South Africa, under the UGU Education district. Sampling was done purposively (Crossman, 2018; Palinkas et al., 2015) and participant selection was predicated on the notion that each one had the

potential to enable the researchers to attain the aim of the study (Creswell, 2015). All three participants who are the focus of this report were drawn from the parent component of the SGBs of the three secondary schools that participated in the study as indicated in table 1, below.

Table 1. Participants per School

School A	School B	School C
SGB 1	SGB 2	SGB 3

3.2 Data Generation

In this study, individual semi-structured interviews with each participant were used for data generation (Dejonckheere & Vaughn, 2019). After obtaining consent from each participant, the researcher audio-recorded the respective interviews. To ensure trust between the researcher and the participants and, significantly, to obtain insightful and rich data from relaxed interviewees, each participant was allowed to use the language of their choice (Johl & Renganathan, 2010). The interviews were guide by an interview schedule.

3.3 Data Analysis

In this study, the data was thematically analysed (Dawadi, 2020). The researcher familiarized herself with the collected data. While familiarising herself with data, the researcher used codes to categorize data from the transcriptions. Furthermore, all interviews that were conducted in languages other than English were translated to English. Thereafter, to ease the interpretation of the semi-structured interviews (Squires et al., 2023), the data was organized in two themes, namely, perceived SGB roles and desired SGB roles. To ensure trustworthiness and rigour (Morse et al., 2002), the respondents were given an opportunity to read the transcripts pertaining to their respective responses.

3.4 Ethical Considerations

In adherence to ethical research requirements, the researchers applied for and obtained an ethical clearance certificate from the institution of affiliation enabling them to conduct the study. Thereafter, the first author met with the respondents, respectively, to discuss the purpose of the study and obtain informed consent for their participation in the study. The respondents were made aware that their participation was voluntary and that they could withdraw from the study anytime, if they so wished, without any consequences. Furthermore, the respondents were given the assurance of confidentiality, and their identities were concealed by using pseudonyms.

4. Discussion

The findings of this study suggest that the parents in the schools that participated in this study, as represented by the SGB members, discharged various responsibilities as outlined in the South African Schools Act of 1996. These findings echo those of preceding studies as reflected in the literature reviewed for his investigation. However, just like in some studies conducted elsewhere, the respondents in this study felt that they were marginalised when it comes to curriculum development issues. Accordingly, owing to the overlap between the roles fulfilled by the participants and the roles they would have loved to also fulfil, the current authors opted to use one heading to present and elucidate the findings.

4.1 The Roles Fulfilled and the Roles also Desired by Parents in School Governing Bodies

In line with the South African School Act (DBE, 1996) imperatives and the SGB guidelines (DBE, 2018), the respondents in this study fulfilled the roles such as ensuring discipline at school, the recruitment and selection of teaching staff and principals as well as financial management. This is discernible from their respective responses to the question that required them to outline their roles and responsibilities as parent representatives in the SGB. For example, SGB 1 stated that, *"We focus on the recruitment of teachers needed in school, discipline and the management of school finances".* This was confirmed by SGB 2 from another participating school who stated that, *"When a new teacher or principal needs to be hired, we take part in the process and to sign any financial requests made by the school after discussing with the principal".* The preceding functions were echoed by SGB 3 based at the third school who mentioned that *"We help in maintaining discipline in school and on how the school funds are used".* As noted in the literature reviewed for this study, these findings resonate with those made by scholars in other parts of the world (Boro 2015; Durišic & Bunijevac, 2017; Olayemi 2019; Ozmen & Canpolat, 2010; Park & Holloway 2013) and in South Africa (Dibete, 2015; Heystek, 2011; Selamolela, 2019).

Likewise, in respect of the role played by parents in curriculum development issues within the school, the findings of study; just like those of previous studies, suggest that parents are stifled from making a meaningful contribution in this space. When the participants were asked if they were part of the curriculum management processes in their respective schools, their responses suggested that they were excluded from this aspect of school governance. The principal and schoolteachers were the only ones who took decisions regarding curriculum issues. Accordingly, to underscore this point, SGB 2 mentioned that *"Teachers and principals are the ones who handle what is taught in the school".* In fact, apparently, as suggested by SGB 1 that *"I do not know what curriculum management is, as teachers are the ones teaching"*; the parents have little if any clue what their children are taught at school. Ostensibly, as noted from the palpable lamentation by SGB 3 who mentioned that *"We only help when learners are giving the school a problem and we come in, but we are not involved in their teaching"*, even though it might be their wish to partake in curriculum issues, the elitist principals and teachers; the departmental officials peripheralise the role of parents regarding curriculum matters. The phrase *"but we are not involved in their teaching"* and its tonality during the interviews said it all. In fact, SGB 3 expressly implied the desire of parents to be involved in curriculum issues instead of being marginalised. This is discernible from the response that although they are happy with their roles in the SGB *"but it is important to know what children are learning"* (SGB 3).

It should be evident from the preceding assertions by participants concerning their roles in curriculum issues that as literature suggests, the school-based parent associations, both in South Africa and elsewhere, are marginalised from playing a meaningful role, if any role at all, in curriculum management processes. The findings of this study echo the point made by Heystek (2011) that parents are excluded from teaching and learning matters in South Africa. According to Heystek (2011), the maginalisation of parents is pretexted on many of them being illiterate. The findings of this study resonate with those of researchers from other parts of the world who suggest that despite their wish and, in some instance, the existence of national education frameworks enabling parental involvement in curriculum issues (Sliwka & Istance, 2006; White & Levers, 2016), parents are marginalize regarding curriculum issues.

Arguably, the peripheralisation of parents regarding curriculum issues can be equated to façadism as applied in architecture. According to Kyriazi (2019), façadism is a controversial practice of simulating old building structures which do not meet modern standards of buildings and present them as if they were modernised and are in line with acceptable standards. Applied to the school context, pertinent studies as elucidated in literature, the powerful elitist in education purport to be committed to the inclusion of all relevant stakeholders in educational matters. However, as the findings of this study suggest, despite their wish to be included, parents are marginalised concerning curriculum issues. Hence, the commitment to expanded stakeholder engagement and participation in education issues is only on paper (i.e. policies) but in practical terms it is a façade. Accordingly, a few recommendations as a way forward are essential. Some of those recommendations are made after the concluding remarks and reflections on the limitations of the current study.

5. Conclusion

The purpose of this study was to respond to the question: How do parents within School Governing Bodies perceive their roles in respect of curriculum development and management? The findings of this study corroborate those of various studies conducted in South Africa and other parts of the world which suggest that parents are marginalised when it comes to curriculum development and implementation issues. Mainly due to exclusionary policy prescripts entailed in the South African schools Act of 1996, parents are expected to play roles other than participation in curriculum development. These roles include fundraising, limited participation in the recruitment and selection of teachers and principals and enforcing learner discipline. This peripheralisation of parents regarding curriculum issues is contrary to one of the constitutional imperatives underpinning the South African School Act of 1996, which is purportedly designed to advance the democratisation and stakeholder involvement on issues that affect them in educational matters.

Arguably, the facadisation of democratic participation in educational issues, as underscored in this study, owes its existence to the bureaucratisation of education where politicians and education officials take key decisions by selectively including parents regarding certain issues in education while, conveniently, excluding them where they deserve and wish to participate. Accordingly, Segoe and Bisschoff (2019) assert that people in positions of power within the education and political space must "be prepared to change their traditional ways of managing schools and adjust their dealings with parents" (p. 168).

6. Limitations of the Study

The main limitation of this study is that the sample size was small. Therefore, to enhance the generalisability of the findings, future research should aim to incorporate a broader range of participants and contexts with singular focus on the roles of parents in SBGs.

7. Recommendations

Generally, the process of education reform never ceases both in South Africa and elsewhere in the world. Arguably, in South Africa, the process of meaningful education transformation commenced in the early 1990s. Hence, there are regular school education policy innovations that continue to take place since the onset of democracy. Significantly, these policies underscore the value of participation by all relevant stakeholders, including parents because "parents are certainly a relevant factor within the process of change" (Gellert, 2005, p. 323). Accordingly, "the contribution of parents in developing an effective curriculum for their children is paramount" (Nyamai, 2021, p. 2). This is because parents understand their children and their needs better than anyone else.

Furthermore, as noted in the introductory parts of this paper, parents were instrumental in the formation of school-based parents associations because they have the best interests of their children. Accordingly, "effective curriculum changes cannot be disconnected from the very people who have the best interest of the children at heart" (White & Levers, 2016, p. 21). The authorities responsible for curriculum in countries that are undergoing curriculum transformation, like South Africa, have a responsibility to ensure that parents are meaningfully accommodated in the process of curriculum transformation and change. This can be done through conducting research on the extent to which parents are equipped for active and meaningful participation in curriculum issues and, just like they are provided with training on issues like financial management. Accordingly, South African parents must be equipped to participate in curriculum development issues. The pretext of their 'illiteracy' cannot be used to justify the reprobation, whether tacit or deliberate, of constitutional imperatives of involving all stakeholders such as parents in educational matters as enshrined in the SASA of 1996.

Nojaja (2009) avers that "curriculum activities should meet the needs of the community if they are to be effective" (p.30). Accordingly, this could be done by, inter alia, ensuring that all stakeholders, including parents, have a say in the curriculum and receive guidance on how to participate in curriculum development. Nyamai (2021) asserts that "the resulting curriculum will be equally accepted by all stakeholders" (p. 2). Therefore, the trajectory of curriculum reform in South Africa should seek to be genuinely inclusive. For this ideal to be realised, more research on the roles of parents in SBGs and their views concerning the nature of those roles is essential. Hence, it is recommended that future research dig deeper into strategies for enhancing the awareness and involvement of SGBs in curriculum management and implementation. Exploring the impact of targeted training programs, collaborative initiatives, and clearer guidelines for SGBs can further contribute to the development of effective educational governance models.

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Data sharing statement

No additional data are available.