

**UNIVERSITY OF KWAZULU NATAL**

**PARENT'S UNDERSTANDING OF THEIR SCHOOL  
GOVERNANCE ROLES: PERCEPTIONS OF THE SCHOOL  
MANAGEMENT TEAMS (SMTs) AND PARENTS**

**BY**

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**2008**

**DECLARATION OF ORIGINALITY**

**I declare that this study: Parents' understanding of their school governance roles: Perceptions of the School Management Teams (SMTs) and parents, is my own piece of work. All sources consulted and quoted have been indicated and acknowledged by references.**

**Signed.....**

**Thabisile Zwane**

**Supervisor's statement**

**This dissertation is submitted with/without my approval.**

**Signed.....**

**Dr V.Chikoko**

## **DEDICATION**

**This piece of work is dedicated to my 9 year old autistic son, Thinta Nkosinathi Zwane who has not uttered a greeting word due to his condition. He is the pillar of my strength.**

## **ACKNOWLEDGEMENTS**

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- The SMTs and SGBs of the three schools that participated in this study.

## ABSTRACT

The study investigated perceptions of the School Management Teams (SMTs) and parents in the School Governing Bodies (SGBs) regarding the parents understanding of their roles. The South African Schools Act, 84 of 1996, provided all public schools with powers to run the schools through the SGBs. As an educator and the member of the SMT, I have observed that most governance roles are performed by the Principal and staff in the schools, hence conducted this study. The study was a multi-site case study of three primary schools of Ndwedwe circuit. To collect data the study used three instruments, namely interviews, observation and document analysis. The findings of the study revealed that parents in the School Governing Bodies are not coping with their many roles as they are stipulated by SASA due to their low levels of literacy. Besides illiteracy it seems parents in the SGBs lack information regarding their roles. The study recommends that parents in the SGBs must kept informed, trained and encouraged to upgrade their literacy levels to cope in their governance roles

## TABLE OF CONTENTS

TITLE	PAGE
Declaration.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
<b>CHAPTER ONE</b>	
INTRODUCTION.....	1
1.1 Introduction and background of the study.....	1
1.2 Purpose of the study.....	3
1.3 Statement of the problem.....	3
1.4 Sub- Problems.....	3
1.5 Assumptions of the study.....	4
1.6 Significance of the study.....	4
1.7 Inhibitors and Enablers of the study .....	4
1.8 Definition of terms .....	5
1.9 Organization of the research report.....	6
<b>CHAPTER 2</b>	
LITERATURE REVIEW	
2.1 Introduction.....	7
2.2 Definition of concepts: governance, School Governance and School Governing Body.....	8
2.3 Policy Framework Guiding School Governance in South Africa....	8
2.3.1 Functions of the School Governing Body.....	9
2.3.1.1 The role of the SGB in School Policy .....	9
2.3.1.2 The role of the SGB in School Development .....	10
2.3.1.3 The role of the SGB in School Administration.....	11
2.3.1.4 The role of the SGB in School Finance .....	11
2.4 Perspective to understanding the school as an organization.....	12
2.4.1 Different values and beliefs in organizations.....	13
2.4.2 Organisations as coalitions.....	13
2.4.3 Power and Decision making.....	14
2.5 Implications of the political theory to School Governance....	15
2.6 Some Studies on School Governance.....	17
2.7 Summary.....	18
<b>CHAPTER 3</b>	
<b>RESEARCH DESIGN AND METHODOLOGY</b>	
3.1 Introduction.....	19
3.2 Research Design.....	19

3.3 Research Site.....	20
3.4 Research Participants.....	20
3.5 Ethical Issues.....	21
3.6 Methods of Data collection.....	21
3.6.1 The Interview.....	22
3.6.2 Observations.....	23
3.6.3 Document Analysis.....	23
3.7 Data Analysis.....	24

**CHAPTER 4**

**PRESENTATION AND DISCUSSION OF FINDINGS**

4.1 Introduction.....	25
4.2 School Policy .....	26
4.3 School Development .....	31
4.4 School Administration.....	34
4.5 School Finance.....	38
4.6 Summary of findings.....	41

**CHAPTER 5**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	42
5.2 Summary of the research.....	42
5.3 Conclusions.....	43
5.4 Recommendations.....	44

<b>REFERENCES .....</b>	<b>45</b>
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<b>APPENDICES .....</b>	<b>48</b>
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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1. INTRODUCTION AND BACKGROUND TO THE STUDY**

This study investigates perceptions of School Management Teams (SMTs) and parents in the School Governing Bodies (SGBs) of three rural primary schools of Ndwedwe regarding the parents understanding of their roles in school governance. Investigating because it has been 12 years now since the South African Schools Act was passed in 1996 to deal explicitly with undoing the countries discriminatory past and smooth the path for an open just and equitable system. The essential idea behind the Act was to put ownership and control of schools in the hands of the parents and build the democratic capacity of the South African people. The creation of the School Governing Bodies whose majority are parents for every public school is one of the major principles of the South African Schools Act, which aimed at enabling schools to be self-managing organizations. However, School Governing Bodies seem not to be coping with their many roles hence this investigation.

The responsibilities given to School Governing Bodies as outlined by SASA involves School Policy where they are expected to decide on the school hours, language policy, religious policy, dress code, learners code of conduct and school goals.

Another area is on school development where the SGB contribute in developing the school development plan, getting voluntary helpers, forming partnerships with the community in order to get their full support and building good relationships and networking with other schools.

The third area is School Administration which includes looking after the school buildings, grounds and other property and deciding when properties were to be used by others, the appointment of staff and annual meeting of parents and reporting to the community. The other area is on school finance, which involves raising funds, opening a school's bank account and oversees schools income and expenditures. Over and above mentioned functions of the SGBs Section 21 of the Act further outlines extra powers of the SGBs which involves deciding on admission policy, improving school's properties, deciding on subject options and buying books and other learning and teaching materials (LTSMs) which apply to self managing schools.

There have been several reports of corruption of all kinds on the part of the SGBs regarding employment of staff and the misappropriation of funds for instance the Daily News of 20 October 1999, which reported of SGBs being beleaguered with problems, which pertain to the lack of skills to govern the schools and transform education. Again the Mercury Newspaper of 2 May 2003 reported of corruption and nepotism in the SGBs in an article entitled "hitches" in the new posts claim of nepotism and corruption.

Mashele (2001) in his research found that SGBs from previously disadvantaged schools lack necessary administrative and managerial expertise to govern schools. The same problem on the lack of expertise was echoed by Mazibuko (2004) where her study found that SGBs lack skills in finance management, which involves budgeting, fundraising and monitoring the schools income and expenditure. SGBs appear to be still failing to follow selection procedures even though they are set out clearly by the KZN Department of Education hence there are cases where selection process was flawed and unfair. The above mentioned findings indicate

the amount of gap between what SASA expects the SGBs to do and what really transpires at schools.

Generally schools do not seem to be experiencing any better governance despite the 12 years of transformation effort. The four mandated areas discussed above portray a very big job on the SGBs shoulder, one wonder whether they can cope with these four areas when they are also occupied in their workplaces and wonders whether they have similar perceptions with regard to their roles as perceived by law.

## **1.2. PURPOSE OF THE STUDY**

The purpose of this study is to investigate perceptions of the School Management Teams and School Governing Bodies regarding the roles of SGBs.

## **1.3. STATEMENT OF THE PROBLEM**

This study therefore seeks to investigate the parents in the School Governing Bodies understanding of their roles as perceived by both the SMTs and parents in the SGBs of the three Primary Schools of Ndwedwe.

## **1.4. SUB-PROBLEMS**

The study revolves around the following research questions:-

- 1) How do parents in the School Governing Bodies (SGBs) perceive their role in each of the four areas of governance, i.e. school policy, school development, school administration and school finance?
- 2) How do School Management Teams perceive the roles of parents in the School Governing Bodies in the same areas?
- 3) What are the enable and inhibiting factors in making the role of parents in the School Governing Bodies more effective?

#### **1.5. ASSUMPTIONS OF THE STUDY**

The study assumes that both the School Management Team members and School Governing Body members are going to be very cooperative and provide the researcher with information. It also assumes that both parties are not going to with-hold any information because of its importance to themselves and they will find it useful that it is being studied.

#### **1.6. SIGNIFICANCE OF THE STUDY**

This study is likely to enlighten the SGBs themselves to perceive what exactly are their roles? This information will be useful to both groups (SGB and SMTs) in designing how they can work together and finding ways of improving the SGBs roles.

#### **1.7. INHIBITORS AND ENABLERS OF THE STUDY**

The study is confined to 3 schools out of 42 Schools in the Ward. The findings of this study would have been more revealing had I had sufficient time to interview more schools and more

stakeholders and observe practical meetings by parties concerned. These findings therefore may not be easily generalized beyond the schools studied.

## **1.8. DEFINATIONS OF TERMS**

To facilitate sound understanding of this report, key terms need to be defined in the context they are used in this study.

Governance : Refers to the process of governing schools in this case it includes all the activities that are performed by the school governing body members in ensuring that the school become a self-managed institution.

Parents : Refers to the legal guardian or biological parent of the learner in the school.

SGB : In the secondary schools this will mean that whole School Governing Body which includes parents, learners and non-educationists but in this study it only refers to the parent component and educators because the investigation is conducted in the primary schools.

School

Administration: Refers to all the SGBs administration activities such as recommending the appointment of staff, looking after school buildings and properties.

School Finance: Refers to the area where SGBs are expected to play a role in opening and running a school's bank accounts and oversee schools income and expenditures.

Stakeholders : There are many stakeholders involved in the school such as community, parents, NGOs, learners, educators, the Department of Education, the business people and local government structures. In this study we are referring to the School Management Teams and Governing Body members (parent component).

LTSM : This is an abbreviation for Learning and Teaching Support Material.

Ward : The Department of Education has recognized the KwaZulu Natal Department of Education into Regions. Each region is made up of districts, which are formed by circuits. Circuits are divided into wards that are formed by schools. In this study the ward we are referring to is made out of 42 schools.

## **1.9. ORGANISATION OF THE RESEARCH REPORT**

The report is organised into five chapters: Chapter one introduced the study and identified its purpose. Chapter two reviews literature. Chapter three describes the research design and methodology. Chapter four reports on the data collected from 3 schools and chapter five presents summary of the research findings and makes recommendations for improving practice in school governance.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

The general purpose of the Governing Body is to perform its functions in terms of the South African Schools Act on behalf of the schools and for the benefit of the school community. To achieve this mammoth task, parents in the SGBs require clear understanding of their duties and functions in school governance. The study examined the extent to which parents in the School Governing Bodies understand their roles in governance.

This chapter reviewed literature related to the functions of the SGBs. First, the concepts under discussion: Governance, School Governance and School Governing Body are defined. Secondly, reference is made to the South African Schools Act (SASA), 84 of (1996) focusing on the functions and roles of the SGBs. Thirdly this chapter addresses the political theory as the theoretical framework that will unpack the different social groupings that form an organization. Lastly, the previous studies on governance are reviewed.

Governance occurs in three broad ways:

- ◆ Through top-down methods which involve governments and the states bureaucracy.
- ◆ The use of market mechanisms.
- ◆ Networks involving public-private partnership.

School Governing Bodies form part of the networks since it functions in a way that allows the executives (Department of Education) to respect the rights and interests of the stakeholders (parents, educators, learners in the high schools and the community) in a spirit of democracy.

## **2.2. DEFINATION OF CONCEPTS: GOVERNANCE, SCHOOL GOVERNANCE AND SCHOOL GOVERNING BODY**

This study investigates parents in the School Governing Bodies understanding of their roles. The understanding of the meaning of these three concepts governance, school governance and school governing body is crucial in this study. The concept Governance is defined by the World Bank in the study conducted by Mathew Goniwe School of Leadership in (2006) as the exercise of political authority and the use of institutional resources to manage society's problems and affairs. School governance refers to the use of the school resources to manage its problems and affairs. For the Government to democratize the education system and undo the countries discriminatory past in 1996 it mandated all public schools through SASA to establish School Governing Bodies. The School Governing Body is defined by the Department of Education as a statutory body of people who are elected to govern a school. By law the SGB is expected to act in good faith to carry out all its duties and functions on behalf of a school and be accountable for all its actions.

## **2.3. POLICY FRAMEWORK GUIDING SCHOOL GOVERNANCE IN SOUTH AFRICA.**

SASA Act, 84 of (1996) devolved considerable power and responsibility for the performance of schools to School Governing Bodies and in turn the responsibility for all aspects of the management of schools is vested in the school principal and the management teams who are accountable to the School Governing Bodies. This is an indication that by law, governing bodies are expected to make sure that schools are run in the best interest of all the stakeholders.

SASA expects governors to know and understand what their duties and functions are and how such duties fit in with the duties of other role players in the school.

### 2.3.1. Function of the School Governing Body

The four areas of the SGBs responsibility in the school are school policy, school development, school administration and school finance.

#### 2.3.1.1. The Role of SGB in School Policy

Sections 1 and 2 of SASA expect the SGB whose majority members are parents to adopt its own policy that is the constitution of the particular school in line with the legislation. The constitution of the SGB should provide for all the activities of the SGB which include meetings. The constitution should indicate when the SGB holds its meeting with parents, educators and or non-teaching staff.

The School Governing Body's constitution should indicate which sub-committees of the School Governing Body are in place in the school, i.e. selection committee, fundraising committee, finance committee and extra-curricular committee, health and safety committee etc.

It should stipulate as to when the above mentioned sub-committees report their activities to the SGB. This item indicates that the SGBs are highly overloaded which makes one wonders whether they can cope.

### 2.3.1.2 Role of SGB in School Development

As indicated in the previous chapter that SGBs are in charge of school development, South African Schools Act 20(1) expects the SGB to “promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at school”

In some cases this responsibility of the School Governing Body is confused with the day to day management of the school (Mazibuko 2004) whereas it merely refers to the SGBs responsibility to provide necessary guidance and resources for learning and teaching.

### 2.3.1.3 Role of SGB in School Administration

Subject to Act 20(1) of the South African Schools Act (SASA) the School Governing Body through its sub-committee in the selection committee must “recommend to the Head of Department the appointment of educators in the school”. This is a hard process which entails, shortlisting, interviewing and recommending. The SGB form the selection committee which is a sub-committee of the School Governing Body. Through its sub-committee (the selection committee) the SGB do the shortlisting of the received applications, the shortlisting commences within seven working days of the closing date of applications. The entire selection panel and the teacher union observers must be involved in the shortlisting process. A schedule of shortlisted candidates must be completed immediately after the shortlisting process and signed by the chairperson and all members present. The secretary of the panel telephonically or in writing invites the shortlisted candidates for interviews. Candidates must

be given at least 5 days notice of the interview. If possible, all candidates should be interviewed on the same day.

On the day of the interview, but prior to the interview, the selection panel decides what questions to be asked of each candidate. The questions must be appropriate to the key performance areas of the post. The selection panel must brainstorm the possible answers and allocate the scores for each question to be asked. On the day of the interview panel should conduct interviews.

After completed interviews they (Selection Panel) make recommendations and submit their work to the School Governing Body for ratification. When satisfied with the process the SGB sign the ratification form which finalises the recommendations and submit the recommended candidates to the Head of Department for placing. Giving this complexity, one wonders whether the governors are going to cope.

#### 2.3.1.4 Role of SGBs in School Finance

SASA expects School Governing Bodies to handle school finances such as school fees for schools that pay school fees, drawing budgets, opening school bank accounts and overseeing schools income and expenses. Section 21(i) of the Act granted schools more powers which involve:

- ◆ Maintaining and improving the schools property;
- ◆ Purchasing textbooks, educational materials or equipment for the school;
- ◆ Determining extra-mural curriculum of the school;
- ◆ Paying for services to the school like electricity bills, security etc.

With my experience as the member of the SMT, I have observed that this task is quite huge for parents in the School Governing Bodies, given the low level of education as well as pre-occupation in their work places.

To be able to perform the myriad of duties listed above the governors will need the support of the SMT and besides they need specific skills such as management skills, problem solving skills as well as participative skills and decision-making skills.

#### **2.4. PERSPECTIVE OF UNDERSTANDING THE SCHOOL AS AN ORGANISATION**

This study revolves around the political theory which is described by Bush (1994) as a bargaining tool since governance in school involves decision-making after a complex process of discussions and negotiations.

Organisations such as schools are viewed by political realists as political arenas that house a complex variety of individuals and interest groups, Bolman & Deal (1990). People in organizations are different in such that they share different values, preferences, beliefs, information and perceive reality differently. The political theory perceives organizations as coalitions that include a diverse set of individuals with multiple, conflicting goals which change as the balance of power in the organisation shifts. Another proposition that summarizes the political perspective is on organizational goals and decisions that emerge from an ongoing process of bargaining, negotiating and jockeying for position among individual and groups. Power and conflicts over scarce resources are the central features of an organizational life.

#### 2.4.1. Different Values and Beliefs in Organisations

People in an organisation can share different values due to their beliefs and perceptions like for instance in the area of school development which involves school maintenance and renovations. Parents may value the old building that was built by the missionaries in the early 90's almost 100 years ago whilst the principal and the staff might see the need of renovating or rebuilding it. Each of these SGB components wants to have an impact on organizational decisions and attempts to do so by participating in a multistage process that includes articulation of interest, getting those interests translated into organizational policy and implementation of such decisions.

Also in the appointment of educators, parents might have a particular candidate in mind that they admire to be suitable for the position. Since the selection process includes all the stakeholders including unions, parents even though forming the majority as per SASAs stipulations cannot recommend whoever they want because they need to comply with the Educators Act (1998) and the Labour Relations Act (1995).

#### 2.4.2. Organisations as Coalitions

According to Bolman and Deal (1990) the political frame offers different views of organizations to the traditional views which saw organizations as authority systems where authority is at the top and set all the goals and make decisions. Rather the political frame viewed organizations as coalitions of individuals and interest groups with different objectives and resources, who have a right to bargain with other members in order to influence the goals and decision making system.

### 2.4.3. Power and Decision Making

According to the structural theorists, power is vested in those with authority to make decisions that are binding on others. An example of such cases is when managers make decisions to be accepted by their subordinates. The political frame respects the existence of authority but views it as one of the many forms of power. Amongst the most significant forms of power are:

- Expertise : This is described as the power of information and knowledge.
- Control of Reward : This is described as the power to deliver jobs, money, political support and other valued rewards.
- Coercive Power : This is described as the ability to walk out by unions in the Meetings, the student's power to set in, are all examples of coercive power in action.
- Personal Power : When individuals have charisma, political skills and verbal ability or the capacity to articulate visions are powerful by virtue of personal characteristics.

Individuals with expertise, strong track records, or high charisma are likely to make decisions.

## **2.5 RELEVANCE OF POLITICAL THEORY TO SCHOOL GOVERNANCE**

In the case of this study the three School Governing Bodies comprise different social groupings that have different values, beliefs and interests. The SGBs comprised parent component, the teaching staff, the non-teaching staff and the co-opted members. Amongst the SGB composition there are those who possess more power and control because they are more informed and knowledgeable than those that are marginalized due to the lack of knowledge hence they have less power and control. Taking for instance the area of policy development by the School Governing Body, parents together with co-opted members who are illiterate as this is a common trend in the rural areas because the majority of literate people and professionals have a tendency of leaving their birth places and reside in the cities. They leave behind the semi literate who ends up in the SGBs where they have little or no contribution in this regard because they have little knowledge and the little they know cannot supersede the knowledge that the professionals have. If ever consulted they are guided by the professionals whom they (parents) put all the trust and believe that they (principals and educators) can develop the best policies for the school.

Political frame believes that organizational goals and decisions are the result of an ongoing process of bargaining and negotiating. For all the Governing Body members to take part on the negotiation and bargaining table they should possess personal power which will provide them with political skills and verbal ability to market their ideas and articulate their visions. One of the SGB roles involves interviewing and recommending appointments of staff. This area of governance is mostly challenging the SGBs especially, parents in the SGB to have the

expertise to handle this role democratically. Usually it is in this area of governance where jockeying for power amongst SGB members is common.

Parents are taken advantage of, due to lack of capacity either by applicants who go as far as bribing them for positions or by union officials who come with their hidden agendas in pretence of monitoring the process whilst manipulating it to their advantage. This results in a number of disputed post positions with held by the Department due to unfair procedures that were followed. Unfair procedures sometimes results in the misleading information and empowerment provided to the innocent selection committee members by the highly educated or more capacitated personnel. Wolfendale (1992) recommends the empowerment of parents if they were to take such informed decisions.

Marginalization of parents by those in authority may affect governance in the area of finance management. It is not uncommon to hear about misappropriation of funds by school principals which poses a question as to where and how do such occurrence take place when all stakeholders should know what is taking place in the finances of the school.

This theory will be helpful in this study because it will unpack the number of different people that form organizations which is the reason why organizations share different values, interests and beliefs. The shift from such differences in the SGB may bring about freedom of expression and a sense of belonging and ownership.

## **2.6 SOME STUDIES ON SCHOOL GOVERNANCE**

In the study conducted by Mashele (2001) on the role and functions of School Governing Bodies it has imaged that SGBs lack necessary administrative and managerial expertise to govern schools effectively. Even after the training that they received SGBs still lacked in the understanding of their roles. The similar problem of poor understanding of roles by SGBs proceeded to 2004 when Mazibuko conducted her study on the roles and functions of the SGBs specifically in area of finance, where they are expected to draw budgets, do fundraising and run the schools bank account. It has emerged from this study that, due to lack of confidence and understanding of their (SGB) role in finance management, they abdicate their responsibility to the principal to dominate in every aspect of finance and they become rubber stamps.

In the study conducted by Mthiyane (2006), findings indicated the inadequacy of the cascading method of training used by the KZN Department of Education to train SGBs. There is a strong feeling that most of the information is distorted on the way down which makes one wonder whether the cascading method could be one of the causes of some of the roles to be misunderstood by SGBs. This study found that SGBs did not attend and participate in Governance Meetings, which probes another question on the cascading tool used in the training strategies.

Again in 2006 another study on the governance roles was conducted by Gcabashe who targeted the area of selection which is worth investigating as to whether it is clearly

understood by SGBs. This study found out that the selection policy and procedures was hardly understood and they (SGBs) were not capable to interpret and implement it. The selection procedure required the involvement of other role players in the school, i.e. the SMT, but due to the lack of understanding, parents in the SGBs fail to understand their (SMTs) role in this study. Makhanya (2006) in his study echoed the same argument on the staff selection when he writes:-

*Apart from understanding the selection process, there is also an issue of capacity, parents in the SGBs do not only lack understanding of how to implement the Selection Process, but they are not capable to handle the selection process.*

All of the above mentioned studies were conducted in early 2000, to date nothing has changed. The message one gets from all of these findings is that parents in SGBs:

- Lack understanding in some of their many roles
- Apart from misunderstanding they lack capacity
- The little training they receive is not enough
- The cascading model is problematic; most information gets lost on the way down.
- Specific areas of governance such as selection are misunderstood besides such procedures on selection being set out clearly by the KZN Department of Education are not followed.

## **2.7 CONCLUSION**

This chapter has reviewed literature on policy framework guiding school governance in SA. Literature dealing with the functions of the governing body on four areas of governance was also reviewed. The next chapter describes the research design and methodology used to collect and analyse data in this study.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter describes the research design and the methodology employed in this study. First, the chapter describes the research design. Second, the chapter moves on to describe the respondents. Third, the chapter describes methods of data collection and explains the rationale for selection.

#### **3.2. RESEARCH DESIGN**

The study is located within the broad area of qualitative research design. The qualitative approach looks at the events in their natural settings and meanings attached to them, Keesee, (1988). This approach to research is chosen because it involves an interaction with participants and observation of events as they occur.

Within the broad area of qualitative research this investigation was a case study of three primary schools in the Ndwedwe area, hence a multi-case study, Khuzwayo (2007), since it involves more than one school. I am not pretending that these schools are the same. Each one is unique therefore; each one is a case study on its own.

Best and Khan, (1996) described the case study as a technique used by researchers to observe the characteristics of an individual unit.

Supporting this viewpoint, Cohen (2000) described a case study as an approach in the field of research that seeks to provide a unique example of real people in real situations.

The researcher chose the case study design because case studies provide the opportunity to obtain the first hand information and allows the researcher to use multiple methods of data

collection. The study investigates parents in the SGBs understanding of their roles, the case study approach is therefore appropriate as it focused on the SGBs and SMT members of the selected schools.

### **3.3. RESEARCH SITES**

This study was conducted in the three rural primary schools of Ndwedwe, one of which is where the researcher is working as a deputy principal. The three schools are 7 to 9 kilometres apart which made it easier for the researcher to access. All the three primary schools under investigation are located in a poor community hence they have been declared no-fee schools by the Department in 2007.

Primary school A is the mother to the other two. It is a very old school, founded by the missionaries in 1949. It is electrified and very much resourced with machines and computers. Primary school B was initiated by the retired principal of school A in 1990 to cater for the learners who were crossing the main road to school A. Then primary school C was also founded in the year 2000, therefore the respondents in this study are categorized as school A principal, school B principal and school C principal together with their SGB members.

### **3.4. RESEARCH PARTICIPANTS**

Fifteen participants comprising three Principals, three HODs, three chairpersons, three secretaries and three treasurers of selected schools were the respondents in this study. Purposive sampling was used to select participants. This strategy of sampling is recommended by Cohen, (2000) for targeting participants for a particular purpose. In this

case the schools that were chosen for this study are easily accessible and the participants will allow the researcher to conduct the research.

### **3.5. ETHICAL ISSUES**

Permission to conduct the research was requested by the researcher and granted by the department of Education. A consent letter requesting the respondents to participate in the research was sent to the respondents. Clarity on what the study entails and how it will benefit all the stakeholders in education was given to them. Assurance on the protection of their identity and responses was also given. They were made aware of their voluntary status in participation in this study.

### **3.6. METHODS OF DATA COLLECTION**

Three methods of data collection were used in this study, namely, the interviews, observation and documents analysis. This according to Denzil (1989) is a triangular methodology which targets individuals, groups and organizations. The three instruments were most appropriate because the study sought to investigate what parents in the SGBs understand as their roles in school governance. The study used three instruments but interviews were the main instrument and observations together with document analysis were the supporting instruments. Each of these instruments is described at length below.

### 3.6.1 Interview

The semi-structured interviews were administered to three Principals, three HoDs three Chairpersons, three Secretaries and three Treasures. This style of interviewing is mostly favoured in small scale projects, Madlala (2007). A semi-structured interview provides a desirable combination of activity and provides valuable data that could not be obtained by other means. In this study interviews with the Principals and HODs for each selected school was conducted on face to face seating. This afforded the researcher the opportunity to get each respondent's perceptions regarding the parents in the SGBs understanding of their roles. Interviews were seen by Kvale (1996) as an interchange of views between two or more people on a topic of mutual interest. In this study the chairperson, the secretary and the treasurer from each selected schools were interviewed as a group. This strategy afforded the researcher an opportunity to gather other information during their interactions.

Research interview schedules for the HODs and the Principal were written in English but for the parents in the SGB due to the low levels of literacy, theirs was translated into IsiZulu. (Appendices A, B&C), the interview schedules used for both groups of respondents in this study were arranged into themes from the four areas of governance, namely, school policy, school development, school administration and school finance. The first question from the first schedule that is used to interview the Principals and HODs, seeks to understand how policies are developed in schools. The second question was a follow up question aiming to investigate the policies that are available in the school with the view to understand the contributions made by parents in the SGB towards policy development. The third question sought to investigate the challenges encountered and support required by parents in this area

of governance. The pattern of questioning was the same in the other three areas of governance.

The interview schedule for parents in the SGB is categorized into the same themes that were used in the interview schedule for SMTs. The only difference in questioning the parent respondents is that questions are directive because respondents share their experiences as opposed to the SMT respondents who were talking about their observations. The first question aimed at finding the activities involving parents under each theme. The following questions aimed to investigate the available policies. The third question sought to understand the challenges and support parents in the SGB needed.

### 3.6.2. The Observation

School Governing Body meetings were observed in each of the selected schools. Observational data as recommended by Patton (1996) since it enables researchers to understand situations as described. In agreement, Cohen (2000) says observational data provides “live” situations. Observation of the SGB meetings provided the researcher with an opportunity to understand how meetings were conducted, how agendas were prepared for meetings.

### 3.6.3. Document Analysis

Document analysis is an instrument of data collection in which a researcher studies documents of an institution that are related to the study in question. In this case, documents that were analyzed by the researcher were SGB minutes books, attendance registers for

parents and school policies. This forms part of data collection from non human sources. The analysis of such documents aimed to gather evidence indicating how parents in the SGB's understand their roles.

### **3.7 DATA ANALYSIS**

Data analysis was conducted according to the three methods of data collection used in this study. The responses from the interviewees together with the evidence collected through observations and document analyses were categorized in the way they talk to my research questions. Data collected through the qualitative methodology were categorized into themes and analyzed according to those themes. The next chapter will discuss and present data collected through interviews, observations and document analysis.

## **CHAPTER 4**

### **PRESENTATION AND DISCUSSION OF FINDINGS**

#### **4.1. INTRODUCTION**

This study intended to investigate the perceptions of the School Management Teams (SMTs) and the School Governing Bodies (SGBs) of the three primary schools regarding the parents in the SGBs understanding of their roles in school governance.

The study used three data collection instruments namely, interviews observations and document analysis. This chapter focuses on the presentation and discussion of findings. The findings are categorized into four themes namely, school policy, school development, school administration and school finance which are the areas of investigation and areas of school governance in South Africa. Data collected through the mentioned instruments is presented and discussed in every theme. The study intended to interview parents in the SGBs and SMTs from the three selected schools. Findings are presented in the following pattern: Firstly, finding related to the first SMT interview question together with information gathered through the other two supporting instruments were presented. Second, finding related to the first interview question directed to parents in the SGBs together with the evidence from the non humans and live sources were presented. The same pattern is followed in presenting findings in all questions under each theme. The chapter will close by presenting the summary of findings.

## 4.2. SCHOOL POLICY

There were three interview questions for the parents in the SGBs and three interview questions for the SMTs from this theme.

1. The first question sought to understand how policies were developed in the school with a view to finding out the involvement of parents in school policy development.
2. The second question sought to investigate the policies that are available in schools.
3. The third question sought to understand the challenges that parents in the SGBs encounter in this area of school governance.

In response to the first interview question, SMTs from all the schools reported that they invited parents in the SGB and informed them about the policy that needs to be developed. Once informed of such policy they awaited guidance from the Principal to take the leading role: Principal A revealed that he involves all the stakeholders including educators, non teaching staff and parents in policy development process. But for all these stakeholders to move forward he must take a strong lead. . Confirming the above statement, Principal A said:  
*If I can wait for the SGB which is the body that has been granted by SASA to develop policies for schools, I as an ex officio in the SGB and also the manager of the professional side will not meet the Department's dead lines*

Expressing the same idea, Principal B said:

*We invite parents in the SGB to discuss policy issues, but it is very rare to have 100% attendance of the SGB members in the meetings. Most attendance comprises the teaching staff and non teaching staff. Parents are pre-occupied in their daily chores.*

Principal C responded:

*For policies such as admission policy, language policy, policy on school times and learners code of conduct, that require revisiting and implementation, waiting for parents in the SGB to arrange meetings when they get time will be time consuming. We seat as a staff at times with one parent member of the SGB and draw policies.*

These findings are indicating that Principals in the three schools under investigation acknowledged working with parents in the SGB in the activities of school development, due to parent's lack of participation in governance, he felt obliged to continue without or with few members available to keep schools running. In actual fact, chairmanship is in the principal's hands in as far as schools policy development is concern.

Expressing the same idea school A HOD stated,

*Parents are trying to contribute towards policy formulation, their problem is that at times they bring vague information (due to their low levels of literacy) which needs our guidance and re shaping to fit into the policy.*

In the first question directed to parents, they were asked to describe their activities around school policies. . From the three schools investigated, parents chose a spokesperson. They interacted with one another and the spokes person will respond to the question.

In response to the first question all parents under investigation reported that they knew about school policies, but parents from school B requested the researcher to remind them although they were interviewed in their language to describe what she was talking about when she talked about policy. This is an indication of how confused the parents are, in the SGBs. The researcher intervened and gave them the clue of what policies are. They started interacting, during their interactions the researcher started to gather information prior to their response through their spokes person. Their final response was that they knew about policies because the Principal informed them about them. They further clarified that they are not aware of the contents of such policies

Parents from school A and C agreed that they knew about the policies and claimed they were involved in their development through the ideas they provided. And left the rest to the principals and educators because they can not be hands on, they entrusted this role to the principal.

This response from SMTs and SGBs seem to indicate that they were both aware of their roles in school policy formulation.

The second question sought to understand the policies that are in place in the schools.

The following policies were mentioned by all respondents and also confirmed through document analysis

1. School Admission Policy
2. Assessment Policy
3. Language Policy
4. Assessment Policy
5. Sports Policy

6. HIV /Aids Policy
7. Trip and tours
8. Policy on school times

When asked about the contribution made by the parents in the SGB towards the formulation of the above mentioned policies, the three principals had something common when they said that the South African Schools Act expects governors whose majority members are parents to formulate policies to be implemented by the professional side in the schools, but in addition principal A said,

*This is very much impractical in our school due to the fact that parents who form the majority in the SGB are semi-illiterate. They do not take their role as governors serious, some are not even available for meetings, which leaves us with no choice but to contact them to give us the green light to continue formulating and implementing policies.*

In response to what contribution they made towards the formulation of school policies, the majority of parents from the selected school's SGBs confessed that they thought it was the role of the Principals and the staff to design schools policy and inform them later about the availability of such policies. This is an indication that lack of awareness on the parents in the SGBs result in abdication of their roles.

The third question sought to understand the challenges that parents in the SGBs are facing around school policy.

In response to the challenges Principal A states that parents might be intimidated by the presence of educators due to their level of illiteracy. Principal B feels the same about illiteracy and incapacity of the parent component members as the challenge in their performance.

Principal C responding to the question of challenges that inhibits parents in the SGBs to participate actively in policy development, said:

*I feel they lack skills, ignorant and do not want to try any thing, she said, the little they know is due to my efforts. The principal further explained that she has given the parents in the SGB the manuals to read and understand what their roles supposed to be like in governance. That attempt yielded no positive results. Parents simple ignored the books claiming, they are experiencing problems with reading due to illiteracy.*

School A HOD highlighted that instead of the parents in the SGB experiencing challenges she thinks the most challenged are the principals. On top of the many duties they are expected to perform as managers of schools, they are deeply engaged in the governance roles. The above mentioned responses are an indication that parent governors of the three selected schools have not yet assumed their roles in policy formulation. It is obvious these roles are performed by principals and educators of the schools concerned. Principals are expected to guide the parents in the SGBs as ex-officio members in the SGB. To avoid delays in policy formulation and implementation in schools, as managers of schools and accounting officers to the Department, they end up performing the roles of the SGB.

The Department is expected to induct the newly elected SGB members on the roles they are expected to play in governance. Findings of this study indicate that there are SGB members who claimed they have never attended any workshop since 2006. Considering the duration of term of office for the SGB members that is 3 years, members who were already in the SGB in 2006 their term is due to expire in 2008 having done nothing due to the lack of capacity.

## 4.2. THE SCHOOL DEVELOPMENT

There were three interview questions for each respondent from this theme.

1. The first question aimed to understand the activities of parents in the SGB around school development.
2. The second question sought to investigate the parents in the SGBs contribution towards school development.
3. The third question sought to understand the challenges they face in this area of governance and the kind of support they require to develop schools.

In response to the first question that sought to understand parent governor's role in school development, School A Principal responded by giving the following explanation:

*The school has a School Development Plan (SDP) with the prioritized projects of developing the school. Names of the people who are responsible to co ordinate project are indicated in the SDP. Parents in the SGB are expected to play a leading role in every project of the school development. Interview response from all respondents and evidence collected through document analysis seem to indicate that most successful projects are lead by educators.*

Expressing the same idea Principal B said:

*The school is developing due to the Principals leading roles. He further argued, parents in the SGB remember their membership when they are called to the meeting.*

These findings seem to indicate that Principals are aware of the leading role they are expected to play in school development. But, there is a question of parents in the SGB who forget their responsibilities unless reminded.

Part of the parents in the SGBs role means networking with other schools and forming partnership with the outside world. Findings of this study displayed the opposite where all the

networking on behalf of the school is done by the teaching staff, explaining the school A HoD. It has come out during the interview and document analysis that, sub-committees that are lead by SGB members are dysfunctional. SGB treasurers are supposed to be the chairpersons of the finance committee and coordinate fundraising activities. Findings of this study display an opposite. Treasurers are being reported on what is taking place in the fundraising committee, because parents in the SGB are busy in their daily business which pays them. Interviews and documents analyzed indicated that from all the three schools investigated, there is a school development plan that was formulated by the staff and presented to the SGB which is a vice-versa situation.

Expressing the same version HOD and Principal from school B stated:

*We have adopted the strategy of informing the parents in SGB about any development we want to make at school, they are always in agreement they do not question anything*

When asked about their activities in school development parents in the SGBs mentioned that they have built several blocks in their schools, they have fenced the school, maintained and taken care of premises. That is an indication that as much as it appears they are not taking a leading role in school development activities, but they are aware of what is expected from them. The second question sought to understand the challenges that parents in the SGBs encounter in school development as the area of governance. Findings from HODs and Principals from the selected schools indicate that parents in the SGBs are not taking active part in this area of governance. All they are doing is approving the initiatives of the Principals.

When asked about the challenges they encounter in the development process of schools, parents somersaulted and pointed at the Principals whom they delegate to develop schools. This is an indication that SGBs know that they could delegate some of their roles to the Principals and the teaching staff.

Responding to the third question that sought to understand the support that could enhance parents involvement in the development of schools, parents responded by saying that they lack negotiating skills to network on behalf of schools. They indicated that due to inferiority caused by the illiteracy they are not confident to take a leading role in school development rather they prefer to entrust the activities of school development to the Principal and staff.

The above responses are an indication that parents in the SGB are not aware of the juristic powers vested on them by SASA. They regard their membership to the SGB as the membership to any other committees where you avail yourself if you have time. They behave in the same manner that school committees were behaving before 1994. In terms of Section 16 (1) of SASA, 84 of 1996, the governance of every public school is vested in its governing body. This indicate that parents in the SGB have a final say in every decisions that pertain to governance of the school instead of taking whatever they are told and give their blessing.

### **4.3. SCHOOL ADMINISTRATION**

There were three interview questions from this theme. The findings from the SMTs in the SGBs first question were presented first, followed by findings from the parents in the SGBs first question. The same pattern continues with the other two questions.

1. The first question sought to understand the key roles of parents in the SGB around school administration.
2. The second question sought to understand the challenges that inhibit parents in the SGBs performance around the school administration.
3. The third question aimed to investigate support that parent governors need to perform in school administration.

In response to the first question HoDs and Principals from the selected schools mentioned the following roles of parents in school administration:

- They are supposed to look after school buildings, maintain grounds and other properties.
- They are expected to form selection committees to recommend the appointments of staff.
- They are supposed to conduct annual meetings with parents and report to the community.

The above responses from the SMTs together with the evidence gained through document analysis seem to indicate that Principals and HODs are aware of what the parents in governance are supposed to do.

In response to the first question which sought to understand the parents in the SGBs role in school administration, parents A states:

We discuss school maintenance with the principal

*We take part in the interviewing and appointment of staff.*

Parents B in agreement to the same idea as parents from school A reported:

- *We have an interview committee in place.*
- *We have co opted the experts from the community but we are still waiting for the principal to workshop us.*

On the same notion parents from school C admitted that it will depends on the availability of time whether they will all attend workshops arranged by the principal. These findings seem to indicate that parents in the SGBs are aware of what school administration entails to them. Findings indicate among other activities that parents in the SGBs need to form selection committees to deal with the recruitment and making recommendations for staff appointments, but they seem to confuse their role in the selection committee with their daily governance roles. It appears they also confuse recommending for appointment with appointing staff.

Parents from school C reported:

- *We have a policy on the use of school properties.*
- *We allow the community to use the school for church gatherings and community development projects at a small fee.*
- *We have taken part in all the interviewing of the new staff members.*
- *We are trying to attend all he meetings if we have time.*

The above responses seem to indicate that all the stakeholders are aware of what school administration entails for the parents in the SGB.

From the annual meeting observed at School A that was held on the 06/11/2008

the findings indicated the following:

The convener of the meeting who draws the agenda was the principal and the chairperson was the program director. The reports were sub-divided into slots namely, Financial Reports, Sport Reports, Reports on learner Behaviour, Admissions, Uniforms, Maintenance, etc. Every slot was presented by educators while SGB members form part of the audience with the rest of the parents. Some parents in the SGB were asking questions instead of responding to questions as the SGB.

Minute books from school B and C also reported on the similar trend whereby the SGB Chairperson played the role of the program director in the annual meetings whilst Principals and staff provide information. About the meetings, not a single meeting was attended by a full parent component. They are always absent for the unknown reasons – Principal C.

In as far as the school administration is concern these findings indicate the amount of confusion that still prevails in the minds of the parents in the SGBs. They see themselves as ordinary parents. They are not aware of the powers vested on them by the SASA.

Responding to the third question on the challenges encountered by parents in school administration all the SMTs investigated in this study feel that parent governors lack confidence to make decisions.

Principal A claimed

*SGB members are responsible for the hire of school grounds but if I refer someone to hire properties, they fail to take the decision instead they send that person back to me to decide.*

About the meetings, not a single meeting was attended by a full parent component of the SGB. They are always absent for the unknown reasons – Principal C.

Principal B reported:

*I have a problem having them in the selection committee, most of them are so illiterate such that they do not understand questions, hence do not know what the expected response should be. They can't score objectively. They are underdeveloped.*

The above response from principals of the selected schools is an indication that parents in the SGB need development workshops. Findings indicated that chairpersons were trained to train other members but that was not enough due to these reasons.

1. Chairpersons are not qualified to cascade information to their fellow colleagues in the SGB.
2. They are semi and even illiterate to listen and cascade information.

This cascading strategy was questioned by Mthiyane in 2006, feeling that large portion of information is distorted on the way down.

In as far as school administration is concerned parents in the SGBs lack information and understanding of their expected role. They need thorough training because it is in this area of governance where they are expected to take sensitive decisions.

#### 4.4. THE SCHOOL FINANCE

There were three interview questions for parents in the SGBs and SMTs from this theme.

**First question** sought to investigate the activities of the SGB around school finance with the view to understanding the involvement of the parents in the SGBs.

**Second question** targeted to understand the challenges parents in the SGBs encounter around school finance.

**Third question** sought to understand how treasurers of the SGB track the financial records of schools

In response to the first question that described the activities of SGBs, Principals and HODs of the three selected schools reported that they acknowledge the formation of the finance committees where the treasurer of the SGB becomes the chairperson of the finance committee. The activities of the finance committee were stated as follows:

- To draw budgets for the school
- To control the incomes and expenditures of schools.
- To open the schools bank accounts
- To keep the cheque book
- To track the financial records of the school
- 

Principal A and the HOD reported:

*We have a wonderful SGB that does not oppose anything that has been proposed by the educators.*

This response seem to indicate that the SGB does not monitor budgets, whatever the educators suggests they simply accept without checking the availability of funds set aside for such purchases to take place.

Principal B with the same view as his HOD states:

*The treasurer of the SGB should be the member from the parent component. He/She is supposed to chair the finance committee. However, at this school there has never been a meeting of the finance committee chaired by the treasurer of the SGB. That role is assumed by the Principal.*

Principal C concluded by saying:

*SGB receives the financial statements at the beginning and end of the year from the Principal. They have entrusted me to do all purchases and prepare all the documents for the auditors.*

This response by the principals of the three selected schools seem to indicate that SGB lacks confidence and understanding of their role in school finance, hence they abdicate their responsibility to principals to dominate every aspects of finance whilst they (SGB) become rubber stamps, Mazibuko (2004)

The same question seeking to understand the activities of the parents in the SGB was asked in the interview with the parents in the SGBs from the three selected schools whose responses were as follows:

- We decide on the school fees to be paid
- The educators and the principals inform us about the things they want to buy
- The treasurer countersigns cheques with the principal

- Purchases are done by the principal.

These responses might indicate that the SGB has entrusted all the finance responsibilities to principals.

Findings gathered when meetings were observed seem to confirm the interview responses because financial reports were compiled and presented to parents by Principals and the educators in all the three selected schools.

Documents analyzed such as minutes of the finance committees, financial report and the budget statements in all three schools were prepared by the Principals and their SMTs.

When asked about inhibiting factors encountered in this process. The SMT members blame the lack of co-operation from the SGB parent members.

When invited they become observers in the meetings. If contributing they support everything that has been proposed.

On the other hand parents in the SGBs felt that they might delay progress if the principal can awaits their approval for each and every purchasing decision to take place.

Asked about tracking the financial records of their schools, treasurers from the three selected schools responded:

- We countersigned the cheque books that make us know every cheque that has been used. Used cheques are recorded in the counterfoil by the principal.
- Principal keeps updating us in the SGB meetings on the incomes and expenditure of the school.

#### **4.5. THE SUMMARY OF FINDINGS**

From the discussion and presentation of the findings for this study, there are strong indications that Principal and HODs are aware of the roles that are supposed to be played by the parents in the SGBs. It has emerged from the findings that parents in the SGBs fail to perform in the four areas of governance because of the following factors:

1. The low levels of illiteracy.
2. Parents in the SGBs are pre occupied in their daily businesses.
3. They lack information, under developed and are not capacitated to act in accordance with SASA's expectations.

From the discussions and presentation of data collected through interviews with parents in the SGBs as well as the evidence gathered from the non humans (documents) and "live" situations, it has emerged that:

1. The only sources of information for the parents in the SGB are the Principals.
2. Parents in the SGBs abdicate all their roles to school principals.
3. Parents in the SGB are not aware of their juristic powers vested on them by SASA
4. They are scared to act even if they are not satisfied with the proceedings due to lack of knowledge.
5. Were not trained to perform their roles with confidence.

In actual fact findings of this study indicates that the chairmanship of the SGBs is in the Principal's hands. The next chapter will give the summary of the study and make the necessary recommendations.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. INTRODUCTION**

This study sought to investigate the perceptions of the School Management Teams (SMTs) and parents in the School Governing Bodies (SGBs) regarding parents' understanding of their roles in school governance. This chapter summarizes the research, draws conclusions and suggests recommendations.

#### **5.2 SUMMARY OF THE RESEARCH**

Chapter one described the problem and its setting. The chapter argued that parents in the SGBs seem not to be coping with their many roles as stipulated by the South African Schools Act (SASA), 84 of 1996.

Chapter two reviewed literature related to the study. The chapter addressed policy and theoretical frameworks guiding governance in South Africa and how they impact on school governance.

Chapter three described the research methodology employed in this study. The study adopted the case study approach. The chapter described the three data collection instruments namely, interviewing which was used as the main instrument, observation and document analysis which were used as supportive instruments in this study.

Chapter four presented and analyzed data. Data were presented in four themes namely, school policy, school development, school administration and school finance which are the areas of investigation and areas of school governance in South Africa.

### 5.3. CONCLUSIONS

On the basis of the key questions of this research, the following conclusions were reached:

1. Parents in the SGBs seem to be unfamiliar with their governance roles.
  - In School Policy, findings indicate that policies were developed and implemented by principals and educators because parents thought that it was a professional matter to provide schools with policies.
  - In School Development findings indicate that parents make no attempt towards school development except approving all the staff and Principals suggestions.
  - In School Administration the study discovered that parents lack information and are easily taken advantage of by the educators, Principals and unionist
  - Findings of this study discovered that in school finance, parents lack financial management skills hence they abdicate this important role to Principals.
2. Parents in the SGBs lack confidence to contribute actively in School governance activities due to their low levels of literacy and lack of capacity.
3. Parent governors abdicate their roles to Principals and are often absent in the governance meetings because they have very little to offer.

## 5.4 RECOMMENDATIONS

Based on the findings of this study, I suggest the following recommendations:

1. Parents in the SGBs need to be well informed, empowered and capacitated participate in school governance. The Department takes time to train and induct the newly elected governors, if the task of inducting them is decentralized to school level it will be less likely to find SGB members who do not understand their roles in school governance.
2. To address the issue of illiteracy amongst parents schools should run some empowerment programs for the community which will not only benefit the existing members of the SGB parent component but the future members and the whole community.
3. To make the parents in the SGBs contribute more in the school governance they should be given an allowance for the services they rendered.

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## **APPENDIX A**

### **INTERVIEW SCHEDULE FOR THE PRINCIPAL/ DEPUTY PRINCIPAL /HOD**

#### **1.1 SCHOOL POLICY**

- 1.1.1 Describe how policies are developed in this school.
- 1.1.2 Which policies do you have and how do parents contributed towards their formulation?
- 1.1.3 What challenges do they encounter in this process?

#### **1.2 SCHOOL DEVELOPMENT**

- 1.2.1 Describe the activities that the SGBs engage in, in the school development.
- 1.2.2 What role do parents in the SGB play in this area of governance?
- 1.2.3 Briefly describe the challenges that they encounter in the school development.

#### **1.3 SCHOOL ADMINISTRATION**

- 1.3.1 What are the key roles of the SGB in the school administration?
- 1.3.2 What role is played by parents in the school administration?
- 1.3.3 What challenges do they come across in the process?

#### **1.4 SCHOOL FINANCE**

- 1.4.1 Describe the activities of the SGB in the school finance
- 1.4.2 What is the role of the parent component in this area of governance?
- 1.4.3 What challenges do they encounter around school finance?

## **APPENDIX B**

### **2. FOCUS GROUP INTERVIEW SCHEDULE**

#### **2.1 SCHOOL POLICY**

- 2.1.1 Describe your roles around school policy
- 2.1.2 What challenges do you encounter in this area of governance?
- 2.1.3 How were you skilled to perform your role around school policy?

#### **2.2 SCHOOL DEVELOPMENT**

- 2.2.1 What are your activities around school development?
- 2.2.2 What challenges do you encounter in this process?
- 2.2.3 What skills and support do you need in order to face those challenges?

#### **2.3 SCHOOL ADMINISTRATION**

- 2.3.1 Describe the roles of the SGB in School Administration.
- 2.3.2 What challenges do you face in this area of governance?
- 2.3.3 What support do you deem necessary to enhance your performance around this area?

#### **2.4 SCHOOL FINANCE**

- 2.4.1 Describe the key roles of the SGB in School Finance
- 2.4.2 What challenges do you encounter with school finance?
- 2.4.3 As the treasurer of the SGB, how do you track the financial records of the school?

## **APPENDIX C**

### **3. IMIBUZO YABAZALI**

#### **3.1 INQUBOMGOMO YESIKOLE**

3.1.1 Chaza ukuthi iliphi iqhaza olibambayo ekwakheni izinqubomgomo zesikole.

3.1.2 Yiziphi izinqginamba ohlangabezana nazo kulengxenywe yokuphatha?

3.1.3 Lungakanani uqeqesho oke waluthola ukuze umelane nalomsebenzi?

#### **3.2 UKUTHUTHUKISWA KWESIKOLE.**

3.2.1 Umkhandlu wokuphathwa kwesikole ubambe liphi iqhaza ekuthuthukiseni isikole?

3.2.2 Yiziphi izinqginamba enihlangabezana nazo kulomkhakha

3.2.4 Yiluphi uqeqesho olunganenyula kulezinqginamba?

#### **3.3 UKUPHATHWA KWESIKOLE**

3.3.1 Liyini iqhaza enilibamba ekuphathweni kwesikole njengomkhandlu wabazali?

3.3.1 Iziphi izinqginamba enihlangabezana nazo?

3.3.3 Ningalekelelwa kanjani ukuze nibhekane nalezo zinselelo?

#### **3.4 IZIMALI ZESIKOLE**

3.4.1 Nibamba liphi iqhaza ezimalin zesikole njengomkhandlu omele abazali?

3.4.2 Nibhekene naziphi izinselelo kulomkhakha?

3.4.3 Njengomgcini mafa wesikole, wenza kanjani ukuthi uhlale wazi ukuthi isikole sinamalini?

**APPENDIX D**

The Ward Manager

Dear Sir

**Re: Request for permission to conduct the research at the three select schools in this ward .namely.....primary school .....primary and..... primary.**

I am a Masters student in the University of KwaZulu Natal. My supervisor is Dr Chikoko whose contact details are 031 2602639. The research I am conducting investigates the perceptions of the SMTs and parents in the SGBs regarding the parents understanding of their roles in school governance.

The study aims to investigate the parents in the SGBs understanding of their roles in the four areas of governance namely school policy, school development, school administration and school finance. I am requesting you permission to interview SMTs and parent components of the three selected schools. Interviews will not last more than 15 minutes. All information and the identity of the respondents will be treated in a confidential manner as well as their institutional association.

Thanking you in advance for granting me the permission to continue with the research.

Yours Faithfully

.....  
T. ZWANE

Permission Granted/Not Granted

.....  
Signature of the SEM

.....  
Date

**APPENDIX E**

**LETTER OF CONSENT TO THE SMT AND THE SGB**

**AN INVITATION TO PARTICIPATE IN THE STUDY INVESTIGATING:  
PERCEPTIONS OF THE SCHOOL MANAGEMENT TEAMS AND THE SCHOOL  
GOVERNING BODIES PARENTS REGARDING PARENTS IN THE SGB's  
UNDERSTANDING OF THEIR ROLES.**

Dear Sir/Madam

I am a Masters student in the University of KwaZulu Natal under the supervision of Dr Chikoko whose contact details are 031-2602639. I am currently engaged in the study that investigates the SMTs and SGBs regarding parents in the SGBs understanding of their roles. I am the Deputy Principal at Esidumbini Primary which is one of the three schools identified for this study. I have chosen your school because it will be easily accessible. My residential address is 65 Duckbill Road, Newlands East 4037.

This study aims to understand your perceptions about the role of parents in the SGB in the four areas of governance, namely, school policy, school development, school administration and school finance. I humbly request you to respond to an interview that will be held in your school on the date and time that will be convenient to you. The interview is voluntary and it will cost you 15 minutes of your time. There will be no penalty for moving out of the interview if you want to withdraw your participation. Your responses in the study will be treated with confidentiality such that your identity and institutional association is protected. I also request you to allow me to use the tape recorder during interviews for later transcription. All the data collected during this process will be disposed of when the dissertation has been approved. Hoping this study will benefit us all in the Department in understanding roles of each individual in school governance.

Kindly sign in the space provided below if you have read and understood the contents of this letter.

Yours Sincerely

Thabisile Zwane

.....

0722529796

**DECLARATION**

I..... (Full names of participants) hereby confirm that I understand the contents of this letter and the nature of the research project, and I consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

.....

**SIGNATURE OF PARTICIPANT**

.....

**DATE**

