THE EFFECTIVENESS OF THE TRAINING OF SCHOOL GOVERNING BODIES PROVIDED BY THE KZN DEPARTMENT OF EDUCATION: PERCEPTIONS OF PARENT-MEMBERS AT THREE PHOENIX WEST SCHOOLS OF THE KWA-MASHU CIRCUIT IN THE ETHEKWINI REGION

By

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A dissertation submitted in partial fulfilment of the requirements for the Masters Degree in Educational Management.

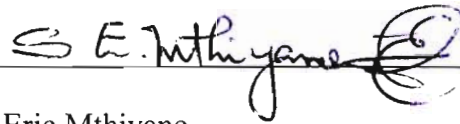School of Education

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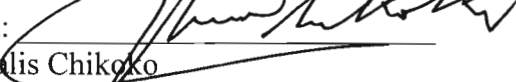Supervisor: Dr Vitalis Chikoko

May 2006

DECLARATION OF ORIGINALITY

I solemnly declare that **"The effectiveness of the training of School Governing Bodies provided by the KZN Department of Education: perceptions of parent-members at three Phoenix West Ward schools of the Kwa-Mashu Circuit in the Ethekwini Region"** is my own work and that all sources consulted and quoted have been indicated and acknowledged by means of complete references.

I further declare that this research has not been previously submitted for a degree at another university.

Signed: _S E. Mthiyane_   02 — May 2006

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Statement by Supervisor:
This mini dissertation is submitted with/without my approval.

Signed:

Dr Vitalis Chikoko

ABSTRACT

This small-scale study sought to investigate "The effectiveness of the training of School Governing Bodies provided by the KZN Department of Education: perceptions of parent-members at three Phoenix West Ward schools of the Kwa-Mashu Circuit in the Ethekwini Region".

This qualitative study gathered data through the case study approach guided by the following key questions:

1. What are the parents' perceptions regarding the training methods used at SGB workshops?

2. What are their perceptions regarding the adequacy and appropriateness of the training content?

3. What are their views in terms of how the training of SGBs can be made more fruitful?

The study entailed interviewing parent members of the SGBs at three Phoenix West schools, analysing training documents as well as observation of training workshops. The findings of the study revealed that the KZN Education Department basically uses the workshops approach and cascading method to train SGBs. It was also found that the cascade model used alone has problems. A lot of vital information gets distorted or lost as the information is cascaded to the lower levels. The cascade model also may lead to increased monopoly in attending workshops and consequently, marginalisation of other SGB members. In the light of the above challenges, I recommend that radio broadcasts be used to compliment the cascading model and other methods to transmit information to as many SGB members as possible.

In addition to the written manuals that are provided to schools, it is recommended that other visual and audio resources such as training videos cassettes and CD materials be provided as part of the SGB training resource packs. This is possible now because most schools, even in rural areas, have electricity and television sets.

The use of two different actors in the training field did not seem to add value to the objectives of training. These programmes were run by the School Governance Training Unit (SGTU) based at the Pinetown District Office and School Effectiveness Programme based at Ulundi (and later Pietermaritzburg) Head Office. They had separate programmes, budgets and officials.

Instead of bringing development to the SGBs, these programmes seemed to have brought clashes of workshop dates and confusion to the SGBs. It is suggested that these programmes be amalgamated as they serve the same purpose for the SGBs.

ACKNOWLEDGEMENTS

Table of contents

Chapter 4: Data presentation and discussion

Chapter 5: Summary, conclusions and recommendations

Chapter 1: Introduction to the study

1.1 Introduction and background

This chapter introduces the setting and the background to the study which is focusing on

the perceptions of parent members of the school governing bodies about their perceptions

of the training they receive from the KZN Education Department.

The South African Schools Act No. 84 of 1996 Section 19, subsections 1and 2 stipulates

that:

> (1) Out of funds appropriated for this purpose (enhancement of capacity of
> governing bodies) by the provincial legislature, the Head of Department must
> establish a programme to-
>   (a) provide introductory training for newly elected governing
>   bodies to enable them to perform their functions; and
>   (b) provide continuing training to governing bodies to promote
>   the effective performance of their functions or to enable them to
>   assume additional functions.
> (2) The Head of Department must ensure that principals and other officers of the
> education department render all necessary assistance to governing bodies in the
> performance of their functions in terms of this Act.

School governing bodies (SGBs) are, on the basis of this Act, supposed to be capacitated

by the relevant Provincial Education Departments to be able to effectively execute their

functions or to enable them to assume additional functions. However, numerous articles

have appeared in newspapers in recent years suggesting that school governing bodies did

not seem to have adequately benefited from school governance training. According to

Mbhele and Greenstein (2002:27), Kader Asmal, the then Minister of Education, at a

national workshop on school governing bodies in 2000, complained that:

> ...many of the training programmes for SGBs are irrelevant and ineffective;
> training is done in a vacuum, without linking it to departmental strategic plans.
> As a consequence, many SGBs are dysfunctional; there is little support and
> follow-up and difficult aspects of the SGBs are not handled appropriately in
> training.

In addition, according to Phahlane (1999:2) as reported in 'The Daily News' of the 20th October 1999:

> ...school governing bodies are beleaguered with problems. They lack the capacity or the skills to govern the schools and transform education. There is widespread in fighting, corruption and nepotism.

Generally, schools do not seem to be experiencing any better governance despite the almost ten years of training efforts. One wonders if the training school governing bodies receive is useful and effective. This study investigates the perceptions of fifteen parent members of the School Governing Bodies (SGBs) about the effectiveness of the training that is provided to them by the KwaZulu Natal Department of Education. These parent members are from three primary schools in the Phoenix West ward in the Kwa-Mashu Circuit in the Ethekwini Region.

School governing bodies are a recent phenomenon in South Africa and therefore a lot still has to be researched about them in this country, especially the perceptions of the parents about SGBs. Governing bodies have existed for a while in many countries such as England and Wales and this will shed some light as to how they (SGBs) have fared there.

1.2 Purpose and focus of the study

The purpose of this study is to harness the voices of the parent SGB members regarding their perceptions of the training they receive from the KZN Education Department. This is crucial because, parents, as school governors, have a very significant role to play in school governance. Their perceptions are important in the success of the training of SGB, as they are likely to influence, positively or negatively, their commitment and participation in the training itself.

Generally, a large proportion of schools are not better of now than they were ten years ago despite the many years of training efforts. This study focuses on the parents' perceptions of the training they receive if they feel is benefiting them.

2

1.3 Rationale for the study

There are a significant number of school governing bodies that are dysfunctional and therefore do not execute their duties adequately and effectively. According to Phahlane (1999:2) some school governing bodies have yet to transform from their apartheid mentality to become democratic structures. Some governing bodies are often beleaguered with problems. They lack the capacity and or the skills to govern the schools and transform education. There is widespread in fighting, corruption and nepotism.

In many schools the functions and responsibilities of the governing body are not adequately executed by its members and they (SGBs) therefore fail to fulfil the important task of school governance. Zulu (2000:4) maintains that governing bodies often could not make decisions in an "unbiased and objective" manner. Nxesi (Phahlane, 1999:2) says because school governing bodies are often incapacitated and unskilled, their decisions on the appointment of educators were "educationally unsound".

Pather (1999:9) maintains that some of the problems experienced by schools since the inception of the new dispensation can be attributed to the governance of schools. The functions and responsibilities of SGBs are not adequately understood and executed. Governing body members have different perceptions and expectations of their powers and functions in school governance. Bissety (1997:3) says it is not always or only failure on the part of the governing body members to understand their roles and responsibilities in school governance, but also sometimes the functional demands are beyond their capacity.

In reality members of the governing bodies often feel frustrated and disempowered as a result of being unable to perform the duties allocated to them. Governing body members who are illiterate or semi-illiterate feel inferior and this undermines their capabilities and potentials.

3

1.4 Statement of the problem

The perceptions of parent members of three school governing bodies about the training they receive from the KZN Education Department. This study revolves around three specific questions which are as follows:

1. What are the parents' perceptions regarding the training methods used at SGB workshops?

2. What are their perceptions regarding the adequacy and appropriateness of the training content?

3. What are their views in terms of how the training of SGBs can be made more fruitful?

1.5 Significance of the study

Parents are a very important stakeholder in education and the ultimate success of school governing bodies depends on the type of training they receive. This is the case because most parent SGB members in the schools studied are lowly educated. It thus makes sense to effectively train them to ensure that they execute their duties as governors as best as possible. However, there are not many research studies yet on the perceptions of the parents about the training they receive from the KZN Department of Education. Empirical information about the stakeholders' perceptions of the training they receive may help to re-shape the training they receive. Similarly, their perceptions regarding the training they receive become crucial and relevant.

1.6 Definition of key terms

1.6.1 School Governing Body

A school governing body is a statutory body of people who are democratically elected to govern a school. Some members of the SGB may be co-opted. It is a body that has legal status. Its members represent the school and its community. The governing body is set up by an act of parliament, namely the South African Schools Act No.84 of 1996. This means the SGB derives all its powers from this Act.

1.6.2 Perception

Sekuler and Blake (1990:8) define perception as each individual's personal theory of reality, a kind of knowledge-gathering process that defines our view of the world. It is a belief about, or judgement on, or impression of objective reality. Crain (1992:59, 79) emphasizes that perception does not end in awareness, but extends further to interpretation and giving meaning to sense impressions of a particular object or event.

1.6.3 Parent members of the SGB

The parents or guardians of learners attending a particular public school may be elected by other parents/guardians at an election meeting to represent them in the SGB. The law stipulates that parent members should be one more than the other voting members in the SGB. Parents may be biological parents, guardians or any person who looks after the child and meets the financial obligations of the said child.

1.6.4 Training

It is any form of instruction or acquiring/learning a particular skill. Parents/SGB members are invited by Departmental officials to a workshop for purposes of training them on a particular skill or module, for example, 'How to conduct a meeting'.

1.7 Context of the study

A large proportion of school governing bodies are "dysfunctional" and lack the capacity or skills to govern the schools and transform education. This is as a result of the irrelevant and ineffective training programmes used for training SGBs (Kader Asmal as reported by Mbhele and Greenstein; 2002:27). In the light of this 'dysfunctionality' of SGBs, this research proposes to investigate the perceptions and experiences of a selection of parent members of the SGBs who have been involved in school governance for a while. This research also proposes to assess the broad parameters of training for school governing bodies as stipulated by the South African Schools Act No.84 of 1996 as well as provincial training documents for SGBs. Although the evidence base obtained is likely to be restricted due to the scale of the project, it should be possible to make some recommendations as to how the present process of training parents might be improved minimally at the level of schools.

The researcher has chosen parent members of SGBs from Phoenix West schools to conduct this research because that is where he works and accessibility to the schools and parents would be easy.

1.8 Limitations of the study

The study is restricted to three schools and focuses solely on the perceptions of parent members of the SGBs.The the study is unable to harness the perceptions of the other key stakeholders such as educators, the non-educators, the principal, the learners and co-opted members. Because of the small sample, findings from this study may not be generalisable to other schools. The major problem with this study is thus one of scale.

1.9 Organisation of the study

Chapter One introduces the study and its setting. Chapter Two reviews literature and emphasizes the nature and relevance of human resource management in education. Chapter Three describes the research design and methodology of the study. Chapter Four presents and discusses obtained data. Chapter Five draws conclusions from the findings and makes some recommendations about the training of SGBs and how, perhaps, such training can be made more fruitful.

Chapter 2: Literature review

2.1 Introduction

This chapter seeks to discuss Human Resource Management (HRM) and its value in organisational development. The emphasis is on human resource management and development as it pertains to school governing body members, in particular the parent members. The South African Schools Act 84 of 1996 empowers school governing bodies (SGBs) to perform a leadership function as school governors. This Act also demands educational leaders to democratise and decentralise decision-making in the manner in which the schools are governed and managed. This new situation calls for the effective training of SGBs to properly execute their functions. The chapter first explores the meaning and role of Human Resource Management in education. Secondly, it then looks at the membership of school governing bodies and what their functions are. Thirdly, the chapter then discusses the link between HRM and the training of school governing bodies and concludes by discussing how the training process is managed.

Given that the quality of teaching and learning depends on the recruitment, retention and development of people, effective HRM in education assumes that the school has a set of well-planned and fully integrated strategies, processes and procedures which are intended to promote an optimum level of performance from the people who ultimately determine the quality of education offered by each institution (O'Neill, 1994:199). This assumption, therefore, presupposes that SGBs are trained so that they know what is expected of them in terms of the law and the smooth and efficient running of the schools.

2.2 The meaning and role of Human Resource Management in education

According to Armstrong (1991:33) HRM can be defined as

...a strategic approach to acquiring, developing, managing, motivating and gaining the commitment of the organisation's key resource- the people who work in and for it.

Peterson and Tracey (1997) in McPherson (1999:8) describe HRM as

the activities within a given firm that deal with recruiting, selecting, appraising, rewarding and developing employees (including managers) as well as negotiating with labour unions.

In recent years, much has been written to emphasise the importance of people in

organisations rather than the material or physical resources. Bush and Middlewood

(1997:5) suggest that

...people are the most important resource in any organisation and educational organisations depend for their success on the quality, commitment and performance of the people who work there.

Webb, Montello and Norton (1994) as quoted by Weller Jr and Weller (2000:6-7)

argue that

...effective schools depend on the quality of its teachers for programme effectiveness and that human resource management and development become the most important function of principals.

Bush (1997:11) further argues that

...the quality of work and motivation to perform well are directly related to the nature of the human resource management process. Where staff management is skilled and sympathetic, a successful organisation is likely to result. Staff development programmes may assist to maintain commitment and motivation.

This view of people management is also shared by Anderson (2003:11) who states that

...people are the most important resource in education and their effective leadership and management is vital to the success of all educational organisations.

Owens (2001:121)) also seems to be of the same view when he argues that

...in educational organisations, human resources are often the most valuable resources available to create and maintain a high-performing organisation.

The above definitions all help to illustrate the central importance of people as a

resource in an organisation. The success or survival of an organisation will depend

largely on the extent to which people skills and abilities are effectively developed and

used. HRM focuses on developing and using the full talents and abilities of the employees. It is concerned with issues of performance in organisations focussing on the effective utilisation of people at work. It entails strategies of recruitment and selection, training, induction and mentoring, socialisation, appraisal, incentives and development as well as current issues in labour relations.

Human Resource Management is more of a leadership function than maintenance one with its emphasis on the individual as a valued professional with unique skills and knowledge that are essential to organisational effectiveness. This conceptualisation of human resource function calls for knowledge and skills in the areas of motivation and leadership which are essential to maximising individual potential and achieving quality outcomes (Weller Jr and Weller, 2000:6).

Similarly, HRM is of critical importance in educational management given that educational organizations are 'service' organizations. Quality of service depends directly on the capability, commitment and motivation of the people who provide it at schools and colleges. The human resources available to educational organisations therefore constitute both their most valuable asset and their greatest management challenge (O'Neill, 1994:199). This is because human beings are unique. No individual reacts the same way to the same situation yet each employee has to be nurtured such that he/she achieves organisational goals as a team. Thus the management of human resources, seen as an increasingly important management function in all types of organisations, acquires an additional imperative in schools and colleges.

Although expertise in these areas is necessary, major changes in the HRM field have led to a more strategic role for the human resource professional. HR managers today must be skilled in job and organisational design, innovative career planning and taking the lead in effecting change. There must be a partnership amongst human resource professionals, labour relations negotiators, wage and salary analysts and operation line managers for the successful management of human resources. The importance of HRM has increased significantly in recent years with the challenges brought about by an increasingly diverse work force and rapid international expansion. HRM professionals design and manage participative work systems, comply with equal opportunity laws and institute affirmative action procedures.

Since SGB members are involved in HR activities at a school level, this call for them to be rigorously trained to empower them to execute their HR functions efficiently. In my view, they have to be appraised on the strategic plans and goals of the Education Department, legislation and policies pertaining to the education system, recruitment and selection procedures, financial management and a host of other relevant procedures. This is because if this is not obtaining at schools, the change that is required to turn around our schools will remain a hollow dream.

The definitions of HRM may be many and slightly varied, however, all of them emphasise the advantages of correct use of human resources in an organisation since it is the people who implement the corporate plan/s. HRM takes a broader, more integrated view of the personnel function, ensuring that it is built into the fabric of the business (organisation), linking it firmly to the attainment of the long term strategies of the organisation, and ensuring that HR people provide the guidance and expert support

needed to accomplish these strategies. According to Armstrong (1991:81), HR strategies aim to:

> ...ensure that from the outset corporate planning processes recognise that the ultimate source of value is people; see that all concerned in strategic planning appreciate the human resource implications of their proposals and understand the potential human resource constraints if appropriate action is not taken; achieve a close match between corporate objectives and the objectives of the personnel function; provide guidance on the design and management of the organisational processes and culture of the organisation to ensure that they help everyone to do their jobs better and assist in getting and keeping high-calibre people; identify the organisation's distinctive competences and the type of people who will be wanted to build and maintain them; assess the performance requirements needed to reach the organisation's goals and decide the lines along which these requirements should be satisfied; review the levels of motivation and commitment throughout the organisation and plan to improve them where necessary.

The above view on HRM in organisations clearly indicate that human beings have an important role to play in organisations to make them to succeed and the manner in which they (people) are treated has a direct bearing on their performance as well as that of the organisation.

Similarly, the above views are further supported by Riches and Morgan (1989:2) who state that HRM approach seeks to start from a consideration of what the strategies of an organisation might be and then asks how the human resources can help formulate and accomplish those strategies, and what human development and motivation is required to meet those ends. The role of developing/ training individuals (people) who are viewed as valuable additions to the school/ organisation become very crucial indeed (Scott and Rochester, 1988:228).

The role of leadership and management in achieving commitment, quality and performance from people in an organisation/school cannot be over-emphasised (Beare, Caldwell and Millikan, 1993:141).

Similarly, this study seeks to investigate parents' perceptions regarding the training they receive from the KZN Education Department as such perceptions have a bearing on the success of the training itself and the parents' roles as school governors. The S.A. Schools Act 84 of 1996 places an enormous task on the shoulders of SGBs in terms of governance and leadership hence the need to train them to properly grasp the role they have to play in school governance and leadership.

2.3 Membership and election of the school governing bodies

The S.A. Schools Act 84 of 1996 (Section 23 (1)) stipulates that the membership of the school governing body shall comprise of elected members; the school principal in his or her official capacity; co-opted members (who do not have voting rights) and learners in the eighth grade or higher at the school. The elected members are the parents of the learners (at the school); educators at school; non-academic staff members (school clerk, cleaner and security guard if available at the school) and learners in the eighth grade or higher in schools that have such learners. The Act also stipulates that the number of parent members must comprise one more than the combined total of other members of the governing body who have voting rights.

The Member of the Executive Council (MEC) responsible for education in the province determines the dates of SGB elections. According to SASA, the term of office of the SGB is three years. Usually, the school principal becomes the chief electoral officer during the election process. The different stakeholders (parents, educators, learners and non-educators) hold separate elections to choose their representatives to sit on the SGB.

13

The positions of the Chairperson and Deputy Chairperson are reserved for parent members. The SGB is allowed to establish various committees to assist it in the execution of its functions. The term of office for all the other members is three years excerpt for the learner, which is one year. SGBs have a right to co-opt members with expertise to join it. In most cases, when people are elected into the SGBs they have no clue what school governance is and that is where the issue of training becomes more relevant.

Generally, parents are elected into the SGBs because the person is well known in the area; is a local politician; is a local councillor/ induna (headman); is a prominent businessperson or any other prominent position in that community. Rarely is experience or interest in educational/school issues a criterion. Others use their membership of school governing bodies to advance their future careers, usually in politics (at local or provincial level).

2.4 Functions of school governing bodies

As indicated in the preceding paragraphs, school governing bodies have an enormous amount of work placed on them by the South African Schools Act (SASA) 84 of 1996. Among the many duties SGBs have to perform, the following are some: determine the language policy of the school (Section 6 {2}); adopt a code of conduct for learners (Section 8 {1} and Section 20 {d}); adopt a constitution for the SGB (Section 18 {1} and Section 20 {d}); develop a mission statement of the school (Section 20 {c}); render support to the school principal and educators in the performance of their professional work (Section 20 {e}); recommend the appointment of educators at school (Section 20 {i}); administer and control the school's property (Section 20 {g}); supplement the school's resources to improve the quality of education provided by the

school (Section 36); establish and control school funds (Section 37 {1}); prepare and present a school's budget (Section 38 {1 and 2}); enforce the payment of school fees (Section 41) as well as financial accounting to the parents and the Education Department (Sections 42 and 43).

The above are just some of the statutory requirements of SASA and considering that the majority of SGB members are illiterate or semi-literate (especially in areas populated by the previously African communities), the issue of training becomes very critical if SGBs are to execute their functions efficiently as required by the law. There have been many instances in newspapers in recent years where SGBs were accused of inefficiency, maladministration, nepotism, corruption and a host of other complaints. According to the "The Daily News" of the 20th October 1999:

> ...school governing bodies are beleaguered with problems. They lack the capacity or the skills to govern the schools and transform education. There is widespread in fighting, corruption and nepotism.

Furthermore, according to Mbele and Greenstein (2002:27), the former Minister of Education, Prof. Kader Asmal, at a national workshop on school governing bodies, was reported to have complained that

> ...many of the training programmes for the SGBs were irrelevant and ineffective; training was done in a vacuum, without linking it to departmental strategic plans. As a consequence, many SGBs were dysfunctional; there was little support and follow-up and difficult aspects of the SGBs were not handled appropriately in training.

Kgobe, Moyo and Chaka (2002:139) also found that

> ...in most provinces, training of SGBs did not take place, and where it did occur it was inadequate in relation to developing the necessary skills for the incumbents to carry out their responsibilities.

Literature on school governing bodies in England and Wales (Deem, 1993:207) also suggests that

> Parents sometimes felt sidelined; were overwhelmed by regulations and jargon and felt a tension between their desire for consensus and their wish, on occasions, to challenge some of the assumptions by teachers. Parent governors did not always find it easy to represent other parents' views in the meetings of their governing bodies, but many felt they were there to do so.

The above views on school governing bodies explicitly illustrate the amount of work/ training that is required to bring them on board in terms of what the law requires them to do. This cannot be done by any other means excerpt by massive training programmes by the Education Department and other stakeholders involved in education. The training programmes suggested here should somehow involve the views of the parents themselves in order to succeed. Their perception on how they view their training is critical.

2.5 Linking HRM and the training of school governing bodies

Since the school governing bodies are a new phenomenon in the South African education scene, the SA Schools Act 84 of 1996 (Section 19, subsections 1 and 2) stipulates that SGBs have to be trained to enable them to perform their functions or to enable them to assume additional functions. Furthermore, since SGBs have HRM duties to perform, it then becomes very imperative to train them so that they would be equipped for the functions they have to perform.

Section 19 {subsections 1(a) and (b)} of the S.A. Schools Act 84 of 1996 also illustrate the realisation even by the law-makers that there is a need for HRM programmes to be formulated to enhance/empower school governing bodies to enable them to perform their functions or to assume additional functions.

16

According to Armstrong (1991:414)

> Training is the systematic modification of behaviour through learning that occurs as a result of education, instruction, development and planned experience. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation.

Ivancevich (1994:313) suggests that

> ...training and development of human resources involve change: change in skills, knowledge, attitudes, and /or social behaviour. To remain competitive, changes in these areas are needed.

In the same vein, Davidoff and Lazarus (1997:35) state that

> ...we cannot develop an organisation (school) without developing the people who work in it.

West-Burnham (1992:142) further argues that

> ...training has to be seen as an integral part of managing quality. Continuous improvement means continuous development.

Thus the fundamental aim of training is to help the organisation achieve its purpose by adding value to its key resource- the people it employs. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. The KZN Department of Education seems to have adopted a strategic approach to training in view of the shortage of skills in South Africa; they have taken a long-term view of what skills, knowledge, values and levels of competence the employees of the department need. Their training philosophy seems to emphasise that training and development should be an integral part of the management process. The training of SGB members therefore is a statutory requirement that should be met by the Education Department officials in order to enhance the capacity of the members of the SGBs.

Drucker (1998) in Thurlow (2000:2) maintains that

> ...the purpose of an organisation is to enable ordinary human beings to do extra-ordinary things. No organisation can depend on genius, the supply of which is always scarce and unreliable. It is the test of an organisation to make ordinary

people to perform better than they seem capable of; to bring out whatever strength there is in its members and to use each person's strength to help the other members perform. It is the task of the organisation at the same time to neutralise the individual weaknesses of its members. The test of an organisation is the spirit of its performance.

The above views by Drucker and all other available literature on HRM seem to emphasise that the focus of management should be on developing/training human resources in order to achieve the goals of the organisation. It is therefore evident from the above literature that performance of people in the organisation is important for its success and that organisations have a role to play to enhance that people performance. The selection and training/development of people is of paramount importance as the schools depend on them for the implementation of their programmes. In this connection, in its recommendations to the Minister of Education, the Report of the Task Team on Education Management Development asserted that:

> The primary purpose of education management is to constantly improve the quality of teaching and learning in schools and other educational institutions. The principal purpose of education management development therefore is to improve the organisational performance of structures in the education system, primarily which of schools-school effectiveness, school efficiency and school relevance (Department of Education, 1996:64).

Earlier in this chapter it was stated that it is the people who make organisations and structures work and that managing and developing them appropriately can facilitate continuous improvement in any organisation. Bush and Middlewood (1997:5) suggest that:

> A skilled workforce depends largely on the achievements and outputs of schools, colleges and universities.

Sallis (1989) in Law and Glover (2000:227) considers that active governing body input is essential for a healthy educational management and development. She further suggests

> ...that governor training can assist in facilitating improved understanding of governor responsibilities.

Riley and Rowles (1997) in Law and Glover (2000:228) also state that

> ...if a relatively diverse governing body is to comprehend educational life effectively, it may be important to ensure that a basic platform of governor competence and development is in place.

The implications are clear. For the workforce to be skilled, it needs to be empowered and provided for by the institutions it works for with the necessary tools and skills to be able to perform its relevant tasks wherever it is needed. At school level, with the devolution of power to school governing bodies, this suggests that schools are now actively engaged in a wide range of what is traditionally perceived as human resource management (O'Neill (1994) in McPherson (1999:17). It is therefore important that schools develop HRM policies that have a bearing on recruitment and selection, staff development, appraisal, induction and mentoring to reflect their own priorities.

If human resources are such a significant component in organisations/schools as suggested by the above literature, then it becomes increasingly imperative to train/develop them to execute their duties properly. The fundamental aim of training is to help the organisation achieve its purpose by adding value to its key resource- the people it employs. Training means investing in people to enable them to perform well and empower them to make the best use of their natural abilities (Armstrong, 1991: 415).

Similarly, the perceptions of parents (as SGB members) regarding their training become crucial and relevant. Parents are an important component in the school governing bodies thus it makes perfect sense to effectively train them to ensure they execute their duties as governors as best as possible.

2.6 Managing the training process

2.6.1 Identifying and prioritising SGB needs

The S.A. Schools Act 84 of 1996 has empowered schools to be in charge of their resources to a large extent. This means also that HR development policies and programmes are increasingly managed at a school level as well. In order for staff development programmes to be effective, Middlewood (1992:186) argues that managers need to understand what is involved in managing adults as learners. School managers should identify and prioritise the needs of the SGBs. Middlewood (1992:188) further argues that SGB members are not 'staff', but if they are to fulfil the role in the school's development which institutional improvement requires, then their own training and development cannot be ignored. SGB training decisions should be based on the needs of the SGBs rather than what others assume to be their needs. According to Brookfield (1986) as quoted in Middlewood (1992:189) adults learn differently from children. Adults learn when the goals and objectives are considered realistic and important. Adult learners also need to see the results of their efforts and have accurate feedback. When learning a new skill, this may lead to anxiety and fear of external judgement. Adult learners also come to the learning stage with some prior knowledge that should be recognised. Adults should also be involved in the selection of the learning content, activities and assessment. Furthermore, adults prefer to learn in an informal learning situation and want activities that demonstrate respect, trust and concern for the learner. This view of adult learning is also supported by Nel (2004:451) who states that adults and children learn in fundamentally different ways. The implications for managers are clear and that is the training of SGBs should be tailor- made to suit their needs. The training methods should also be varied to accommodate their experiences.

2.6.2 Planning, implementing and monitoring SGB development

According to Middlewood (1992: 192) devising a staff development plan is crucial to the task of managing staff development. Priorities should be closely linked to the institutional development plan. Likewise, the development of SGB members is crucial for the overall development of the institution. The school development needs have to be identified and prioritised. Also, individual development has to be tied with overall school development needs. Resources have to be allocated to meet development needs. Once development needs have been identified and prioritised, a programme for development should be implemented. Oldroyd and Hall (1991) and Fidler and Cooper (1992) as quoted by Middlewood (1992:193) stress the importance of monitoring staff development activities to ensure that they occur, check costs and other issues as they arise. Evaluation of a staff development programme is also critical to the success of that programme and the institution as a whole. Nel (2004:438) argues that training and development can never be effective if it is not properly assessed. The evaluation of a development programme should thus ultimately be geared towards individual and institutional development. The recipients of the staff/ SGB development programme should be involved in the evaluation process if evaluation is to have any meaningful impact. Hoyle and McCormick (1976) as quoted by Middlewood (1992:197) argue that however well structured and organised a staff/SGB development programme may be, its effectiveness will be limited unless it operates within a climate that enhances it. This means a norm of extended professionality, participation in planning and decision-making on how HR development is to be conducted, staff/SGBs being thanked and congratulated for particular achievements and a collaborative culture are encouraged (O'Neill, 1994:44 as quoted by Middlewood, 1992:198). The task of managers in staff/ SGB development is crucial and difficult because of individuals' perceptions.

2.6.3 Staff Development Approaches

In an attempt to develop staff members, different organisations use different approaches to satisfy their needs. In this section I discuss four approaches to staff development and how they may link with SGB development: training; induction and mentoring; performance management and Integrated Quality Management System (IQMS).

O'Neill (1994:216) suggests that an organisation (school) should promote clear expectations of performance and provide appropriate and adequate support mechanisms to its employees to perform to their maximum abilities. The process of staff development should be a two-way process between the employee and the employer to be of value to both them. The uniqueness of human resources suggests that effective HRM relies on the ability of managers to empower, motivate and retain high quality staff within the institution (O'Neill (1994:217).

2.6.4 Training and SGB Development

Training is the systematic modification of behaviour through learning that occurs as a result of education, instruction and development of planned experience. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation (Armstrong, 1991:414). This view is also supported by Nel (2004:426) who states that training brings about behaviour changes required to meet management's goals for the organisation. Ivancevich (1994:313) also views training as an attempt to improve current or future employee performance. In most organisations that emphasise quality, training is done in problem solving, problem analysis, quality measurement and feedback, and team building. Nel (2004:433) emphasises the need for organisations to have training and development policies. This would ensure that training is not left to chance.

Training as it pertains to SGBs in the area where the researcher is doing this research is taking place but it is not clear if it is having the desired effects as indicated above. This is because serious problems still exist within SGBs that, one would have hoped, with so much training having been done, a certain level of competence and efficiency should have been achieved by now. But it is not all doom; there are SGBs that are doing exceptionally well which would indicate they are benefiting from the training they receive. Therefore, a few pockets of failures here and there do not necessarily mean failure of training as an approach to SGB development. It means training has to be intensified rather than reduced. However, such training must be coupled with a lot of evaluation to ascertain its relevance and effectiveness.

2.6.5 Induction and mentoring

Induction means introducing new staff members into a new school/organisation. In other words induction attempts to ensure that new employees are: integrated into their new working environment as quickly and smoothly as possible; learn relevant aspects of the organisation/school's mission, culture, policies, procedures and methods of working; become productive and well motivated; become aware of the skills and knowledge needed for the job and ultimately understand their responsibilities (People Management, 1999: 11). To ensure that the new recruit (new SGB member) is sure of what is expected of him/her, an induction programme is recommended. This is to eliminate any uncertainties that the SGB member might have as far as organisational goals are concerned. This view is also supported by Middlewood (1997:135) who states that induction should be considered immediately after appointment (after election in terms of SGB members).

The HRM approach should have an induction programme where a mentor (usually someone more senior and experienced) is appointed. This person could be the school

23

principal because, by virtue of his/her position, a principal is not elected into the SGB but automatically becomes a member and if he/she has been a principal for years, he/she will be more experienced than all the other members. Once the induction programme is in place and the mentor appointed other SGB members who will be working with the new SGB member should be informed of the induction programme and whether or not they will be involved. Relevant documents e.g. SGB constitution and the code of conduct for SGB members should be made available to the new SGB member/s. After that, an introduction to the whole school and the other SGB members should also be made.

New SGB members should also be made aware at an early stage of the legislation, policies and regulations governing their conduct at school. Performance standards e.g. attendance of SGB meetings should also be clearly clarified soon after election to avoid problems later.

Regular reviews of progress should be conducted where the views of the new SGB member should also be sought for the design of future programmes.

The benefits of induction are endless and the SGB members, as indicated above, should be inducted into the governance issues of the school. The school principal, it is suggested, is a better person to do the initial induction programme for the new SGB members at a school level. He/She can also utilize the services of other experienced SGB members from other schools. Where the school has no principal, the Ward Manager (Superintendent of Education -Management) should assist. If this does not take place, the 'trial and error method' that is observed in some schools will continue to cause endless problems.

Mentoring is also one of the most crucial aspects of HRM. A mentor is like a person who walks along someone else. In the mentoring role, the mentor "comes alongside" the people in the team. The mentor works with the mentorees side by side, giving instruction and advice-and not just verbal instruction. It is "hands-on" instruction. It is doing the task together (Mackey, 1996:127). Megginson and Clutterbuck (1995:13) suggest that mentoring is

> ..."off-line help by one person to another in making significant transition in knowledge, work or thinking".

A mentor is usually more senior or experienced than the mentoree, but there are cases of peer mentoring that work very successfully (ibid.1995: 13).

Mentoring can be an informal relationship where an individual (mentoree) leans on someone else (mentor) for guidance, support and feedback, or a more formal arrangement between two people who respect and trust each other. The role of a mentor is to listen, ask questions, probe for facts and career choices, and to act as a source of information, experience and opportunities from other sources from which the mentoree can benefit. Clearly, the SGB members, like educators, need to have mentorees for guidance and support. As stated earlier, the principal and other experienced SGB members from the same school or other schools can be mentors to the new members so that new SGBs can fully access the benefits of mentoring.

The mentoring process demands a plan. It is a process of development and not a process of shooting from the hip. Such a plan, to be successful, should be based on mutual trust and commitment; patient leadership and emotional maturity (Mackey, 1996:128).

The other value of mentoring lies in the fact that ..."without the investment of time, sweat and commitment inherent in the role of mentor, couching and counselling would be less credible. The willingness of the mentor to invest in the life of a mentoree will be the key that unlocks a treasure of fulfilment and accomplishment for many people (ibid. 1996:155).

2.6.6 Integrated Quality Management System (IQMS)

The purpose of IQMS is to align the different Quality Management programmes and implement an Integrated Quality Management System which includes Developmental Appraisal System (DAS), Performance Measurement (PM) and Whole School Evaluation (WSE). For the Department of Education- and all educators- the main objective is to ensure quality public education for all and to constantly improve quality of learning and teaching, and accountability to the wider community. The Department has the responsibility of providing facilities and resources to support learning and teaching. Successful educational outcomes also depend upon empowering, motivating and training educators. Quality Management seeks to monitor and support these processes. Evaluation of programmes and practices are essential to any ongoing effort to improve any profession. Evaluation is not apart from but is a part of the educational process. However, sound evaluation practices must be based on a set of beliefs and principles that are congruent with the outcome desired (IQMS document, 2003:3). IQMS could also be used to develop SGBs where development of staff does not only include staff that is school-based (daily) but also includes parents (SGBs) if the programmes are to be truly integrated. Integrated training rather than isolated and disjointed training could also save a lot of time and money.

2.7 Concluding remarks

It seems as if the ultimate success of the school governing bodies in many communities will depend on the type and extent of training the government has undertaken to provide (Van Wyk, 2000:28). This suggests that the SGBs have to be properly trained to be aware of the Department of Education's vision, strategic goals, be focused and properly understand their roles as school governors. Otherwise school governance will remain an elusive term for many. Similarly, Mbele and Greenstein (2002:26) suggest that the immediate challenge facing school governing bodies is the implementation of various policies (as required by the S.A. Schools Act 84 of 1996), which they (the majority of SGB members in the former disadvantaged communities) themselves do not understand because of lack of capacity, the social and economic conditions in their communities.

The need for the training of SGBs is no longer an issue anymore but how the Education Dept. develops training programmes that are effective as SGBs are an extremely crucial component for the success of public schools. Wilkinson (1999:56) also suggests that

> ...provincial departments have discovered that they have to strengthen their management capacity and information systems to grade schools correctly and to hold schools accountable for the funds allocated to them. However, more money is not necessarily the solution to all the problems.

This chapter has shown the value of human resource management and development in education, particularly in the training of school governing body members. The chapter has also attempted to indicate that SGBs are a significant stakeholder in education and their training (as part of people development) is crucial for the success of public schools.

Chapter 3: Research methodology

3.1 Introduction

This study examines the perceptions of SGB parent members at three Phoenix West Ward schools regarding the training they receive from the KZN Education Department. This chapter describes and justifies the research methodology employed in the study. Firstly the research design is described and justified. Secondly, the research sample is explained, as will the methods of data collection and analysis. Thirdly, the limitations of the study are briefly discussed. Finally, the data analysis procedures and ethical issues are explained.

3.2 Research setting and design

The research was conducted at Ikusasalethu, Buhlebemfundo and Ekukhuleni schools (pseudonyms were used to protect the identity of schools) in the Phoenix West Ward (140) of Kwa-Mashu Circuit that forms part of the Ethekwini Region of the KZN Education Department. These are public schools as defined by the South African Schools Act No. 84 of 1996 and are located in an area that is a combination of a formal township and informal settlements. The schools each have an enrolment of over a thousand learners, just above thirty educators and approximately three non-educator support staff-members and are governed by the school governing bodies that are elected by the various role players in the school community.

This study also used the qualitative design, employing a naturalistic methodology (Cohen, Manion and Morrison, 2000: 137). Qualitative research refers to the study of human action from the insiders' perspective. The goal of this design is to describe and understand rather than to explain and predict human behaviour. The emphasis of this design is on methods of observation and analysis that "stay close" to the research subject (Babbie and Mouton,

1998:53). Tuckman (1988:389); Denzin and Lincoln (2000:3); Lincoln and Guba (1985) as cited by Cohen, Manion and Morrison (2000:138) all agree that

> events must be studied in their natural settings, that is, be field based and that events cannot be understood unless one understands how they are perceived and interpreted by the people who participated in them.

Within the broad qualitative paradigm, the case study design was adopted. A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet and Watt (1984) as cited in Cohen, Manion and Morrison (2000:181). This design was the most appropriate for this study because it provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. In addition, in a case study the researcher can observe effects in real context, recognising that context is a powerful determinant of both causes and effects (Nisbet and Watt (1984) as cited in Cohen, Manion and Morrison, 2000:181).

This study attempts to study SGB parent members in their schools as their 'natural settings' and to observe them at the workshop sessions which they attend as part of their development. Furthermore, the qualitative design was also employed because it seems to be the best design to evaluate people's perceptions and experiences (Brindley, Scoffield and Cuthbert, 1998:97).

3.3 The respondents

For this study, three primary schools in Phoenix West Ward in the Kwa-Mashu Circuit were selected. This was for easy access to the schools since the researcher is also working in a school in the same ward and therefore it was convenient for him to visit these schools. From each school, all School Governing Body parent members participated in the study. This constitutes 100% of the SGB parent members in each school. According to the South

African Schools Act 84 of 1996, and in particular primary schools, there are five elected parents who form the SGB together with representatives of other constituents-the educators, the non-educators and the school principal.

I considered this sample adequate for purposes of this study because I wanted to study the perceptions of these particular parents, not for generalisation purposes. This does not mean generalisation to other wards or even circuits could not be made if it was found to be relevant.

3.4 Data collection instruments

This study shall use three instruments of data collection, namely; interviews, observation and document analysis. Each of these instruments is described in detail below.

3.4.1 The Interviews

According to Cohen, Manion and Morrison (2000:267) an interview is an interchange of views between two or more people on a topic of mutual interest. Interviews emphasise the centrality of human interaction for knowledge production and also the social situatedness of research data. In this study, semi-structured interviews were conducted with fifteen parents from three different primary schools in the Phoenix West Ward. Semi-structured interviews refer to the less formal interviews in which the interviewer is free to modify the sequence of questions, change the wording, explain them or add to them. This type of interview was the most appropriate for this study because semi-structured interviews seem to be the most appropriate method to investigate people's perceptions. In a semi-structured interview, all the questions are flexibly worded. Usually, specific information is desired from all the respondents, in which case there is a highly structured section to the interview. But the larger part of the interview is guided by a list of questions or issues to be explored,

and neither the exact wording nor the order of the questions is determined ahead of time. This format also allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic (Merriam, 1998:74).

All the interviews were tape recorded because when conducting interviews, an interviewer is faced with multiple situations to pay attention to. Best and Kahn (1986:187) state that recording interviews on tape is preferred because it is convenient and inexpensive as well as the fact that it obviates the necessity of writing during the interview, which may be distracting to both interviewer and the subject. Tape recording also allows a fuller record than notes taken during the interview (Smith *et al,* 1999: 18). Interviews recorded on tape may also be replayed as often as necessary for complete and objective analysis at a later time. In addition to the words, the tone of voice and emotional impact of the response are preserved by the tapes. Using a tape recorder, then, allowed for a complete and accurate recording of the respondents' exact words. Tape recording provided time for important aspects in an interview like the non-verbal behaviours, for example, facial expression and gestures observed to be noted.

Knowing that recording can be intimidating to participants, and that participants may not feel comfortable, permission was sought before and the importance of recording explained. Also, because this is a qualitative study, tape recording allowed for the reproduction of data in the form of transcripts. These in turn, facilitated the interpretation of the perceptions, beliefs, attitudes, feelings and actions of the parents with regards to their perceptions of their training.

Other advantages of semi-structured interviews are that they are sufficiently open-ended to enable the contents to be re-ordered, digressions and expansions can be made, new avenues can be included and further probing can be undertaken (Cohen, Manion and Morrison,

2000:146). Interviews were also appropriate for this study because those parents who are illiterate but were willing to share their experiences/ perceptions with the researcher could be accommodated. Best and Kahn (1986:186) suggest that, with a skilful interviewer, the interview is often superior to other data-gathering devices. One reason is that people are usually more willing to talk than to write. The motivation of this study was to get rich descriptions of parents' perceptions and experiences about the training sessions they had attended.

Another advantage of interviewing is that the interviewer can explain more explicitly the investigation's purpose and just what information he or she wants. If the subject misinterprets the question, the interviewer may follow it with a clarifying question. At the same time, the interviewer may evaluate the sincerity and the insight of the interviewee (Best and Kahn, 1986: 186).

Interviews allow the researcher active intervention and also to communicate with all participants as unique individuals for easier comparability of responses. Interviews also allow for greater flexibility and produce rich data by allowing the interviewer to pursue areas of interest that arise throughout an interview (Smith, 1995: 9).

In this study the researcher needed much interaction with respondents since they had to explain in depth their perceptions and experiences of the training they had received from the KZN Education Department. This called for the display of warmth, genuineness and the development of close relationships and trust between the interviewer and the respondents.

Detailed interview schedules with questions to be asked followed by probes and follow-up questions were constructed. The questions and answers used in the interviews served as a guide, allowing for the easier development of transcriptions and interpretation of data when doing discourse analysis at a later stage. These open-ended questions covered a range

of topics that allowed the participants to elaborate freely on their views regarding their perceptions about their training. This freedom helped in establishing a rapport with the researcher.

Some of the shortcomings of semi-structured interviews are that an interaction may be swamped by the interviewee's own categories and constructions that may be biased. To combat these shortcomings, I made it a point that the participants said as much as possible in their responses. As a researcher, I also retained some power because the schedule with the guiding probes always amplified the explorations. To ensure reliability of responses, some questions were restated in a slightly different format to see if the responses were the same.

Having an open "plan" is one of the disadvantages of interviews in that it is more expensive, time consuming and takes longer to carry out. This study, however, was planned thoroughly beforehand, as the researcher was aware of this disadvantage. Although there are these disadvantages, the advantages outweighed them in a sense that this method was the most suitable for this study.

3.4.2 Observation

The second data collection instrument I used was observation. Observations include both oral and visual data. Observation as a research instrument entails gathering 'live' data from 'live' situations. The researcher is given the opportunity to look at what is taking placing *in situ* rather than at second hand (Cohen, Manion and Morrison, 2000:305). In this study participant observation was used. This involved visiting venues where workshops were conducted and interacting with respondents. Participant observation is viewed (by qualitative researchers) as among the most important data-collecting methods used often

by researchers working according to the qualitative approach (Strydom, Fouché, Poggenpoel and Schurink, 1998:277). Participant observation was appropriate for this study in that it enabled the researcher to gather data on: the *physical setting*: for example, the physical environment and its organisation; the *human setting*: for example, the organisation of people, the characteristics and make up of the groups or individuals being observed, for instance gender, class; the *interactional setting:* for example, the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal, etc.; as well as the *programme setting*: for instance the resources and their organisation, pedagogic styles, curricula and their organisation (Morrison, 1993:80 as cited by Cohen, Manion and Morrison (2000:305). Patton (1990) as cited in Cohen, Manion and Morrison (2000:305) also suggests that observation enables the researcher to enter and understand the situation that is being described. This view is also supported by Strydom, Fouché, Poggenpoel and Schurink (1998:291) who state that participant observation allows the researcher to observe the actual behaviour of individuals in their natural settings; and that one may gain a much deeper and richer understanding of such behaviour.

The researcher was fortunate that he is also one of the school governance master trainers in the Kwa-Mashu Circuit. Master trainers are usually school principals who are selected to attend advanced school governance training workshops organised by the KZN Education Department. They in turn are expected to cascade the information to school governing bodies in the circuit or wards where they work. The SGB training workshops are coordinated by the Ward Manager in charge of school governance in the circuit who in turn works with officials responsible for school governance in the District Office. On the basis of this, the researcher was able to observe most of the workshops as a master trainer/ facilitator and do field notes. In the Phoenix West Ward, training for SGBs usually took

place on Sundays at Kwa-Mashu Teachers Centre, Sivananda Technical College and Mqhawe High School. The training sessions began at 9 a.m. and finished around 2 o'clock in the afternoon.

At the training sessions the researcher would describe himself as a 'participant observer' who was part of the social life of participants and documented and recorded what was happening for research purposes. Participant observation is often combined with other forms of data collection that, together, elicit the participants' definitions of the situation and their organising constructs in accounting for situations and behaviour. By staying in a situation over a long period the researcher is also able to see how events evolve over time, catching the dynamics of situations, the people, personalities, contexts, resources, roles, etc. (Cohen, Manion and Morrison, 2000:311).

Some of the shortcomings of the participant observation include the possibility that since the respondents were aware that I was doing this research, they could do or say things that they thought I wanted to hear instead of responding to situations as natural as possible. Another shortcoming is that a less structured observation approach is quicker to prepare but the data takes much longer to analyse. Other shortcomings of observations include elements such as subjectivity, bias, impressionistic and lacking in the precise quantifiable measures that are a hallmark of survey and experimentation. Furthermore, observation is laborious, time-consuming, boring and may also be expensive. In addition, most participant observation studies are single case studies, so they either make no claims to generalisability or their attempts at generalisation remain implicit (Strydom, Fouché, Poggenpoel and Schurink, 1998:293).

In order to combat these shortcomings, I observed a large number of training sessions that enabled me to verify emerging categories of themes and ensure the reliability of observations.

3.4.3 Document analysis

The third data collection instrument I used was document analysis. Document analysis as a research instrument entails reading and analysing relevant written and visual documents. Documents are a major source of data in qualitative research and can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem (Merriam, 1998:133). In this study, document analysis was used. This involved reading and analysing the seven SGB training manuals and other policy documents that participants used in their training. Denzin and Lincoln (1994:393) also mention that the analysis and interpretation of written material offer distinctive challenges that enable the qualitative researcher to collect data that would not have become available otherwise. Document analysis was appropriate for this study in that it enabled me to compare the parents' responses as against what they are trained on. This exposure assisted me to analyse and interprete the contents of the manuals, their relevance and adequacy as well as their user-friendliness. This was important since these factors have a bearing on the attitude and interpretations the SGB members attach to their training. SGB training documents were also analysed to find out if they address the needs of the SGBs. In qualitative case studies, a form of content analysis is used to analyse documents. The writing down of words often allows language and meanings to be controlled more effectively, and to be linked to strategies of centralisation and codification.

Furthermore, according to Denzin and Lincoln (2000:704) another advantage of the documents is that texts endure and thus give historical insight into the question under investigation.

In addition, for purposes of this study, I investigated the shortcomings of the seven manuals and other documents used to train the SGBs. I further investigated issues such as the appropriateness of the language used; relevance and correctness of the content; whether

documents are user-friendly; adequacy of documents for all SGB members; methodology used for training SGB members as adult learners and whether SGB needs analysis are conducted before the manuals are produced and distributed to SGB members.

Some of the shortcomings of document analysis are the fact most documents are not developed for research purposes and so the information they offer may not be in the form that is useful or understandable to the researcher. Some documents may be very biased. Despite their limitations, documents are a good source of data for numerous reasons. Many documents are easily accessible, free and may contain information that would take an investigator enormous time and effort to gather otherwise. Some documents can help the researcher uncover meaning, develop understanding and discover insights relevant to the research problem. Furthermore, documents may be the *only* means of studying certain problems (Merriam, 1998:125). SGB training documents are mostly factual documents and so contain very few pitfalls that are associated with documents in general.

3.5 Data collection procedures

The first step was to send letters seeking permission and explaining the study to the Ethekwini Regional office of the Department of Education, the Kwa-Mashu Circuit Manager, the schools and the parent SGB members involved. Random sampling was done resulting in three schools being selected as institutions to work with.

The host principals introduced me to the parent SGB members at SGB meetings. Time was set aside for introductions, to let the respondents feel at ease, to explain the need for the study, and to stress the importance of their participation. They were given consent letters, which were clearly explained to them. Days and times for individual interviews were arranged. Three weeks were used to conduct the interviews on days suitable to the parents,

which were mostly over weekends. This was to because most parents are workers during the week.

A school staff-room was secured for interviews, as both the interviewer and respondents saw this as the most secured and noise-free venue for interviews. The interviews were conducted on Saturdays. The first meeting was with all 5 respondents. An hour was set aside for introductions, getting to know each other, to talk about the study, its values and what was expected of them as participants. Three Saturdays mornings were set aside for introductions and interviews. On each Saturday five interviews were conducted. Each parent's interview was recorded using a battery-operated audiotape with ninety-minute cassettes. The institution furniture was used and arranged in a comfortable way suitable for an interview but not intimidating for parents.

The interviews were planned to last about 30 minutes per participant. An interview schedule was used to ask questions and probe where necessary. Producing the interview schedule in advance helps the interviewer to be familiar with the questions. Also during the interview concentration is more on the participant's responses and non-verbal cues. (Smith *etal*,1995).

All interviews were tape-recorded and were conducted in IsiZulu. After the interviews were finished transcriptions followed. First, the conversations were transcribed in IsiZulu, and then translated into English. The transcripts were then re-read to identify themes, and from there themes were coded.

3.6 Data analysis procedures

Subsequent to each interview, the researcher engaged in writing field notes, reflecting on observations and impressions gained. Issues that emanated from the research questions each analysed and categorized into themes. As indicated in the introduction, since interviews were used in this study, it was also necessary to make transcriptions from the audiotape. The transcriptions are needed for repeated readings in the discourse analysis (Burman & Parker, 1993:38). Also reading and writing the transcripts is helpful as it familiarises the transcriber with the data as s/he goes over and over reading and writing it. Having an idea that transcriptions are extremely time consuming and difficult to do, for this study they were of vital importance and they had to be done. Knowing that transcripts are expensive to develop but a vital commodity, they were written clearly and the sentences were in a double spacing in a page (Burman & Parker, 1993:38). Interview questions were written down in bold type so that they were easily differentiated from the responses. It was also better to have the interview recorded because when reading the transcript one could be confused by the words and when there is that conflict, one could always go back and listen to what the participant may have meant. This is especially so in the case of this study where transcripts had to be translated from IsiZulu to English. What is read sometimes differs from what is said and in other instances these two complement each other.

As was briefly mentioned in the introduction, the interviews were conducted in IsiZulu since the respondents were IsiZulu language speakers and they also preferred to be interviewed in their mother tongue. Thus, for the purpose of this study, the transcriptions were first developed in IsiZulu from the tape recorder and thereafter translated into

English. This also created some problems when translating because in some cases I could not have exact words that were true reflection of what parents wanted to say.

Coding represents the operations by which data are broken down, conceptualised and put back together in new ways. It is the central process by which theories are built from data (Strydom, Fouché, Poggenpoel and Schurink, 1998:271). In this study, the transcripts were read for emerging themes. In other words, if the response was identified mentioning the same issue to most respondents, it was made a theme by calculating the number of times the same issue appeared on each respondent's transcript. The themes were coded to make it easier for the researcher to identify.

The themes and sub-themes were highlighted and marked in different colours and patterns using codes. These codes made looking at the many pages of transcript easier and manageable. Grouping the participants' responses was done leaving out that which was not needed or did not apply to the themes or sub-themes. A coded schedule was made with crosses marked against participants' names where relevant instances were identified in their transcripts. This takes a lot of time to read through large amounts of text and coding but it is worth doing it because it paves the way to discourse analysis (Burman & Parker, 1993:38).

3.7 Limitations of the study

Cohen, Manion and Morrison (2000:92) state that the quality of the research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted. This study is a case study through which it is meant to obtain parents' perceptions regarding the training they receive.

It is not meant to be applied or generalised to other wards or circuits. But if there is data that is suitable and could be used elsewhere, that could be done. In addition, the researcher is a facilitator (for SGB training) in the ward where this research was conducted and so it is possible that the respondents could have said things they thought he wanted to hear instead of responding to questions as honestly as possible.

3.8 Ethical issues

Firstly, permission to conduct research was sought from the KZN Education Department, the principals of schools and the SGB parent-members involved in the study. This consent was sought in writing to all the above-mentioned stakeholders. Possible benefits of the research were also discussed with the respondents. The purpose of the study and how it was going to be conducted were explained in advance. Permission was also sought from respondents to use a tape recorder and the reasons for the use of this device were explained. Confidentiality and privacy were discussed with respondents to assure them that even though the conversation was going to be tape-recorded it was only for the purpose of the study. It was going to help the researcher when doing transcriptions and nothing else. Their names were not going to be used in the study, only pseudonyms. The respondents' right to privacy was guaranteed. The respondents were also informed that they were not compelled to answer questions that they felt were offensive especially those on biographical details. Furthermore, keeping all the documents, that is, the consent letters, interview schedules, audiocassettes and transcriptions safely in a cabinet also maintained privacy and confidentiality.

3.9 Summary

This chapter has described and justified the research design and methodology used in the study. Furthermore, the methods of data collection were presented and analysed as well as the validity and reliability of the methods used. The chapter concludes by discussing data collection procedures and analysis, limitations of the study as well as the ethical issues employed in the study.

Chapter 4: Data presentation and discussion

4.1 Introduction

The purpose of this study was to investigate the perceptions of SGB parent members at three Phoenix West Ward schools in the Kwa-Mashu Circuit about the effectiveness of the training they receive from the KZN Education Department. The key questions of the research were as follows:

1. What are the parents perceptions regarding the training methods used at SGB workshops?

2. What are their perceptions regarding the adequacy and appropriateness of the training content?

3. What are their views regarding how the training of SGBs can be made more fruitful?

This chapter presents and analyses the data. The findings are presented in accordance with the broader research questions as articulated above. Firstly, biographical data that were believed to have a significant bearing on the respondents' perceptions is presented. Secondly, the findings are presented according to the key questions. The third question tends to overlap with the other questions and therefore, where applicable, it shall be addressed simultaneously with them. Finally, the chapter highlights the main issues emerging from the presentation and discussion.

4.2 Biographical data

All the fifteen parent members of the three SGBs consulted in this study were interviewed after a lot of attempts and persuasion. The study sought to investigate views across the schools under investigation and not school by school. Coding was used on each cassette after each interview to link the respondent to a particular school.

Interviews conducted indicated that all the fifteen respondents were elected into their respective SGBs in March/April 2003. At the time the interviews were conducted, they had served for about two and a half years in their respective SGBs; therefore their experience as school governors was fairly adequate for purposes of this research. Seven of the respondents were female and the remaining eight were males. Nine respondents had Matriculation qualifications and the other six were below Grade seven. This would have an impact in terms of the language used in training documents. Gender representation at schools in the study was fairly balanced (seven females and eight males) but when it came to attendance at workshops, males tended to dominate. This can be attributed to a number of variables including the women's positions (as mothers at their homes) and roles they have to perform there. They have to wash, cook and do a lot of other chores (for their families) before they could begin to deal with school/governance issues. In the researcher's view, a lot still has to be done to increase more effective and active female participation in school governance.

4.3 Perceptions regarding training methods used at SGB workshops

4.3.1 The use of workshops as a training approach

The KZN Department of Education basically uses the workshop approach as the main method to develop SGB members. The core of the SGB (made up of two or three executive members) is invited to attend a particular workshop where they would be trained on a particular topic. Those members attending would then be expected to cascade information to others when they got back to their schools. The Department of Education has convincingly argued that it would be impossible to train every SGB member in the province hence the expectation that those already trained should cascade information to others. One disadvantage of the cascading model is that it tends to increase monopoly in

attending workshops (usually the SGB chairperson, the secretary and the treasurer are invited) and lead to marginalization of other SGB members. In some cases other SGB members do not cascade information to other members at all and are therefore left less developed.

Within the workshops held, lecture method tends to dominate. The lecture method has its value in that a large piece of information can be disseminated to an audience at a short space of time. At workshops, the facilitators do their presentations (mostly in lecture method) in IsiZulu from the Departmental training manuals written in English. Ongoing interaction would then take place between the facilitator/s and the participants until the presentations were over. My observation was, however, that parents wanted to share their experiences with the facilitators more and did not want to be lectured on endlessly. A combination of various methods of presentation could, perhaps, make the presentations more exciting to the SGB members. When asked about their views regarding training methods, one respondent said:

> At work, I am a shop steward for my Union; as a result I attend a number of high-powered meetings and workshops. In those workshops, the latest technology is used in presentations like overhead projectors, slides and videos that make a presentation exciting. They also involve us heavily through discussions and mini presentations and you get a sense that those facilitating value your opinion. In SGB workshops, that is non-existent and I get bored very quickly.

Furthermore, facilitators need to be aware that adult learners also come to the learning stage with some prior knowledge that should be recognised. In addition, according to Brookfield (1986) as quoted in Middlewood (1992:189), adults prefer to learn in an informal learning situation and want activities that demonstrate respect, trust and concern for the learner. This is what one respondent had to say about their involvement in the planning of workshops:

> We would like the Departmental officials who organise SGB workshops to involve us in their planning. This could be done through the SGB Forums that we have in

our ward. This could go a long way in according us respect and recognition that I think we deserve.

In addition to this, most training documents are still in English which was a foreign language to them. This does not mean there aren't documents in IsiZulu but that English documents tend to dominate when compared to those in IsiZulu which is a home language spoken by the SGBs in this study. Most respondents were of the view that there was an urgent need to interprete and make available sufficient SGB training documents into IsiZulu to accommodate those who could not read or write English. One respondent had the following to say:

> On a number of occasions the presenters give us materials written in English. Yes, they explain things in IsiZulu but not all of us are able to read and understand English. As a result, those materials are of little value to us because we cannot understand English well. We would like to read the documents further when we get home but the language used in them (English) is a barrier. But the situation is slowly changing, as some documents are now available in both IsiZulu and English.

One other aspect of training methods mentioned above is attendance of workshops by SGB members. Attendance at workshops is highly irregular and erratic (not the same people attend workshops) and this creates problems of continuity. 12 out of 15 (80 percent) of the respondents preferred to have SGB workshops on weekends, especially Sunday mornings. This was because most of them are working and finish work very late to attend evening functions or workshops. Although most parents are available over weekends, this did not necessarily guarantee good attendance at SGB workshops. This is what one parent had to say about when workshops could be held:

> You see, most of us are working and we don't have time during the week to attend to school matters. We come back home very late in the afternoon and in most cases very tired. Even on Saturdays, some of us are working. Saturdays are also days that are set aside for funerals and other social functions. In my view, I would prefer Sundays for workshops.

The other three remaining respondents (20 percent) preferred weekdays for workshops, as they were unemployed and therefore available during the week.

Twelve respondents also indicated that they had only attended between two and three workshops in a year and those workshops were far apart from each other hence the need to have more regular workshops to capacitate them. Various reasons were advanced as the causes of irregular/poor attendance such as family commitments, poor communication of invitations to workshops and a host of others. Usually, the Education Department schedules between six and eight workshops between February and November each year. My further observation was that there seems to be poor planning on the side of the workshop planners. This is shown by the fact that workshops tend to be congested during the months of February and March each year before the government financial year is over in March. Between April and June, not many workshops are held because that is the period when the provincial budgets are pronounced and financial allocations slowly filter through from the provincial government level down to the regional level and ultimately to school districts and individual schools. The researcher's observation has been that the long periods of quietness in terms of workshops held tend to kill the spirit of unity of purpose, consistency and the enthusiasm that is established at the beginning of the training. Some SGB members criticised the 'start and stop' approach of the Departmental officials. On this issue, one respondent said:

> There seems to be no proper planning as far as the holding of workshops is
> concerned. In the early months of the year (referring to February and March) we
> are bombarded with a number of workshops without consultation on our part.
> Then it is so quiet until about June and July. There is no continuity in holding
> these workshops. In some cases, we have a feeling some of these workshops are
> held because officials concerned just want to exhaust the budgets allocated to
> them.

The above observation was further confirmed by the researcher's observation of the workshops he attended. Some Departmental officials seemed to be concerned about exhausting budgets allocated to them rather than addressing the needs of the SGBs on the ground. This is because they never do a needs survey on what the SGBs actually need and how it should be presented to them. Training should be based on the needs of the SGBs rather than 'training for the sake of exhausting pre-approved budgets' without any specific and measurable objective.

The majority of the parents also felt that they could appreciate it if the workshops could be regularised by holding them at least once or twice a term. This could allow them enough time to attend to other family or social responsibilities. At present, there are between six and eight workshops scheduled a year and are very irregular. One respondent had this to say:

> Personally, I would appreciate it if we as SGB members could have an annual programme of regular workshops that are based on a needs survey of some kind. This could eliminate a lot of problems we are currently facing, for example, workshops planned or cancelled without us being informed timeously or venues clashing with other activities.

In addition, Kwa-Mashu Circuit is a vast circuit and therefore it would be appreciated if the workshops held were decentralised closer to where parents lived. This could alleviate transport costs as well as time spent on the road to the workshops by the SGBs. Most parent SGB members do not have cars and therefore rely on public transport that is very unreliable especially on Sunday mornings.

4.3.2 The use of different actors in the training field

In addition to the challenges of workshops attendance, at the time this study was conducted (2004-2005), there were two separate training programmes going on in the Kwa-Mashu Circuit and were both aimed at capacitating the SGBs. These programmes were run by the

School Governance Training Unit (SGTU) based at the Pinetown District Office and School Effectiveness Programme based at Ulundi (and later Pietermaritzburg) Head Office. They had separate programmes, budgets and officials. When asked her views about this, one respondent who is a deputy chairperson of an SGB in one of the schools said:

> Initially, we received a schedule of workshops to attend from the SGTU for the whole year. That schedule had at least one workshop per month. Later, in the middle of the year, we received another schedule from the School Effectiveness Programme indicating at least three workshops per month. This was shocking to us because we do voluntary work for our schools and therefore they cannot expect us to attend workshops weekly as if we are employees of the Education Department. When do we have quality time with our families? I also do not understand why we are trained by a set of two separate officials from the same Department. This is creating confusion.

Instead of bringing development to the SGBs, these programmes seem to have brought clashes and confusion to the SGBs in terms of which workshops to attend. The officials concerned were unable to explain why their programmes were not combined as they served the same purpose and constituency.

As background information, *I*nanda, *N*tuzuma and *K*wa-Mashu (INK areas) in the Kwa-Mashu Circuit were especially identified by the S.A national government as Presidential Nodal Areas. This meant they got extra financial support from the various government departments because of the high levels of poverty, crime and other social ills caused by apartheid especially in these areas. My observation was that the problem seemed to be lack of co-ordination between the Education officials in charge of the development of school governing bodies from the School Governance Training Unit (SGTU) and School Effectiveness Programme (a special programme linked to Presidential Nodal Areas).Both programmes were meant to capacitate the SGBs and deal with such issues as: introduction to school governance; how to conduct SGB elections; conducting meetings; school safety, security and code of conduct for learners; school financial management; code of conduct

for SGB members as well as formulation of various school policies. My observation of the officials managing these programmes was that they were more concerned with exhausting their budgets rather than effectively attending to the needs of the SGBs on the ground. The programmes should have complemented each other instead of competing. The presence of the above two competing actors in the training field may be directly responsible for the confusion that resulted as well as general poor attendance at workshops.

4.4 Perceptions regarding the adequacy and appropriateness of the training content

The SGB training content is generally based on the functions of the SGBs as contained in the South African Schools Act No. 84 of 1996 and other relevant education documents. The KZN Education Department has, on the basis of this Act above, compiled the following seven manuals that deal with various school governance issues:

Manual 1: Introduction to school governance: explains differences between school governance and professional school management as well as policies that have to be in place at schools.

Manual 2: School Governing Body Elections: deals with how to conduct elections at a school level.

Manual 3: Conducting Meetings and Keeping Records: explains how orderly meetings are conducted as well as correct record keeping.

Manual 4 and 5: deal with Departmental financial regulations as well as school financial management and budgeting.

Manual 6: Discipline and Code of Conduct for Learners: deals with discipline in general at schools.

Manual 7: The school as an employer: this last manual deals with the obligations schools have to adhere to in case they employ staff above that of the Education Department.

Towards the end of each manual, there is a section on 'Activities' to test the participants' knowledge on each chapter. This is what one respondent, who is a Deputy SGB Chairperson in one of the schools, had to say about the training manuals:

> I found the manuals quite useful, interesting and user friendly. This is because manuals are supposed to be accessible training and reference tools which explain the key requirements of National and Provincial legislation and some of the practicalities of putting them into practice.

In addition, some training materials are from documents that come from the Education Department from time to time e.g. procedures on how to conduct selections and interviews for school based staff; Religion Education and HIV/AIDS policies in schools; Co-operative Discipline and Alternatives to Corporal Punishment; etc.

The above seven manuals were developed by The Media in Education Trust for the KZN Department of Education and replaced earlier manuals that were produced by the KZN Department of Education soon after the South African Schools Act No. 84 of 1996 came into effect in 1997 and which required all public schools to form school governing bodies. The updating of manuals seem to suggest that the Education Department is prepared to listen to suggestions that their manuals have to be updated regularly to keep pace with changes in legislation and that they be user-friendly.

The manuals were initially written in English but some have since been translated into IsiZulu and Afrikaans languages. In most of the training sessions I observed, the materials used were photocopies of manuals written in English. The explanation was that not enough copies were available for the manuals written in IsiZulu and that financially, it was not possibly for the KZN Education Department to have IsiZulu copies for all SGB members in the province. Again, financial constraints were mentioned as the reason for this state of

affairs. Generally, the manuals are easy to follow as they are written in a language that is easy to understand; have fairly good illustrations -in some cases in separate coloured charts that depict what is explained in the manuals. On the margins of the manuals, some difficult words/ new terminology is explained for easy reference.

The manuals seem to suggest that SGB members have to be trained on a regular basis to empower them to perform their duties effectively or to assume additional functions as envisaged in the South African Schools Act 84 of 1996. However, the shortage of manuals written in IsiZulu remains an outcry as parent SGB members continued to complain that had the manuals been available in their language, they could easily read them on their own at homes. But, for many, this remains a big challenge. Parents (in the schools where this research was conducted) don't understand why the Education Department does not print sufficient copies of the training manuals in IsiZulu, which they understand. To them, this is a continuation of the dominance of English even when it is not necessary.

Some parents were also of the view that the language used at some training workshops is sometimes too technical and therefore not understood by most parents (This was with regard to the training materials available in English only at the time that it was presented to the SGBs e.g. the Religion Education Policy and Public Finance Management Act No.1 of 1999). There are few cases where a new training document is workshoped to SGBs even before it has been translated into IsiZulu and in such cases loose translation would then take place on the spot and this is what most parents complained about. Some facilitators also tend to use high-powered jargon which is foreign to them e.g. on topics that deal with finance or the Public Finance Management Act No.1 of 1999 (PFMA). Some facilitators use English just to impress SGBs that they are educated or claim there is not enough vocabulary in IsiZulu to explain some English technical terms. In most cases they

(facilitators) also fail to link their training workshops with the strategic goals of the Education Department or how the PFMA affect their schools in terms of accountability and transparency. Another parent had the following to say about language usage:

> I feel that workshop facilitators need to bear in mind that most of us have basic education and therefore a very simple form of language should be used when dealing with us. It must not be assumed that we all understand English. If I had my way, no English could be used at all in workshops where non- English speakers are addressed. Some facilitators just use English without considering all the attendees' level of education.

3 out of 15 respondents indicated to have attended most workshops organized by the Education Department but had varied views about their adequacy in addressing their needs. One of these six respondents said:

> The training content is adequate as it covers all the areas we as governors are supposed to work on at school. The content is fine and relevant for the kind of work we have to do. Personally, I have gained a lot in these workshops and I am becoming an asset both at my school and the communities I serve because the principles we are taught are more or less the same and are applicable every where.

A disturbing feature, however, was that not all had done the following modules and yet they were crucial to the functioning of the school: drawing up of a mission statement; admission policy; language policy; school as an employer. 5 out of 15 respondents indicated that the module on "Interview techniques" was not adequately covered. They felt the facilitator had not sufficiently addressed some of their questions and so there were a lot of gaps in their knowledge of interview techniques. This perhaps explains some of the reasons for numerous disputes around advertised posts in this circuit. The other 10 respondents seemed satisfied about the modules they had been workshoped on. This had also improved their knowledge, confidence and understanding of what school governance was all about.

4.5 Respondents' views on how the SGB training can be made more fruitful

4.5.1 Improvement on communication between the Education Department and SGBs

Observations conducted indicate that in most training sessions, the participants were mostly the SGB executive members (SGB chairperson, the secretary and the treasurer). Occasionally, there would be the school principal in attendance as well. These SGB members were in turn, expected to cascade the information learnt to other SGB members at their schools. In some cases, the SGB parent members would complain that they did not receive the invitations to the workshop/s on time or did not receive them at all. One respondent had this to say about invitations to SGB members:

> In my school, in some cases, we are lucky if we get a written invitation on time. In most instances we are phoned a few days before a workshop (by the school principal) who will herself have received an invitation circular late. We rarely get a straight answer from Departmental officials how they hope to solve the communication problem. In some cases, if you don't have acquaintances who are SGB members in other schools, you never know that there was a workshop planned. We have heard some principals hog information meant for SGB members.

Some get information from other schools' SGB members of a particular workshop being conducted. The school principals were blamed for not delivering the invitations to the SGB members timeously. Principals (in attendance) defended themselves by stating that they did not always receive invitations timeously all the time for onward transmission to the parent SGB members. In some cases they did not themselves receive those invitations at all. The transmission of invitations to SGB parent members generally seemed to be problematic.

4.5.2 Improvement in control of SGB workshops

Furthermore, observations seem to suggest that parent SGB members find some workshops fruitful while they find others difficult to understand, e.g. when controversial topics such as learner pregnancy, corporal punishment, etc. are discussed. At most workshops that I attended, I observed that most parents were still very conservative and so were against

pregnant learners attending school as they thought this had a bad moral influence on other learners. Whenever this issue was discussed, very heated debates ensued. Furthermore, some parents get so emotional in discussions that they tend to think they can change national policy or legislation just by voicing their displeasure about certain educational policies or legislation at workshops e.g. the policy on pregnant learners which allows pregnant learners access to schooling like all other learners. One parent had this to say:

> I would appreciate if we can get facilitators who are firm but also flexible who are able to control SGB members who waste our time by engaging in endless and fruitless debates on things that we cannot change at a workshop, for example, issues on policies. People need to understand that SGBs are policy implementers rather than policy formulators. People should find appropriate forums to influence policy.

SGB members need to be informed that when they come to workshops, they are there to be capacitated to govern their schools and not to get entangled in fruitless and endless debates about policy matters. This does not mean they should not express their views to the authorities but that there are relevant SGB structures such as SGB Forums that can take up their concerns and communicate them to the highest office in the Education Department.

4.5.3 Consulting SGB Forums in planning workshops and use of their prior knowledge

The majority of respondents also suggested that the Education Department officials should find a way of involving SGBs in their planning e.g. via SGB Forums. (In each ward there is a forum of SGB members usually made up of chairpersons from each school governing body. Representatives from each ward forum then constitute a Circuit Forum). This could result in planning *with* the SGBs instead of planning *for* the SGBs. It is at the planning stage where the SGBs could be consulted on their needs.

Furthermore, the SGB parent members would appreciate if training could some how accommodate their prior knowledge. They wanted a combination of a lecture method and others (discussion; question and answer; mini-presentations; etc) that would test their prior

knowledge as well. They wanted involvement in the training workshops because they believed only when they are involved will learning make sense to them. One parent had the following to say:

> I would appreciate it if the Department officials could invite our views when they do their annual programme on SGBs because this would eliminate a lot of problems. We could know the training programmes in advance and if there are any changes, we could be informed through our schools.

This also tends to enrich the presentations as parents see that facilitators respect their views as well. They heavily criticized the lecture method that is used by some service providers. Some parent SGB members have indicated that they tend to find workshops facilitated by principals (who are Master Trainers) or former principals quite fruitful as they have experience of both managing and governing the school. This came as a result of complaints that some of the private service providers seemed to lack basic knowledge of what they were supposed to facilitate. In the eyes of some participants, they were there just to line their pockets.

At present, SGBs do not get a training programme for the year and even if they do, it is never adhered to by the Education officials. Most respondents interviewed also suggested that the availability of an annual programme of workshops to be conducted in a particular year could improve training so much. This is because the SGBs would know in advance of all workshops for that entire year and would then plan their activities around that year plan. If there are changes in the dates, the SGBs could be informed on time via the school principals

The parents further suggested that more could be done to inform SGB members timeously if workshops are postponed/ cancelled. This could be done either by sending an urgent notice to the school principals or even phoning the SGB members expected at the

workshop. At present, most SGB members complain that the system of correspondence between the Education Dept. and the SGBs is still a serious problem.

4.5.4 Induction of newly elected SGBs

Some respondents were of the view that some requirements of the South African Schools Act No.84 of 1996 were beyond their capacity e.g. this Act requires SGBs to have formulated their constitutions in three months after their initial election as governors. This requirement was, in most cases, unrealistic. Generally, three months lapse before a new SGB is inducted either by the school principal or SGTU officials on what it is expected to do. SGBs are also expected to formulate visions, mission statements as well as other policies for their schools. How on earth are they then expected to formulate such technical documents (such as a constitution or a mission statement) in the absence of capacity on their side? Most SGBs, to satisfy the Education Department, simply copy other schools' documents and then insert their school names at the top of the documents and then claim them as theirs. Other SGBs have never reviewed their policies in the last eight or nine years since the SGBs came into being in 1997. The absence of capacity is also at the heart of the problem. One respondent who is a chairperson of the SGB had this to say:

> Our SGBs should be inducted by the SGTU officials immediately after their initial election. The school principals could also assist in this regard. This would assist the newly elected people to find their feet and be empowered in what they are supposed to do. Otherwise, this is a waste of time and money.

Thereafter, the basic training for all members should begin. Perhaps a member of the SGB who refuses to attend training sessions should cease to be a member of an SGB as half informed people tend to be problematic.

4.5.5 Production of sufficient training materials in IsiZulu

Insufficient training materials (be in English or IsiZulu) were also a constant problem. Most respondents were of the view that training materials are always insufficient. In some cases the training materials used are copies of photocopies and this creates problems of legibility. Promises are usually made that sufficient materials would be sent to schools but this is never followed up. As a result, parents are unable to read the entire documents on their own (when they get home) and this seriously hampers their ability to understand governance issues properly. On respondent had this to say:

> In most cases when I have attended workshops, we always get copies of photocopies as handouts. In some cases those copies are so difficult to read. Why we are not given handouts that are professionally done is beyond my comprehension. At least if the school were to be given one original document then we could do our own copies at school.

Some parent SGB members even suggested that they would appreciate it if training documents could be in IsiZulu as well since this was the language they understood well.

4.6 Emerging issues

This chapter has elucidated the findings of the research and explained these findings using the three key questions of the research mentioned earlier in this chapter. Basically, SGBs want to be involved in the planning of their workshops through the SGB Forums. Furthermore, they suggest a combination of cascading method with other methods to ensure that all SGB members are properly trained. They also suggest that all training documents be translated into IsiZulu and sufficient numbers be reproduced for all participants at workshops. There was also a need to improve communication between the SGTU (School Governance Training Unit) and the SGBs in terms of the transmission of workshop invitations. The presence of more than one training section within the same Education Department was also viewed as problematic. In addition to the above, there was

also a suggestion that the SGTU should do needs analysis first for SGBs before embarking on training. This was because there is a perception that workshops are money driven than needs driven.

Chapter 5: Summary, conclusions and recommendations

5.1 Introduction

This chapter summarises the whole study. It further draws conclusions from the findings that emerge and suggests ways of improving the effectiveness of SGB development programmes.

5.2 Summary of the research

Chapter One introduces the study, its setting, the background to the study and research questions. Chapter Two reviews literature and emphasizes the nature and relevance of human resource management in education. Chapter Three describes the research design, methodology of the study including the three data collection methods, namely: the semi-structured interviews, observation and documents analysis. Chapter Four presents and discusses data. Chapter Five draws conclusions from the findings and makes some recommendations about how the training of SGBs can be made more fruitful.

5.3 Conclusions

This section presents conclusions in accordance with the broader research questions of the study. The third Research Question namely; "What are parents' views regarding how the training of SGBs can be made more fruitful?" tends to overlap with the section on 'Recommendations' and shall, therefore, be addressed simultaneously with that section.

Research Question 1: What are the parents' perceptions regarding training methods used?

The study found that the KZN Education Department basically uses the workshops approach to train SGBs. In this approach, the core of the SGB (the SGB Chairperson, the

Secretary, the Treasurer and the Principal) is invited to a workshop for intensive training. In turn, those members attending are expected to cascade information learnt to other SGB members. It was also found that within the workshops approach there was also the cascading method already elucidated above. At the workshops the attendees are lectured on a particular topic already decided in advance by the presenters from the Education Department. The attendees are encouraged to listen and to ask questions at the end of each presentation. This goes on until the presentations are over. Sometimes the attendees are given evaluation forms to evaluate the presentations and there after go home. It is assumed that the presenters would analyse those evaluation forms to inform future presentations.

Parents interviewed welcomed the attempts by the Education Department to develop them. They also reported that they found the lecture method to be a dominant mode of transmitting information to attendees. Findings further indicated that parents wanted to be involved in the proceedings through discussions and other forms of mini- presentations. The study further found that there was a desire among the respondents to be consulted when workshops were planned for them and this, they wanted to be coupled with a needs survey to determine their needs on the ground. At the time that this study was conducted, this was not happening. The Governance Training Unit officials simply decided what had to be done without the involvement of the parents or the SGB Forums. Findings also suggest poor planning on the part of the Education Department. This was because of the non-availability of SGB training programmes early in the year or the unexplained postponement of SGB workshops, in some cases, at a very short notice. It was also found that the communication of invitations to parent SGB members by the Education Department was very problematic as some parents never received them on time and in some cases, did not receive them at all.

As a training tool, it was found that some SGB training materials were, from time to time, not available in IsiZulu and this was a problem to those parents who could not read English. It was also found that attendance at workshops was highly erratic and irregular. This could be attributed to the two training units that were operational in the Kwa-Mashu Circuit who were competing instead of complimenting each other.

The presence of the above two competing actors in the training field may be directly responsible for the confusion that resulted as well as general poor attendance at workshops. Some respondents complained about the quality of some of the independent service providers who are employed by the Department to facilitate SGB workshops. Some seemed to lack the basic knowledge they were supposed to provide to SGBs. It is recommended that the Department officials who employ these service providers should screen them thoroughly to eliminate chancers and 'fly-by night' service providers.

Research Question 2: What are the parents' perceptions regarding the adequacy and the appropriateness of the training content?

It was found that all respondents were satisfied with the adequacy and appropriateness of the training content in the manuals and other documents used for training, as they seemed to address their needs. The training content is generally based on the functions of the SGBs as contained in the South African Schools Act No. 84 of 1996. The KZN Education Department has, on the basis of this Act above, compiled the seven manuals that deal with various school governance issues.

In addition, some training materials are from documents that come from the Education Department from time to time e.g.HRM circulars that explain procedures on how to conduct selections and interviews when recommending employment of school based staff;

Religion Education and HIV/AIDS policies in schools; Co-operative Discipline and Alternatives to Corporal Punishment; Code of Conduct for SGB members; etc.

The seven core manuals used by the Education Department to train the SGBs were found to be informative, well conceived and structured and, generally, user friendly. Generally, parents seemed to indicate an increased level of knowledge as a result of the workshops attended.

5.4 Recommendations

5.4.1. The use of the workshop approach

The workshops approach to training seems to be the most appropriate method available to the Education Department as it makes it possible to transmit a large quantity of information to many SGB members in a short space of time. However, for it to be effective, SGB workshops have to be well planned and be communicated to the intended beneficiaries on time. Training programmes need to be formulated timeously with the input of the SGB representatives (the Circuit/District Forums). This could also minimise problems of lack of consultation.

5.4.2 Improvement of communication between the Education Department and the SGBs.

Most respondents indicated that they were unhappy about the current practice where they are not consulted when the Education officials draw an annual training schedule. It is therefore suggested that an annual programme of workshops to be conducted in a particular year be made available to all schools and to SGB members in particular. This would allow the SGBs to know in advance of all workshops for that entire year and would then plan their activities around that year plan. If there are changes in the dates, the SGBs could be informed on time via the school principals.

At present, most SGB members complain that the system of correspondence between the Education Dept. and the SGBs is still a serious problem. The parents suggested that urgent notices could be dispatched to schools to inform SGB members timeously if workshops are postponed/ cancelled. This could be done either by faxing notices to the school principals or even phoning the SGB members expected at the workshop.

5.4.3. Combine the cascade model with other training methods.

Most respondents felt that they have other commitments other than the SGB matters and so found it cumbersome to have many meetings where they were expected to cascade information to other members after each and every workshop. In the light of this, the cascade model used alone poses problems. A lot of vital information gets distorted or lost as the information is cascaded to the lower levels. The cascade model also may lead to increased monopoly in attending workshops and consequently, marginalisation of other SGB members. It is suggested that SGBs be empowered to send other members to attend workshops other than the usual SGB members.

In the light of the above challenges, I recommend that radio broadcasts be used to compliment the cascading model and other methods to transmit information to as many SGB members as possible. In the province of KZN more than six million people listen to Ukhozi FM (according to recent SABC statistics) and other radio stations daily. A sustained effort should be made to use these radio stations in the evening (when most parents are at home) at least twice a week to train SGBs as it is done with Matriculation learners at present. In addition to the written materials that are provided to schools as part of the SGB training resource packs, it is recommended that other visual and audio resources such as training video cassettes and CD materials be provided as well. This is

because most schools now, even in rural areas, have electricity and television sets which could be used to enhance training at a local level.

5.4.4. The dominance of the lecture method

The lecture method has its value in that information can be disseminated to an audience at a short space of time. However, this method used exclusively alone, tends to be boring to adult learners and therefore it must be combined with other methods that recognise the prior knowledge that an adult learner brings to the training arena. This could be done by using group work where those parents that are known to be community leaders are used to facilitate in small groups as well as in mini-presentations at workshops. Some parents are site stewards for their unions in their work places and thus have been exposed to situations of leadership for a long time. Their knowledge, for example, of conducting productive meetings can thus be utilised even at a school level. Recognition of prior knowledge has become increasingly important in adult training as well.

5.4.5 The use of different actors in the training field

The use of two different actors in the training field namely, the School Governance Training Unit (SGTU) based at the Pinetown District Office and School Effectiveness Programme based at Ulundi (and later Pietermaritzburg) Head Office did not seem to add value to the objectives of the training. They had separate programmes, budgets and officials.

Instead of bringing development to the SGBs, these programmes seem to have brought clashes of workshop dates and confusion to the SGBs. The officials concerned were unable to explain why their programmes were not combined as they served the same purpose and constituency. These programmes should be amalgamated as they serve the same purpose for the SGBs.

5.4.6 Induction of newly elected SGB members

It is in the spirit of the S.A.Schools Act No. 84 of 1996 that most functions should be decentralised to schools as much as possible. In the light of this, it is suggested that an outgoing SGB be used to induct the incoming SGB. This would also allow a smooth hand over from the old to the new SGB. At present, two or three months lapse before a newly elected SGB is inducted into its duties either by the school principal or SGTU officials. SGBs are expected to carry out a lot of demanding duties as regulated by the South African Schools Act 84 of 1996.It is asking too much to expect them to perform their duties effectively if they are not inducted and trained properly and timeously.

5.4.7 Attendance and regularity of workshops

Most respondents indicated that they were unhappy about the irregularity of the workshops. In most cases they only occurred once a quarter and this was seriously inadequate since the notion of democratic SGBs in South African schools is recent even though the new system has been around for almost ten years now. There is a need that they be held at least two or three times per quarter (three months). This would help to capacitate them on a number of topics around school governance since it is so wide and diverse a topic.

Kwa-Mashu Circuit is also a vast circuit comprising one hundred and fifty eight schools and therefore it is recommended that workshops be held at venues closer to where parents lived. This could alleviate transport costs as well as time spent on the road to the workshops by the SGBs. My observation was that the venues used at the time this study was conducted, in some cases, were too far away from where most SGBs lived and this adversely affected attendance of workshops. Most parent SGB members do not have cars

and therefore rely on public transport that is very unreliable especially on Sunday mornings.

5.4.8 Language and availability of training materials in IsiZulu

If the cascading model is to succeed as a mode of empowering other SGB members, it is recommended that materials used at workshops should be provided (by the Education Department where possible) for the other members of the SGB who were not invited to the workshop instead of the current trend where schools are expected to reproduce the materials themselves. In some cases the schools do not have the resources (photocopiers or financial resources) to do so and this hinders whatever progress might have taken place. Resource materials should also be in the language that most respondents understand i.e. in IsiZulu in the case of the respondents in question.

Insufficient training materials (be in English or IsiZulu) were also a consistent problem. Most respondents were of the view that training materials are always insufficient. In some cases the materials used are copies of photocopies which were sometimes illegible. Promises are usually made that sufficient materials would be sent to schools after the workshops but this is never followed up. As a result, parents are unable to read the entire document/s on their own (when they get home) and this seriously hampers their ability to understand governance issues properly.

5.4.9 The use of quality Service providers and a link of SGB training to Education Department's Strategic goals

Some respondents complained about the quality of some of the independent service providers who are employed by the Department to facilitate SGB workshops. Some seemed to lack the basic knowledge they were supposed to provide to SGBs. It is recommended that the Department officials who employ these service providers should

screen them thoroughly to eliminate chancers and 'fly-by night' service providers. This could be done by ensuring that all service providers are fully accredited by the South African Qualifications Authority (SAQA).

It is further suggested that the SAQA accredited trainers should link their training to other strategic goals and objectives of the Education Department. This is important because it would give the SGBs an overall picture of where they fit in the Education Department which, to some, is a big and complex organization. At present, the KZN Education Department has a Five Year Strategic Plan (2005-2010) which has identified goals and strategies to realise them. Rarely is it referred to when workshops take place. This suggests to me these workshops are taking place in isolation to what should be driving them.

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7. Appendices

(i) Letters of request to School Principals.

(ii) Letters of request to parent members of SGBs.

(iii) Interview schedule.

(iv) Letter of Request to KZN Education Department

(Research, Strategy and Policy Development Section).

(v) Permission letter from the KZN Education Department.

APPENDIX 1(a)

P.O. Box 48945

Qualbert, Durban

4078

02 November 2004

Attention: The Principal (Mr Mshengu)

Buhlebethu Primary School

Inanda Newtown 'C'

Inanda

4310

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am studying for a Masters degree in Education with the University of KwaZulu Natal [Edgewood Campus]. The topic of my study is: **Perceptions of parent SGB members at three Phoenix West schools about the effectiveness of the training they receive from the KZN Education Department.**

A letter requesting provisional permission has already been sent to the Regional Office: Research Section.

It is hoped that the following benefits will be gained from the study:

(a) better workshops will be offered [in future]to the SGB members to enhance their skills, knowledge and effectiveness ;

(b) Departmental officials who conduct SGB workshops will better understand the perceptions of parent SGB members regarding the adequacy and appropriateness of their training content.

(c) through these workshops, the Dept. officials should be in a better position to understand the reasons parents give for their perceptions thus provide suitable interventions;

(d) Parent SGB members will also assist by giving their views on how the training can be made more fruitful.

Your positive response in this regard will be highly appreciated.

Thank you

Yours sincerely

Mr S.E. Mthiyane.

APPENDIX 1(b)

P.O. Box 48945

Qualbert, Durban

4078

02 November 2004

Attention: The Principal (Mr S. Khalala)

Ekuthuleni Primary School

Besters' Camp

Inanda

4310

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am studying for a Masters degree in Education with the University of KwaZulu Natal [Edgewood Campus]. The topic of my study is: **Perceptions of parent SGB members at three Phoenix West schools about the effectiveness of the training they receive from the KZN Education Department.**

A letter requesting provisional permission has already been sent to the Regional Office: Research Section.

It is hoped that the following benefits will be gained from the study:

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(c) through these workshops, the Dept. officials should be in a better position to understand the reasons parents give for their perceptions thus provide suitable interventions;

(d) Parent SGB members will also assist by giving their views on how the training can be made more fruitful.

Your positive response in this regard will be highly appreciated.

Thank you

Yours sincerely

Mr S.E. Mthiyane.

APPENDIX 1(c)

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P.O.Box 48945

Qualbert, Durban

4078

02 November 2004

</div>

Attention: The Principal (Mrs N. Sikhosana)

Ikusasalentsha Primary School

Inanda Newtown 'C'

Inanda

4310

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am studying for a Masters degree in Education with the University of KwaZulu Natal [Edgewood Campus]. The topic of my study is: **Perceptions of parent SGB members at three Phoenix West schools about the effectiveness of the training they receive from the KZN Education Department.**

A letter requesting provisional permission has already been sent to the Regional Office: Research Section.

It is hoped that the following benefits will be gained from the study:
(a) better workshops will be offered [in future]to the SGB members to enhance their skills, knowledge and effectiveness ;
(b) Departmental officials who conduct SGB workshops will better understand the perceptions of parent SGB members regarding the adequacy and appropriateness of their training content.

(c) through these workshops, the Dept. officials should be in a better position to understand the reasons parents give for their perceptions thus provide suitable interventions;

(d) Parent SGB members will also assist by giving their views on how the training can be made more fruitful.

Your positive response in this regard will be highly appreciated.

Thank you

Yours sincerely

Mr S.E. Mthiyane.

APPENDIX 2

Letters of request to parent members of the SGBs [A sample].

Dear Parent SGB member

You are kindly requested to respond to the following Interview schedule that I use as one of the tools to collect data for the purpose of study carried out at the University of KwaZulu Natal [Edgewood Campus] under the supervision of Dr V. Chikoko. The research is in part fulfilment of the researcher's Masters Degree in Education.

Respondents will remain anonymous and the research will be treated with confidentiality.

Do not, therefore, give your name or that of the school where you serve as a governing body member. Please note that the information you give will not in any way incriminate you.

Instructions to respondents.

Following hereunder, are a series of questions to be asked to respondents. Answer all questions as honestly as possible.

There is no right or wrong answer to the questions. However, you are requested to give an honest response to each question.

Your co-operation in this regard is highly appreciated.

....

Mr S.E. Mthiyane

APPENDIX 3

Interview schedule to parent members of the School Governing Body.

A. Biographical Details:

(i) Age: .... (ii) Gender: ....

(iii) Academic Qualifications:

None: ☐

Between STD 1 and 10: ☐

STD 10 + Diploma: ☐

STD 10 + Diploma + University Degree(s): ☐

(iv) Professional qualifications (if any):..

(v) Occupation:..

B. Positions held in the School Governing Body:

(i) When were you elected to serve on the SGB of your school?

---------------------.

(ii) Which of the following position/s do you hold on the School Governing Body?

Chairperson	Deputy Chairperson	Treasurer	Secretary	Other (specify)

(iii)   Which sub-committee/s do you serve on?

(a) Finance Committee		(e) Maintenance & Grounds	
(b) Fund-Raising		(f) Curriculum Matters	
(c) School Safety & Security		(g) School Fees Committee	
(d) Disciplinary Committee		(h) Other	

C. Questions based on training / workshops attended:

(i). Number of workshops attended so far:

(a) Nil	
(b) Between 1-5	
(c) Between 6-10	
(d) More than 10 workshops	

(ii) Frequency of workshops:

Once a week	
Once a month	
Quarterly	
Yearly	

(iii)Appropriate days for workshops:

(a) During week-days (Mon.- Fr.)	
(b) Saturdays	
(c) Sundays	

(iv)   Cascading process:

(a) Cascade within a week	
(b) Cascade within a month	
(c) Cascade within three months	
(d) Never cascade information	

(v)   Language used at workshops:

(a) No.	
(b) Yes, but not very well.	
(c) Yes, very well.	

(vi) What training methods are used at workshops? Give examples.

(vii) Are the methods used (at workshops) working for you? Explain.

(viii)   What are your perceptions regarding the adequacy and appropriateness of the

training content?

(ix)   The Education Dept. has developed the following modules in its quest to empower

the school governing bodies. Indicate by placing an "X" next to the module(s) you

have attended a workshop on and also indicate if it was adequate or inadequate in
your opinion.

Modules	Yes	No	Adequate	Inadequate
(a) Policies and Legislation				
(b) Duties and Functions of an SGB				
(c) Election Procedures for SGBs				
(d) Meeting Procedures				
(e) Drawing up a code of conduct for learners				
(f) Drawing up a mission statement				
(g) Drawing up a learner admission policy				
(i) Drawing up a language policy				
(j) Drawing up a financial policy				
(k) Procurement procedures				
(l) Interview techniques				
(m) The school as an employer				
(n) Fund Raising				

(x)   Do you feel that you are now more knowledgeable about your role as a member of

the SGB than before you began attending these workshops?

Yes	
No	

(xi)   How would you rate the relationship between the SGB and the SMT+ Staff

members now that you have undergone these training exercises? Tick the

appropriate box.

Poor	
Satisfactory	
Good	
Very Good	

(xii)   After attending the above workshops, do you understand clearly the difference

between School governance and Professional School management? Tick the

appropriate box.

Yes	
Partly	
No	

(xiii) In your view, what else could be done by the Departmental officials and service

providers to make SGB workshops more fruitful?

....
....
....
....
....
....

<u>End:</u>

The researcher wishes to thank you immensely for the invaluable time you have devoted in

answering these questions.

APPENDIX 4

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P.O. Box 48945

Qualbert, Durban

4078

20 August 2005

</div>

Attention: Ms Thandiwe Zungu

Research, Strategy and Policy Development

Private Bag X05

Rossburgh

4072

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH.

I am studying for a Masters Degree in Education Management with the University of KwaZulu Natal [Edgewood Campus]. The topic of my study is: **Perceptions of parent SGB members at three Phoenix West schools about the effectiveness of the training they receive from the KZN Education Department.**

I therefore wish to request your permission to conduct this research at three schools (Ikusasalentsha, Buhlebethu and Ekuthuleni primary schools) in the Phoenix West Ward under Kwa Mashu Circuit.

It is hoped that the following benefits will be gained from the study:

(a) better workshops will be offered [in future]to the SGB members to enhance their skills, knowledge and effectiveness ;

(b) Departmental officials who conduct SGB workshops will better understand the perceptions of parent SGB members regarding the adequacy and appropriateness of their training content;

(c) through this study, the Dept. officials (SGTU) should be in a better position to understand the reasons parents give for their perceptions thus provide suitable interventions in the future;

(d) Parent SGB members will also assist by giving their views on how the training can be made more fruitful to them thus enhancing the training process.

Your positive response in this regard will be highly appreciated.

Thank you

Yours sincerely
Mr S.E. Mthiyane (Principal-ImbaliyamaZulu Primary School).

INHLOKOHHOVISI | **PIETERMARITZBURG** | **HEAD OFFICE**

Enquiries:	Reference:	Date:
Imibuzo: **Sibusiso Alwar**	Inkomba: 0070/05	Usuku: 24 October 2005
Navrae:	Verwysing:	Datum:

To: **Mr Simphiwe E. Mthiyane**
P. O. Box 60122
PHOENIX
4080

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution **is not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted,** except in exceptional cases with special approval of the KZNDoE.

The research is not to be conducted during the fourth school term, except in cases where the KZNDoE deem it necessary to undertake research at schools during that period.

Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.

_____
SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education