AN INVESTIGATION INTO THE ROLE AND EFFECTIVENESS

OF A SCHOOL GOVERNING BODY OF A RURAL HIGH

SCHOOL IN THE SCOTTBURGH CIRCUIT IN THE

PORT SHEPSTONE DISTRICT OF THE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE

BY

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ABSTRACT

The preamble of the South African constitution clearly states, as one of its principles that it aims to:" lay foundations for a democratic and open society in which government is based on the will of the people" Constitution of the Republic of South Africa (1996). The Department of Education, through the South African Schools Act No 84 of 1996 aim to instil the principles of democracy, equity, equality and transparency in schools, as it provide for a "uniform system for the organisation, governance and funding of schools" SASA (1996). The large responsibility of managing and governing schools is in the hands of schools with the help from the Department of Education. It is for this reason that this study aims to explore the role and effectiveness of School Governing body as it carries this amount of responsibility mentioned above.
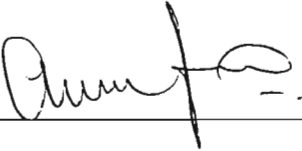
The purpose of this study was to investigate the role and effectiveness of a School Governing Body of a rural high school in the KwaZulu Natal Department of Education and Culture. This investigation was done through interviews with the parent members of the School Governing Body to find out their perceptions of their roles and effectiveness in the SGB. Questionnaires were also administered to learner members, educator members of the SGB and the Staff Management Team of the school to evaluate their perceptions towards their roles, and roles of others

in the SGB. The study also aimed to check on whether there are conflicting ideas amongst different member components of the SGB.

The findings of this study have shown that there are differences in the understanding of roles to be played in the SGB. Learners, educators and SMT members feel that they play a positive role in the SGB whilst the parent members do not understand their roles, and this impact negatively on the effectiveness of the SGB. The study also showed that the low levels of literacy amongst parents disadvantage them in terms of their understanding of educational issues and how to perform required tasks, however good cooperation and understanding amongst member supplement the weaknesses of this SGB. The recommendations suggest the need for workshops and capacity development programmes to improve confidence amongst parents as well as to provide information to all SGB members.

DECLARATION

I declare that this work is my own and where other sources have been consulted, these have been acknowledged through references.

C.M.L. ZONDI

DECEMBER 2005

SUPERVISORS STATEMENT

This mini dissertation is submitted with/without my approval.

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PROFESSOR M. THURLOW

DEDICATION

This work is dedicated to my wife Fikile, my children Nduduzo and Nothile, my parents Nondaba and MaNdlovu and my friend Musa who have all supported me and given me inspiration and strength during years of this study.

ACKNOWLEDGEMENTS

I would like to acknowledge God who has always been with me through thick and thin. A special appreciation is extended to the learners, staff and members of the School Governing Body of Qiko High School for their cooperation in this research project. I am also grateful to my Supervisor, Professor Michael Thurlow for his support and guidance throughout this research project.

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CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1   Introduction

Education has always been at the centre of the struggle against the

unjust political system of our country. Therefore when South Africa achieved

democracy in 1994, a number of policies, procedures and laws had to be put

in place to ensure that an education system assist in the general

democratization of the country. In the Department of Education, the South

African School's Act (SASA) No. 84 of 1996 was passed to address the:

> "racial inequality and segregation in schools" Department of
> Education(1996) and the act aims to:
>
> "Uphold the rights of all learners, parents and educators, and
> promote their responsibility for the organisation government and
> funding of schools in partnership with the State". Department of
> Education, (1996)

This Act brings the elements of democratization to schools, power and

responsibility to the people in their various schools. The Act provides for the

governance of schools by School Governing Bodies (SGB) which comprises of

parents, learners, educators and other stakeholders within the community.

The roles of SGB members are clearly stated in the South African Schools Act.

A number of workshops and training sessions are conducted by the

Department of Education to build capacity of SGB's to ensure that they are effective in performing their duties. Whilst these workshops are continually done, problems that are encountered in schools show that some SGB are not effective. Thus, this study examined the extent to which the Schools Governing Body components i.e. learners, educators and parents, understand their roles and functions. Secondly this study attempted to find out the extent of understanding by SGB components of their powers and functions in governance and management of the school. The problems experienced by SGB are affirmed by (Mc Pherson 2000) as he suggests that,

> "The Schools Act empowers SGB's with responsibilities for school government and management while LRC's through their representatives on the SGB, access school policy and decision making processes........ While much has been written about the powers and functions of SGB's and LRC's and their need of capacity building and framing, their cultural operation remains a mysterious 'black box'". (Mc Pherson 2000)

Section 36 of the Schools Act links governance with the management of schools resources and that governing bodies are charged to improve the quality of teaching and learning in their schools without interfering with the day to day management of the school which is the responsibility of the Principal and the Staff Management Team. This study also looked at the SMT's perceptions about the role and effectiveness of the SGB in the school.

1.2.   Background

The aim of the new government of South Africa is to establish a

> "Society based on democratic values, social justice and fundamental human rights and also to lay foundations for democratic and open society in which government is based on the will of the people." Constitution of the Republic of South Africa (1996).

One area to be focused on in order to achieve the above is the education system, particularly schools that should reflect the democratic ideals. At the heart of the education system are schools, which are the building blocks to transformation of the system.   In response to the historically segregated education system of the country, the government, through the South African Schools Act No. 84 (1996) aims to

> "Provide for a uniform system for the organisation, governance and funding of schools: to amend and repeal certain laws relating to schools and provide for matters connected therewith. In order to achieve this equity, the Act provides for the establishment of governing bodies." (SASA 1996)

The governing bodies are given very important functions to perform. Amongst a number of roles and functions, the governing body has to support the principal, educators and other staff members of the school in the programme of their professional functions; SGB also administer and control school property and buildings and grounds occupied by the school, including

School hostels. Basically governing body's responsibility is to ensure that schools function well and effectively.

1.3. <u>Context of the Study</u>

The topic for this dissertation: **An investigation into the role and effectiveness of a school governing body of a rural high school at the Dududu Circuit in the Port Shepstone District of the KwaZulu-Natal**

Department of Education and Culture is located in the field management and administration. The motivation for the study emanates from my observation as an educator and principal of a school how conflicting and confusing, at times, are the roles of SGB's in schools. This motivation also originates from discussions with other managers of schools and my witnessing of some eruptions of violence, disruptions and conflict in some schools due to conflicting roles of SGB members with those of the principals and SMT.

It must be noted that South African Schools Act (84 of 1996) envisaged a "partnership between parents, learners and educators in school governance" (Govender 2004). In 1997 School governing Bodies were supposed to be formed in all public schools. Furthermore, in secondary public schools, Learners Representative Councils (LRC's) were also formed. The system requires that, "parents, learners and educators share the responsibility of education with the state" (SASA 1996). However, the present situation in many schools indicated that parents and learner component and sometimes educators do not understand their roles in school governance. All

stakeholders have to be empowered to understand their roles and to be effectively involved in issues of schools governance. There should be better understanding of each ones role in the SGB. Metcalfe in Eductionalive (1995) argued that:

Teachers and schools also need to negotiate with communities and parents on how they can contribute to the functioning of schools. .... Deepening democracy requires the development of partnership in education which begins at the level of the school and not government. Educationalive (1995)

It is anticipated that the outcome of this study will prove valuable in providing clear roles of the SGB members in relation to each other and to measure and improve the effectiveness of SGB.

1.4. **Focus of the Study**

This study is focused on the investigation of the role and effectiveness of the School Governing Body of a rural high school. This will be achieved by showing the perceptions and understanding of the roles of six members of the present SGB, the two educators in the School Governing Body, two learners in the SGB and three SMT members of the school and other educators of the school. The following research questions will be focused on:-

1. What is the formal role of the governing body?

2. What may be argued to be the characteristics of an effective Governing Body?

3. What are the perceptions of members of the governing body in respect of its role and effectiveness?

4. What are the perceptions of the SMT and educators in the school in respect of the role and effectiveness of the SGB?

5. What differences in perception exist between the two groups.

6. What may be recommended to enhance the effectiveness of the SGB?

1.5. **Research Methods**

The following research methods are related to the research questions listed above.

Question 1:

This question will be answered by reference to South African Schools Act and supporting legislation and regulations.

Question 2:

This question will be answered by reference to the literature on Governing Bodies

Question 3

This question will be answered through interviews with parent members of the SGB and questionnaires which will be administered to educator's and learner members of the SGB.

Question 4

This question will be answered through questionnaires which will be administered with members of the SMT and educators

Question 5

This question will be answered through comparison of the findings for question three and four.

Question 6

This question will be answered through evaluation of findings related to question one to five.   Practical recommendation to enhance the effectiveness of SGB will also be made.

1.6.   Organisation of Study

This study is organized into five chapters:

Chapter 1: Commences with the introduction, and fellows with the background to the study and it also identified the focus and the context of the study

Chapter 2: Reviews literature on school governance particularly on the legislation and regulation; and also focuses on about literature on the characteristics of effective Governing Body.

Chapter 3: Describes the research design and methodology used to collect and analyse data in this study.

Chapter 4: Reports on the data collected from educators, parents, Learners and SMT members.

Chapter 5: Compares the finding of the research from questionnaires and interviews and present a summary of findings and also makes recommendations for improving the role and effectiveness of School Governing Bodies.

1.7   <u>Conclusion</u>

This research study aims to investigate the role and effectiveness of the school governing body of a rural high school in the Scottburgh Circuit in the Port Shepstone District of the Department of Education and Culture of KwaZulu-Natal. The next chapter will present the review of both local and international literature on school governance which is relevant to this study.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

Governance in schools is becoming very important as it forms the basis that underpins democratic ideals. Learners, in particular and education in general are, the responsibility of all who are concerned. Schools have the responsibility of moulding the behaviour of learners for their future independence in life. This mammoth task may not be achieved without, the involvement of and cooperation by, all stakeholders in education and the community. (Mazibuko 2004) rightly emphasise that "parental involvement in schools is essential as school is the natural extension of home." Therefore parents should take part in governance of schools. Another important role that schools must play is to uphold values of the community it serves, which may only be achieved through community participation in school affairs.

Advocacy for a participatory democracy in the education and training started in the early 1990's. The mass based organisations within the democratic movement advocated the formation of national and sub-national statutory governance structures. According to Zarfar (1999)

"Governing bodies were largely envisaged as a mechanism to facilitate participatory democracy in the education and training sector by enabling relevant stakeholders to

contribute to decision making. Governing Bodies were also seen as a useful instrument to develop new representative and participatory structures for the governance of education" (Zarfar 1999).

Roles, powers, functions and duties of Governing Bodies are clearly stated in the South African School Act, In consideration of these function one concludes that for a school to be effective it will need an effective School Governing Body whose members understand their different roles; members who understand how to marry their different and sometimes overlapping roles for the benefit of both effective and efficient school. This study examined the extent to which school management team, educators, learners and parents in the rural high school understand their roles and functions; how do these stakeholders cooperate for their effectiveness as the School Governing Body.

This chapter reviews literature related to the functions of school Governing Bodies and School Management Teams in schools. First reference will be made to the South African Schools Act No 84 of 1996 (SASA1996) and other supporting legislations and regulations. Special reference will be made to duties, roles and functions of the Governing Bodies. Secondly, literature related to the characteristics of effective Governing Bodies will be reviewed. By focusing on the areas of review, it is hoped that problem areas will be identified and strategies to address such issues will also be identified.

2.2. <u>The context for change in the governance of South African Schools</u>

The differences in educational provisions which were systematically entrenched in South Africa created inequalities in education. The government used schools as part of the strategy to enforce apartheid principles by neglecting issues of governance in education. The committees that were established only 'rubber stamped' the policies of apartheid as they had little or no powers to address issues of policies in schools. When the new government took over in 1994, it took upon itself to introduce, promote and protect democratic principles through the Constitution and also ensuring through the South African Schools Act (84 of 1996), that issues of governance are attended in line with democratic principles. (Metcalfe in Education Alive 1995) in line with the above also argued that "deepening democracy requires the development of partnership in education which begins at the level of the school and not government." (Zafar 1999) cited that National Education Policy investigation (NEPI) report an administration and governance prior to 1994 that it was characterised by:

1. Uncoordinated policy functioning and duplication across a fragmented system, together with a "top-down policy"

2. Limited political accountability and participation by interested groups. (Zafar 1999).

The NEPI report advocated an alternative system of governance that will provide maximum accountability of the local and national education departments. The report proposed a system that would ensure that

decisions are taken at a level as close to those who are directly affected by them as is compatible with efficient and effective administration. The establishment School Governing Bodies (SGB's) undertook to ensure that parents, learners, educators and the committee are involved in school policy development and day to day matters that affect schools.

The establishment of SGB's was also in line with the NEPI report when it advocated that

> "...the policy process should provide for differential participation to facilitate maximum participation of a cross-section of stakeholders in policy formulation, while a more closely accountable group of officials would take responsibility for adoption and implementation". (Zafar 1999).

The SGB's must ensure the participation of stakeholders in the policy formulation, for example, formulation of the vision and mission statement of the school, but the adoption and implementation of such vision and mission is in the hands of the principals and SMT of the school.

Report of the Committee to Review the Organisation, Governance and Funding of school (1995) explains the complexities of the South African education system before 1994 and the urgent need to address these: – The report states that

> In its historical segregation, its skewed funding, its curriculum and its democratic governance, South Africa's school system has been affected by the all-pervasive apartheid.......... . Instead of a fragmented series of educational systems, they must be developed as rapidly as possible a

single integrated school system infused with democratic values. Department of Education. (1995).

The Department of Education's response to the above was the South African School Act (No 84 of 1996) (SASA) which aims "to provide for a uniform system for the organisation, governance and funding of schools". Department of Education (1996). The preamble to the SASA stresses the need for national system for schools which will redress past injustices in educational provision; promote and uphold the rights of all-learners, parents and educators and promote their acceptance of responsibility for organisation, governance and funding of schools in partnership with the state. Department of Education (1996). The Act requires the establishment of School Governing Bodies and it also empowers these bodies with added responsibilities in partnership with the state.

The new Department of Education shifted the direction and vision of the education system after 1994 towards a school-based system of education management. All legislation and policy documents were pointing towards school based management. The Task Team (1996) was aware of these developments as they write that

> Education administration has been devolved from national to provincial levels. The establishment of School Governing Bodies, country wide will place substantial decision- making

authority in the schools, which will be supported by provincial and district authorities. Task Team (1996).

It is pleasing to note that presently all districts have Educational Management and Governance sections to look at the management and governance in schools. This section also has the role to provide for capacity building for School Governing Bodies. The task Team (1996) recognises the value of governance with significant decentralisation of authority to schools and communities, through SASA. The Task Team (1996) stresses the importance of the role to be played by Department of Education, which is

> "to ensure coherence in the system through effective quality assurance mechanisms, with incentives aimed at rewarding performance and output, rather than penalising non-compliance of standardising inputs." Task Team (1996).

2.3 SCHOOL GOVERNANCE

According to Pampallis (1993) school governance is of crucial importance because it provides the overall framework in which decisions are made that impact on other important areas of education including curriculum and language policy, examinations, certification and support services and other areas. This explains the importance of Governing Bodies in schools.

Good governance also involves cooperation amongst stakeholders particularly of the principal and his governing body. Both the principal and

the governing body should share common principles and goals. Chetty (2003) argue the same point when she writes that.

"While both the school principal and school governing body have certain rights in terms of their roles and principles of, *inter alia*, equity and responsibilities, they also have a moral obligation to subscribe to the national democratic principles of equality in their endeavour to work towards developing excellent schools". Chetty (2003). Such common ground is laid in the South African Schools Act (Act 84 of 1996)

2.4. THE SOUTH AFRICAN SCHOOLS ACT AND SCHOOL GOVERNANCE

The general aim of the School Governing Body is to perform its functions as laid down by the South African Schools Act (No 84 of 1996) (SASA) on behalf of the school and its community. A governing body is the superior body that is placed in a position of trust towards the school and its learners, educators, parents and other interested stakeholders and role players. A governing body is expected to act in good faith and be accountable for its functions.

2.4.1 Composition of the S.G.B.

SASA section 23 provides that membership of School Governing Body should comprise of:

(a) The principal

(b) Parent of learners at the school

(c) Educators at the school

(d)   Members of staff at the school who are not educators;

(e)   Learners in the eighth grade or higher at the school;

(f)   Co-opted members.

The Act suggests that the number of parent members must be in the majority of one more than the combined total of other members of a governing body who have the voting right. This provision was initially problematic as teachers and learners also claimed that they should be in the majority, Mazibuko (2004) write that educators and learners claim was based on their instrumental role they played in fighting for democratic governance structures. The Star, 17 February (1996 : 6) cited by Mazibuko (2004) reported that the South African Democratic Teacher Union (SADTU) embarked upon protests actions concerning this provision in the SASA. The greatest fear of both educators and learners was to be overpowered by parent component. However as learners are in custody of parents or guardians and financially supported by parents and that most funds in schools are generated through parents on would look at this provision as justified. A balance is also created as the SGB creates policies, but such policies are implemented by principals, educators and learners. This arrangement calls for cooperation amongst members of the SGB. This provision was also justified as the SASA (1996) stresses that the SGB is a legal body constituted in terms of the Act and it may sue or be sued. Therefore the SGB has a responsibility assigned to it as an institution. Each member of SGB should understand that anything performed on behalf of SGB has an impact on the school and may have legal connotation. It is doubtful

whether learners, as they are sometimes minors, and educators can shoulder such big responsibility.

2.4.2. Governance and Professional Management of Public Schools

In some schools the functions of the SGB lead to overlapping of task performance which in turn leads to conflict and ineffectiveness of the school. There is a thin line that separates governance and management of the school. Section 16 (1) of SASA clearly state that

> "...the governance of every public school is vested in its governing body and the governing body may perform only such functions and obligations and exercise only such rights as prescribed by the Act". Department of Education (1996).

The SASA is also clear on the professional management of the school in Section 16 (3). According to the Act, "the professional management of public school must be undertaken by the principal under the authority of the Head of Department." Department of Education, (1996)

Department of Education (1997) also clearly state that the governing body is not involved in the day to day running of the school. The governing body contributes to or decides on all or some of the following:-

1. **School policy: -** school hours, language, religion, dress code, learner's code of conduct and school goals.

2. **School development:**- a development plan, partnership with the community, relationship with other schools

3. **School administration:** - looking after school buildings, grounds and property, deciding when others may use this property; appointment of staff, annual general meeting of parents, reporting to the school community.

4. **School finance:** - raising funds, opening bank account and overseeing the schools income and expenses.

The principal is responsible for the professional management of the school; for example;

1. The day-to-day running of the school.

2. Ensuring that decisions of the governing body are properly carried out, and

3. Organising, controlling and monitoring teaching and learning activities in accordance with departmental regulations and directives. Department of Education (2000)

Department of Education (2000), further state that, the governing body assists the principal by offering leadership, and deciding on a direction in which the

school should go. It does this by formulating policy to achieve the school's visions and mission statement.

The thin line between the governance and management sometimes create confusion for example SGB recommend the appointment of educators but they cannot contribute towards educator's discipline as that is the area of the principal and SMT. However the SGB can only make the principal aware of the problem.

Zulu (2000) suggest that governing body is expected to work hand in hand with the principal as strengths, weaknesses and opportunities identification is the role of the principal and his management team. Promotion of effective cooperation is fundamental to the achievement of set goals and purposes. Governing bodies must be in recognition of their roles and responsibilities and be given the opportunities to exercise their rights and powers. Undefined roles and obligations lead to disharmony and ineffectiveness of school governing body.

2.4.3. Educators appointments

The South African Schools Act (No 84 of 1996) (20) (i) and (g) provides that the governing body of a public school must:-

1. Recommend to the Head of Department the appointment of educators at the school, subject to the employment of Educators Act

(1998) (Act 76 of 1998) and the Labour Relations Act (1995) (Act 66 of 1995)

2. Recommend to the Head of Department the appointment of non-educators staff at the school, subject to the Public Service Act (1994) (Proclamation 103 of 1994), and the Labon Relations Act (1995) Act 66 of 1995).

Whilst the school governing body recommend and advise the Head of Department on the appointment of educators and non-educators, they cannot be involved   in disciplinary procedures of staff they recommend. Educators Employment Act (No 76 of 1998) as amended allows professional management of the school the role for the disciplining of educators. The differentiation between issues of professional management and governance is also accommodated by the SASA. The Act provides for the issue of staff disciplinary procedure as an area of operation of the principal of the school.

McPherson *et al* (1998) in their study to verify claims of successful first elections of SGB in KwaZulu-Natal Department of Education and Culture found that most parents serving on School Governing Bodies have some level of formal education ranging from primary education to post-graduate qualifications. In instances where parent's component of the SGB is illiterate, problems are encountered particularly on recruitment and selection of staff as the process requires interviews and scoring. In such instances educators and their unions,

sometimes hijack the whole process to their advantage. This is quite common in rural areas where levels of illiteracy are high.

2.4.4. Functions of all governing bodies

Carrim *et al* (2000) write in their research with SGB's in Gauteng that it still shows that most SGB members still tend not to be clear on what their roles and responsibilities are, particularly in township schools. Conclusion may be drawn that if a province such as Gauteng at this time experienced such problems therefore, such problems may also be obtained in other provinces if one considers level of development amongst provinces.

Carim *et al* (2000) further writes that treating all SGB's as a homogenised category seriously undercuts the location of SGB's in their actual socio-economic and historical context and frustrates efforts in the development of SGB's. SGB's in rural areas are less capacitated than ones in urban areas because of general development in rural areas which is slow and because of the level of literacy in rural areas which affect individual performance in SGB's.

Some of the functions of the SGB's have been discussed above however the remaining functions are listed hereunder. The South African Schools Act (No

84 of 1996) states the following as functions of governing bodies of all public schools;

(a) Promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school.

(b) Adopt a constitution

(c) Develop the mission statement of the school:

(d) Develop a code of conduct for learners at the school.

(e) Support the principal, educators and other staff of the school in the performance of their professional functions.

(f) Determine times of the school day consistent with any applicable conditions of employment of staff at the school.

(g) Administrate and control the school's property and buildings and grounds occupied by the school, including school hostels, if applicable.

(h) Encourage parents, learners and educators and other staff at the school to render voluntary service to the school.

South African Schools Act (No 84 0f 1996) Section 21(1) further state other allocated functions of governing bodies. The governing body may apply to the Head of Department for these functions. They are:-

(a)   To maintain and improve the school property, and buildings and grounds occupied by the school, including hostels, if applicable

(b)   To determine the extra-mural curriculum of the school and the choice of subject options in terms of provincial curriculum policy

(c)   To purchase textbooks, educational materials or equipment for the school

(d)   To provide an adult basic education and training class or centre subject to any applicable law.

All the above functions bring a lot of responsibilities on SGB's. These functions show the importance of SGB's in ensuring the integration of activities within the school and the assistance they can offer in the general management of schools. There is also strong need for capacity building of SGB's to be able to perform such functions especially to be able to attain the section 21 status and be allocated the additional functions.

Carrim (2000) write that SGB's expressed a need for training in financial management and fundraising skills. Most SGB's shows interest to apply for allocated functions as this is an opportunity to ensure a quicker service delivery as most SGB's feel their district are not quick enough to address their needs. Due to lack of capacity to perform allocated functions, it is interesting to note that there are very few schools that have acquired section 21 status.

The well trained and effective SGB brings advantage to the government as it ensures that schools are controlled by their communities which results in lesser need for intervention by the state. Dlamini (1993) state the advantages of community participation in schools:-

"The control of schools by their communities' means that they can manage the education crises that may be perpetrated by elements outside school, second advantage is that responsibility for the financing of education is shared between the government and communities". Dlamini (1993).

These advantages can be turned into disadvantages if not properly monitored by the state firstly because these attitudes are, as Dlamini (1993) alludes,

"problematic because the justification for community involvement is not based on a genuine belief in people's right to self determination. Secondly in advantaged communities SGB's can use their powers to bar children from less advantaged communities from attending school through high school fees". Dlamini (1993).

2.5 <u>CHARACTERISTICS OF EFFECTIVE GOVERNING BODIES</u>

Karlson J. (1996) writes that governing bodies are statutory; the composition of these structures should operate on the principles of inclusivity and representivity to ensure that different stakeholders and role players are afforded an opportunity to effectively participate in the development of educational policies.

In line with the above the Legal and Policy Framework for Education governance in KwaZulu-Natal (1997) had the following on school governance:-

A cornerstone of the education policy of KwaZulu-Natal Department of Education is the governance of education in general and schools in particular. That is encapsulated in:

1. The constitution of the Republic of South Africa, (Act 108, 1996)

2. The National Education Policy Act, (Act 27, 1996)

3. The South African Schools Act, (Act 84, 1996)

4. The KwaZulu-Natal Schools Education Act, (Act 3, 1996), the fundamental thrust of the above pieces of legislation in the respect of governance is that role players involved in education have a direct commitment to the improvement of education at all levels.

Arising from this is the involvement of parents, educators, non-educators and learners in the governance of schools. KwaZulu-Natal Department of Education (1997)

Kogan *et al* (1994) in Anderson *et al* (2001) as well as Packwood (1989) in Coleman (1994) identified four models for governing bodies. They are:-

1. The accountable governing body;

2. The advisory governing body;

3. The supportive governing body; and

4. The mediating governing body;

For the uncountable governing body, the purpose centre on ensuring the school is operating to the policies and prescriptions of the Department of Education. The advisory governing body supports the organisation in its relationship with external agencies and represents as mote internal role for the members. The mediating governing body has wider horizons and is concerned with the local educational system, ensuring the school fits into the broader pattern.

2.5.1 Inclusiveness

McPherson (2000) writes that,

The Schools Act (South African School Act) empowers S.G.B's (School Governing Body) with responsibilities for school governance and management while LRC's (Leaner Representative Councils), through their representatives on the SGB's, access school policy and decision-making process.

The above referred responsibilities may also characterize school governing bodies. The first characteristic of inclusiveness has been alluded to earlier on. Effective governing bodies operate in a particular manner, following the set procedures. Whilst school governing body characteristics are supposed to be common as they are set by the Act, there are variances which are caused by differences in

> "...local contexts such as the rural or urban settings, differences in resources available to SGB's that are largely determined by the relative wealth or poverty of the community, as well as the historically inherited advantages and disadvantages of individual members in their own education amongst other things". McPherson (2000)

Therefore SGB should in their structure, operate on the principles of inclusivity and representivity to ensure that different stake holders and role players are afforded and opportunity to effectively participate in the development of educational politics.

2.5.2. Meetings

After school governing bodies are elected, according to section 23 of the South African School's Act, they should meet regularly at least once a quarter unless there is a need for an emergency or special meetings. Meetings should be conducted along democratic principles such as equality among members and transparency and that decisions are by consensus or majority vote.

2.5.3. Accountability

Accountability is one important characteristic of the school governing body that has also been discussed amongst the four models of governing bodies. However (McPherson 2000) stressed the importance or transparency and good communication in handling external relations, because the feedback given to the community is viewed as strategically important to build positive governance attitudes and may encourage active parental participation in school matters.

2.5.4. Participation

The degree of professionalism has the impact on the level of participation in governing body meetings. Members of the governing body should be familiar with meeting procedures and other education issues. Therefore each role should be defined. Undefined roles may lead to disharmony and conflict

amongst the school governing body members. Situations where one member dominates should be avoided at all cast. It is common for principals for schools to dominate proceeding of governing body meetings for various reasons. (McPherson 2000; Vol. No 3) discovered this tradition which undermines the functioning of SGB's. He writes that:

"In all the SGB's principals are playing a determining role. This is partly due to the fact that correspondence is directed to principals so they are initially more informed than elected SGB members. In addition, some principals have a longer tradition of managing schools on their own because governing bodies are a relatively recent structure in most schools". Mc Pherson (2000)

2.5.5. Establishment of sub-committees

The best functioning governing body should establish sub-committees to perform specific tasks for example Disciplinary Committee, Fundraising Committee, Finance committee, Selection Committee or Safety and Security Committee. During meetings of the governing body or its sub-committees, clear agenda should be followed. Establishment of sub-committees also increase the number of parents and members of the community's participation in school affairs which increase the number of people who identify themselves with the school which is a good signal towards ownership of the school.

2.5.6 Policy implementation

Patel (2000) in Anderson *et al* (2001) when he define a school governing body write that

"In many respects the governing body of a school or college is similar in concept to the board of directors of a public company."

Like the board of directors in the private company, the governing bodies have the mandatory task of developing and implementing policies of the school. Policies such as Language, Religious, Discipline, HIV/AIDS, Safety and Security are all to be developed and implemented by the governing body. McPherson (2000) writes that

> "Besides having to develop new school policies, governing bodies and school management teams must ensure that the policies are implemented and workable." McPherson (2000).

The development of policies by the SGB and its implementation should be in line with the Constitution of the Republic of South Africa, Act 108, 1996 as well as the South African Schools Act, 84, 1996 and other relevant Acts. The deviation from the above may lead to serious legal difficulties against the school and the Department of Education. For example what McPherson (2000) writes cannot be argued against when he states that,

> "The SGB's abdication of responsibility behind arguments of the learners' and parents' punishment of choice is a violation of the National Constitution and this dereliction of duty to ensure policy implementation makes school personnel vulnerable to lawsuits..." McPherson (2000).

2.5.7 Communication

Communication amongst members of governing body is also crucial in causing harmony towards the development and achievement of vision and mission of the school. Anderson *et al* (2001) write that

> "Effective communication among these groups (governing bodies) is essential to ensure stakeholders share the same vision and interact to the benefit of the students". Anderson *et al* (2001).

Communication should be extended beyond the school limits towards its community. Of course, this will depend upon the extent to which the school wishes to be perceived as integral part of the community. This also depends on the size of the community and its geographical range of the intake of the school's learners. The means and ways of communication will therefore, vary depending also on the general development of the community and the level of literacy in the community. Written notices can be used or a word of mouth through learners themselves or both can be used to communicate with parents and the community.

2.5.8 Marketing

All schools in South Africa have a policy of open enrolment which means that parents and learners have the power to attend the school of their choice. One of the aspects looked at by learners and parents are the school governance and management. Therefore the choice of parents has made the importance of marketing to the governing body as very important. The

number of learners enrolled at the school, determine the number of educators the school is entitled to, which is also called the Post Provisioning model (PPM). The number of learners enrolled also determines the funding of the school by the Department of Education which is called the norms and standards for funding. The importance of marketing in school is summarized in the words of Davies and Ellison (1997, p.4) in Anderson *et al.* (2001) that

> "Virtue does not bring its own reward, but virtue with marketing may". Davies and Ellison (1997). Also Grey (1991, p.175) in Anderson *et al.* (2001) suggested that

> "Where marketing becomes integral as a central aspect of the school management, the other elements of management improved". Grey (1991)

Anderson *et al.* (2001) emphasises that those element within the institution that are effective and worthy of praise, should be publicised and held up to public scrutiny so that they might be valued more widely. Therefore marketing in schools is seen as a means of enhancing the position and value of department or the school as a whole. If the school value marketing, it will begin to make a more proactive attempt to develop a reputation within its wider community.

Marketing assist the school to improve its reputation. Reputation of schools varies as it depends on views and perception every group or stakeholder group has on the school. Elements that are worthy of praise in schools should therefore be well communicated to the school community. This will improve the reputation that the stakeholder groups have on the school. Therefore

governing goodies should be aware of the link that exists between marketing and communications. Anderson *et al (2001)* alludes to it when he writes that

> "Marketing then becomes a clear task of communicating information that will lead to these groups of stakeholders to develop a better and more accurate picture of the institution". Anderson *et al* (2001).

2.5.9 Capacity building

According to Section 19 of the South African Schools Act, the provincial department must offer a programme of introductory and sustained training for newly elected governing bodies. McPherson and Dlamini (1998) report in their research in the province of KwaZulu-Natal that after the first election, the following areas of training were to be provided by the Department:

- Understanding the objectives and functions of governing bodies;

- Understanding the curriculum;

- Understanding the South African schools Act; and

- Understanding the organizational structure of the Department.

Skills and competencies:-

- Meeting procedures

- Drafting code of conduct for learners

- Drafting a constitution

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- Forming relationships between the various stake holders

(McPherson and Dlamini 1998) emphasise the importance of capacity building of governing bodies and in particular of the above list as they state that

> "Failure to provide adequate capacity building in these areas will render governing bodies ineffective. This will lead to a lack of credibility in the community and eventually to the demise of governing bodies". Mc Pherson and Dlamini (1998).

Karlsson *et al.* (1996) also state that capacity building programmes for governing bodies were needed to ensure the sustainability of governing bodies and develop the financial and organizational capacity of members. They further report, that these programmes would play an important role in the process of democratising school governance and ensuring affirmative action for marginalized groups such as women within the various constituencies.

2.6 <u>CONCLUSION</u>

This chapter has reviewed literature, firstly that related to the formal role of the governing body by relating in depth to South African schools Act No 84 of 1996 and other regulations and secondly, literature dealing with characteristics of effective governing body was also reviewed. This chapter

has shown the amount of responsibilities and powers invested on SGB's. The Department of Education has also a big role to play to ensure that there are capacity programmes in place and workshops to assist SGB's. The role of SGB has a lot to do with the effective teaching and learning in schools. The study has examined the governance and management and how these overlap and the impact these might have on the normal running of the school. This study has also shown that understanding or failure to understand ones role be it the manager or the governor may lead to the conflict in the school which is detrimental to the normal functioning of the school. This chapter also looked at what might characterize effective governing bodies and the problems that may be encountered if some of the characteristics are not found in a school governing body.

The next chapter describes the research design and methodology used to collect and analyse data in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this study was to determine and examine the extent of the School Governing Body's understanding of its role and to determine how effective the SGB is in performing its assigned tasks. The study also aimed at unearthing perceptions of the Staff Management Team and educators in respect of the role and effectives of the SGB. Therefore this chapter aims to describe the research design and methodology, which was used to collect and analyse data in this research.

3.2 Research Design

A case study design was used to address the research questions. One rural high school in the Port Shepstone District has been chosen. The research was focused on how best the SGB understands its role and how effective is the SGB in performing its roles. The study aimed to establish problem areas and seeking solutions to those problems. Therefore the study took the form of case study since it was both specific to one school and was also seeking to provide the base for the future of the school. Case study design choice was justified by what Cohen *et al.* (2001) state when he writes that

"Case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognising that context is a powerful determinant of both causes and effects." Cohen *et al* (2001).

This research design was chosen because this study could be the pilot to other studies or research questions. This was an "exploratory case study" Yin (1984) cited by Cohen *et al.* (2001), as this research allows for further exploration. It allows the researcher to use multiple methods of collecting data, and the information was collected from people of different levels. It allows for narrative accounts, examination of initial assumptions and explanations and judgments arrived at through observations.

3.3   Research Goals

The aim of the study was to investigate the role and the effectiveness of a School Governing Body of a rural high school. The main objective is to show the perceptions and understanding of the roles of all stakeholders in the SGB namely parents, learners and educators. The study also aimed to examine the perceptions of the Staff Management Team towards the roles of the SGB and how best the relations can be improved between the two for the benefit of the school. These aims would be achieved through an attempt to answer the following research questions.

3.4   Research Questions

This study on School Governing Body attempted to address the following questions:

3.4.1. What is the formal role of the Governing Body?

3.4.2. What may be argued to be the characteristics of an effective Governing Body?

3.4.3. What are the perceptions members of the Governing Body in respect to its role and effectiveness?

3.4.4. What are the perceptions of the SMT and educators in the school in respect of the role and effectiveness of the SGB?

3.4.5. What may be recommended to enhance the effectiveness of the SGB?

3.5 Research methods

The following research methods are related to the research questions listed above:-

Question 1:

This question will be answered by reference to South African Schools Act, (Act 84 of 1996) as amended, with supporting legislation and regulations.

Question 2:

This question will be answered by reference to the literature on Governing Bodies – both South African and international literature.

Question 3:

This question will be answered through interviews for parent members of the SGB and questionnaires which will be administered to educators and learner member of the SGB.

Question 4:

This question will be answered through questionnaires which will be administered with members of the SMT and other educators.

Question 5:

This question will be answered through comparison of the findings for questions 3 and 4.

Question 6:

This question will be answered through evaluation of findings related to question one to five. Practical recommendations to enhance the effectiveness of SGB will also be made

3.6   **Methodology**

Both qualitative and quantitative approaches were adopted to collect data. Cohen *et al.* (2001)

A quantitative approach was used in the administration of questionnaires to learners, educators and staff management team to establish their roles in the SGB and their perceptions in the roles and effectiveness of other SGB

members. A qualitative approach was used which used interviews with the parent component of the SGB. Informal discussions with various stakeholders were also done. The interviews were conducted to ascertain the level of participation by parents in the SGB and their understanding of their role. An attempt was also made, through interviews to determine the level of control by the Principal in the affairs of the SGB.

3.7   Research Setting and Population

The study used one high school in the Scottburgh Circuit of the Port Shepstone District. The school was selected for convenience reasons as the researcher also works in the school. The school has had a number of problems since 1997, which revolved around issues of governance that created tensions, which reached climax in 2001 when a section of the school was burnt, and the school subsequently temporarily closed down. Parents and other stakeholders issued a vote of not confidence to the school governing body, which led to the election of the new governing body, which is in operation during this research. The school has had a number of staffing problems as it has had no SMT member from 2002 – 2004. It is only during this research that the school has had full compliment of the staff.

See table 1

STAFF MEMBERS

	Male	Female	Total
Principal	1		1
D. Principal	1		1

H.O.D	-	2	2
Educators	-	8	8
TOTAL	2	10	12

The school has the principal who is a M.Ed student at the University of KwaZulu Natal, specialising in Leadership and Management of Schools. Other educators have M+3, M+4, M+5 qualifications with one M+2. The school is being served by an elected SGB which comprises of five parents and one non-educator member.

Also serving as elected members of the SGB are the two elected educators representing the interest of other educators. The principal is the ex-officio member. In addition, the SGB has two representatives of learners. The composition of the SGB is reflected in the following table;

Table 2

	MALE	FEMALE	COMPONENT
1. Principal	1		Ex-Officio
2. Chairperson		1	Parent
3. Deputy Chairperson	1		Parent
4. Treasurer	1		Parent
5. Secretary		1	Educator
6. Deputy Secretary		1	Educator
7. Member	1		Parent

8. Member		1	Parent
9. Member	1		Nom-Educator
10. Member	1		Learner
11. Member		1	Learner
TOTAL	**6**	**5**	**11**

3.8   Methods of data collection

There were two methods that were used to collect data for this research work. They are interviews and questionnaires.

3.8.1 Interviews

Cohen *et al* (2001) write that research interviews serve three purposes;

(a)   It may be used as the principal means of gathering information;

(b)   It may be used to test hypothesis or to suggest new ones or as an explanatory device to help identify variables and relationships;

(c)   It may be used in conjunction with other methods in a research undertaking.

It was for the above reasons that interview was chosen as one method to collect data for this research. Interviews were conducted for the parent component of the SGB. The total member is 5 plus one non-educator

member who is also a parent. The choice for interviews was necessitated by the low level of literacy amongst most of them. Only one parent member hold a post-matric qualification. Information was recorded by writing down notes as they were responding. These members were interviewed by means of a person to person technique using a semi-structured interview question in their mother tongue (see appendix A +B). Questions that were asked are related to their roles as members of SGB, their understanding of regulations and procedures that guide their roles as well as their perceptions towards the roles of other components of the SGB.

Question 1 aims to find out parents view on the importance of School Governing Bodies in general. It also aims to elicit their views with regards to the importance of playing a role, as parents, in the school affairs. The question also allows parents to comment on the importance of SGB within the school as well as their role in education system of the country. The question may bring out issues of transparency as parents are afforded an opportunity through the SGB to understand all activities of the school. The question might bring the issue of the relationship between governance and democracy on one hand and governance and professional management on the other.

Question 2 aims to find out from the parent component of their understanding of their role s and functions as stated by the South African Schools Act, 1996 (Act 84 of 1996). The question aimed to compare what

parents understand as their roles as compared to what the Act requires. The question will also show those roles stated by the Act which are relevant, which show the real situation of the SGB

Question 3 aims to find out whether members of the SGB were satisfied with their individual roles. It aims to find out how free are they to express their views without any pressure from anywhere. This also aimed to find out whether members are aware of duties attached to various positions in the SGB.

Question 4 aims to find out the perceptions parents have on the roles of learners, educators and the SMT in the school. This will find areas of operational conflicts if any exists. This will address issues that have to be reserved for other components of the SGB. This matter will find out whether there are matters which fall outside the jurisdiction of learners in the school.

Question 5, 6, 7 and 8 aim to find out whether proper procedures are followed when meetings are been held. Is there any agenda followed during meetings; what are the common issues that prop out now and again? Question 7 in particular explored the role of the principal. How do parents view the role of the principal? Is the principal able to equally contribute as the member without dominating the proceedings during meetings? How transparent is the principal on all matters that need to be shared with the SGB?

Question 9 examines weaknesses of the parent component of the SGB and how those weaknesses can be addressed. Lastly question 10 aimed to find out difficulties and challenges faced by the SGB in its performance of its tasks and how these social and economic challenges may be addressed to the benefit of learners, parents and the school.

3.8.2 Questionnaires

The second method used to collect data in this study was through semi-structured questionnaires which were administered to educators and learners. All educators, SMT members and learners serving in the SGB were given questionnaires (see appendix C, D, E). The information obtained through questionnaires will be analysed and compared to the information obtained through interviews with parents. The information will be analysed and correlated to reach generalizations about this study. The information will also be collated and integrated with the information gathered from the literature review. Therefore the questionnaires had to be structured in a manner to fulfill the above purpose.

Question 1 asks for personal information to give the research a better understanding of the respondent in terms of gender, age, qualification, experience, position and grade (learner).

3.8.2.1   Questionnaires to learners

Question 2 of the questionnaire to learners aimed to find out whether correct procedures were followed when learners were elected to serve in both

Learners Representative Council and the SGB. This ensures both legitimacy of the LRC and the SGB as well as democratization and transparency within the school.

Question 3 aims to find out awareness of learners of their roles as members of the SGB as laid down by the South African Schools Act 84 of 1996. Do they know the functions of the SGB in the school?

Question 4 addresses learner's perceptions with regards to what the SGB does. How do learners rate the SGB with regards to formulation and development of policies, communication, dealing with disciplinary issues support to learners and educators etc?

Question 5 aims to find out the number of policies which learners are aware of which have been developed by the SGB.

Question 6, 7, 8 are open questions which required learners to express their views with regards to challenges and problems faced by the SGB. It is hoped that responses will include issues of discipline, finances, cooperation, learners discipline and their recognition etc.

Question 7 and 8 asked for suggestions and recommendations from learners to improve both the way the Governing Body functions and the role learners play in the SGB. These should address the problem of how to balance learners' role in the SGB and their learning in class as sometimes meetings of SGB are held during teaching and learning time.

3.8.2.2 **Questionnaires to educators**

Questionnaires for educators included both semi-structured and structured questions. Questionnaire consists of structured questions since it asked for the specific answers relating to respondent's personal information and semi-structured open questions which requires free expressions by educators.

Question 2 aims to differentiate those educators who are currently serving in the SGB to those who are not members of the SGB. Questions 3 aimed to find out whether democratic procedures were followed as laid down in the KZN election of Governing Bodies procedures. The number of years served by the educator member in the SGB is being required by question 4, whilst question 5 and 6 required educators to state whether departmental policies were followed when the entire SGB was elected.

Question 7 required educators to show their perceptions towards the role of educators serving in the SGB. Question 8 aimed to check on the knowledge of educators with regards to the functions of the SGB. A list of 15 functions is provided in which educators had to agree or disagree to it.

Question 9 required educators to rate the work of the SGB in their school with regards to some of the functions of it.

One of the important functions of the SGB is to develop various policies that will inform the management and governance of the school. Question 10 aims to check on whether the SGB have developed school policies during their

period of operation. If it had done so, which ones have already been developed and are operational.

This is a small scale research. As a result, a choice of open ended questions was made to invite "honest, personal comment from the respondents" in addition to ticking of numbers and boxes. Questions 11 to 14 required open ended responses that might provide the researcher with information that might not have been caught in the previous questions. Questions 11 to 14 requested respondents to respond:

        (a)   on the role of educators in the SGB

        (b)   The limitations of the SGB

        (c)   How to improve functioning of the SGB?

        (d)   How to improve the relationship between educators, SMT and parent component in the SGB?

3.9   Limitation of the design

The first limitation of this study is that the researcher is the principal of the school where this research was done which might bring in the element a bias in his approach. Secondly the participants might not be honest with the researcher out of fear, respect or fear to disappoint the researcher. Participants might not reveal everything to the researcher as Hitchcock and Hughes (1989: 199) as cited by Cohen *et al* (2001) agree that

> "...doing participant observation or interviewing one's peers raises ethical problems that are directly related to the nature of the research technique employed" Hitchcock and Hughes (1989).

They further state that it is difficult to draw a line which indicated where does the formal observation by researcher end and when does informal observation begin.

The other limitation about small scale case study research is that one cannot generalise results as they are not open to cross-checking as they often live out important information.

In spite of the limitations the data was collected which is useful to this piece of work. Report on the data collected from parent component of the SGB, educators, learners and members of SMT will be presented in the next chapter.

3.10 **Data Analysis**

A quantitative approach was used to capture data from learners, educators and SMT members through the use of questionnaires. The data will then be analysed by determining the frequency of the comment. If there is common agreement, which will be determined, when more than one respondent respond in the same manner. Frequency will be determined when both respondents agree in the case of learners, educators and SMT members. Responses from open-ended questions will reinforce data captured from questionnaires.

A qualitative method of research and the interviews was also used and the data will be analysed, looking at what each parent said and how frequent is the comment. When more than two respondents agree, the comment will be regarded as frequent.

3.11 **Conclusion**

Chapter three provides a detailed elaboration and discussion of the nature of questions used to elicit information about the role and effectiveness of the School Governing Body. Interview with parent component of the School Governing Body was conducted. Questionnaires were administered to SMT members, educators and learner members of the School Governing Body. The qualitative method was used to analyse data, which is orientated towards exploration of the in-depth study. The following chapter will present and discuss the research findings.

CHAPTER 4

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.1 Introduction

The purpose of this study was to examine the role and effectiveness of a School Governing Body as perceived by parent, leaner and educator components of the SGB as well as the staff management team members of the school. This chapter analyses both quantitative and qualitative data collection through both interviews and questionnaires. The sequence of questions as they appear in the interviews and questionnaires will determine the order in which findings will be presented and discussed. Responses from the interviews held with parent component of the SGB will be presented on their own as it will be done with the responses from questionnaires.

4.2 Interviews with parents

Semi-structured interviews were held with six members of the governing body (See Appendix A &B for interview questions). The purpose was to elicit free expressions and feelings and to discuss their perceptions towards their roles and effectiveness in the School Governing Body. Informal discussions were also held with parents where some questions were addressed with parents. The responses will be presented and grouped in the order of the questions that were asked in the interviews. The following is the analysis and presentation of research findings.

Question 1: **How do you view the role of Governing Bodies? How important are Governing Bodies in schools?**

Parents were expected to state whether Governing Bodies have a role in the improvement of school management and governance. All parents interviewed responded by stating that Governing Body afford parents opportunity to be involved in the running of schools. They all view themselves as representing the interest of parents in schools. All of them complained about the amount of responsibilities in the Governing Bodies without any forms of remuneration. Department of Education (1996) is clear and firm on the issue of remuneration as it states that

> "...no member of a Governing body may be remunerated in any way for the performance of his or her duties"

However the Department of Education (1996) accommodates the reimbursement for expenses incurred. Section 27(1) state that

> "...necessary expenses incurred by a member of a Governing Body in the performance of his or her duties may be reimbursed by the Governing Body".

The general problems stated by all parents in the Governing Body are the lack of support from the general parents' community of the school. Parents seem to leave everything on the hands of Governing Body members.

However this finding correlate with what McPherson and Dlamini (1998) who also found in their research on some of the KwaZulu-Natal Department of

Education's schools. Their research discovered parents' perceptions of their role, as members of SGB, as the following;

- Establish cooperation between the parent community and the school

- Establish a suitable environment for learning

- Encourage parents to participate in school activities

- Motivate parents to pay school fees

- Solve problems e.g. disciplinary problems

- Manage finances •

The above emphasises the important role parents have of representing parent's interest in the school governance matters. It appears that SGB's share common perceptions with regards to their roles.

Question 2: What do you regard as the main function of the School Governing Body?

Responses to this question varied as two members feel that the main function is to ensure that school finance are used for the purpose for which they were collected. To ensure that parents' money is protected against possibility of misuse. The other four put as the main function to support the principal, educators and learners in the school with everything they need in the school. School safety and maintenance of discipline was amongst the roles mentioned by the School Governing Body members. The non-educator

member who is working as the general assistant and security provider mentioned his main role as that of providing safety for educators and learners.

The findings of McPherson and Dlamini (1998) have similarities with this finding as both discovered that parents view management of finances is one important role they should play. Department of Education (1997) also suggest that the Governing Body should contribute or decide on school finance matters such as raising funds, opening amount and overseeing the schools income and expenses. The view of parents to support the principal and staff is in line with what is stated by the South African Schools Act that the function of the governing body is to

> "...support the principal, educators, and other staff of the
> school in the performance of their professional functions"

Question 3: Are you satisfied, as a member of the SGB, of your contributions you made in the SGB?

All parents felt that they were satisfied with their contribution. However, four respondents mentioned that they do not have enough time to deal with school matters as they cannot be always at school to help. Sometimes some members are not available because of other commitments. Poor level of literacy was also mentioned by all six members as the cause of failure to make a reasonable contribution as most documents pertaining to school governance and workshops are written in English.

McPherson (2000) also found to that SGB's are functioning at various levels of effectiveness and efficiency. The SGB of the resourced schools and whole members are well informed and literate perform better that SGB's in the disadvantaged communities. "Advantaged" schools are able to mobilise and recruit parents with expertise to the SGB who can contribute in matters such as fundraising and sponsorship as well as management expertise.

Question 4: **How do you view the role of the other members of the SGB?**

All parents interviewed felt comfortable with sitting together with educators and learners in the SGB. They felt this affords them the opportunity of understanding the problems experiences by these in the school. However they all felt there are some sensitive matters that need not be discussed without learners. Mention of sensitive matters relating to educators and learners, for example; recommendation for the employment of educators' issues of misunderstanding amongst educators and sometimes with parents, was also identified as issues to be discussed in the absence of learners. However, all parents felt that learners play an important role to help SGB to deal with matters of discipline amongst other learners.

Question 5: **How often do you meet as the SGB?**

All parents responded that they meet every two to three months. This is in line with the stipulation of the Department of Education (1996) that SGB's should meet at least once a quarter unless there is a need for emergency or special

meetings. Sometimes meetings are quite often when it is necessary, particularly when there are problems that need to be addressed in the school.

Question 6: What main issues do you normally discuss in the SGB meetings?

Issues that were mentioned were:

- Learners discipline
- Reports on school progress
- Interviews for educators
- Financial reports
- School maintenance and renovations ;
- Discuss efficient ways to receive school fees from parents
- Issues of motivation for learners and educators.

McPherson (2000) found in his study that agendas of SGB meeting

"...cluster around issues of finances learner discipline and the implementation of new policy frameworks"

He also found that other issues commonly discussed are emergency issues such as burglaries and vandalism.

Question 7: What is your view with regard to the role played by the principal in the SGB meetings?

All parents were extremely satisfied with the role of the principal in the meetings. When asked specifically with dominance of the principal in the

meetings, parents felt that the principal's dominance is justified as he has the information to be presented to them.

The justification for the principal's dominance is partly due to the fact that correspondence and information is directed to him and is initially informed than other SGB members. The tendency to dominate meeting by principal is a bad practice as it leads to dictatorship and autocratic management style. McPherson (2000) also alludes to this as he writes that:

> "...this type of bad practice counters principles such as inclusivity, equality and freedom of expression"

Question 8: Do you normally follow meeting procedures during SGB meetings?

The Chairperson, Treasurer and Deputy Chairperson felt that some procedures are followed for example agenda, minutes apologies. However they felt that they need to be capacitated in this regard. The principal ends up running most of the meetings. The rest of the members were not sure whether what takes place in meetings is the correct procedure.

The fact that the principal ends up running the meeting highlight the problem the SGB has. This also emphasizes the need for SGB training, particularly, the chairperson on meeting procedures.

Question 9: **In which areas do you feel you need to be developed?**

Parents felt they need to be developed in all areas mentioned to them namely:

- Meeting procedures

- Finance management

- Keeping records

- Duties of office bearers

- Fundraising

- Dealing with disciplinary issues •

Parents also stated that they have been workshoped on these matters but they do not find means to practise them because of time constraints and lack of opportunities and confidence to practise information received.

McPherson and Dlamini (1998) who identified the following areas for the Department of Education to develop the SGB's in order, to function more effectively and efficiently. They are:

- Understanding the subjective and functions of Governing Bodies

- Understanding the curriculum

- Understanding the SASA

- Understanding the organizational structure of the Department •

    Skills and competencies such as:

    - Meeting procedures

    - Drafting a code of conduct for learners

    - Drafting a constitution

- Forming relationship between the various stakeholders •

Question 10: **Do you feel that the present unemployment rate has an impact on the role played by the School Governing Body?**

All parents felt that the unemployment rate creates problems for the SGB as they fail to collect enough school fees. Parents also felt that unemployment rate leads to broken families as learners are left on their own as quite often parents are in urban area looking for jobs. Parents felt that common disciplinary problems are prevalent amongst learners without support from their parents. This situation makes life difficult for SGB members as most of the time is spend dealing with disciplinary matter at the expense of other important school matters.

Summary

The parents perceptions of their role and effectiveness is in line with what is provided in the South African Schools Act 84 of 1996 as they see themselves as providing support and helping, on behalf of other parents, the principal, educators and learners. However the principal seem to over exact himself on the SGB as there are few opportunities for parents to freely perform their tasks. However there are good relationships between the parents, educators and learners in the SGB. Parents also feel, through their own accord, that they are not functioning as effective as they should due to low levels of literacy.

4.3   Questionnaires

Questionnaires were given and administered to learners and educator members of the SGB as well as the Staff Management team members. Therefore presentation of findings and their discussions will be done, following the sequence of learners, educators and SMT members' responses.

4.3.1 Questionnaires to Learners – (See Appendix C)

Question 1: Personal Particulars

Respondents were required to mark with a cross in the space provided to provide the researched with personal particulars. One learner is female and the other is male. They are both over 18 years of age, and are both in grade 11.   They were both democratically elected to both the Learner Representative Council and the School Governing Body.

Question2:   Functions of the School Governing Body

The respondents were given a list of functions of the School Governing Body as stipulated in the South African Schools Act 84 of 1996. They were required to state whether they agree, or disagree with the function of state uncertain. They all agreed that the SGB functions according to functions stated except with the following functions were they disagreed:-

- To encourage parents, educators, learners of the school to render voluntary services to the school;

- To purchase textbooks, educational materials or equipment for the school;

- To pay for services to the school •

They were uncertain with the following functions of the SGB;

- To determine times of the school

- To provide and adult basic education and training centre or class •

It is important to note that learners felt that the SGB does perform the above functions. These functions are the allocated functions to schools which the school applies from the Department of Education. The school has since applied and been granted such functions. During the period of this research study these functions had not been applied for by the SGB. The school has obtained Section 21 of SASA status.

Question 3: How do you rate the operation of the Governing Body with regards to the following?

The respondents were given a list of areas of operation by the SGB where they were required to assess the operation as being good, bad of fair. They both indicated good on the following areas of operation:-

- Development of policies

  - Communication lines to educators, learners and parents

  - Following meeting procedures

  - Level of participation amongst members of the SGB

  - Dealing with disciplinary issues

  - Establish of sub-committees

  - Functioning of the SGB along departmental policies

- Promote culture of teaching and learning

- Role of the principal in the SGB

One respondent felt the SGB is bad in the following

- Promote a culture of teaching and learning

- Support to educators and learners

One did not respond at all on the issue of implementation of policies.

According to learners the SGB is functioning reasonable well in a number of important areas. They feel the SGB is not doing enough to support them and as well as to promote culture of teaching and learning in the school.

Question 4: **Indicate with an (x) the policies developed in your school**

Respondents were requested to indicate with (x) the policies developed in the school. Both respondents agreed that the following policies exist and were developed by the SGB in their school:-

- Safety and security policy

- Sports and entertainment policy

- Bereavement and social functions policy

- Discipline policy

- Learners with special needs policy .

Valley (1998) writes that:

> "...School Governing Bodies are also obliged by the South African Schools Act to adopt mission statement, a constitution and a code of conduct for learners"

The adoption of such important documents will assist the SGB in the formulation and implementation of its policies. According to learners a number of policies have been developed in the school which indicated the direction of the school and guidelines under which the school operates. There is a fair contribution by the SGB in the development of policies.

Question 5: What are the limitations of the SGB?

This question was an open-ended question which required respondents to state the limitations of the SGB as well as how these could be overcome. The respondents indicated the failure of the SGB meetings to come with resolutions to problems and that communication between the SGB, principal, staff and parents is not good.

Communication in an institution is an integral factor for its management. Riches in Bush and West – Burnham (1994) write the following on the importance of communication;

> "...without communication all that we think of as human experience would cease to exist for it is a vital component of

all spheres of life. Management could not take place without communication and organizations could not exist without it"

Good communication will lead to better management and better understanding amongst each member of the SGB which might assist members to resolve issues in SGB meetings

Question 6: **What do you suggest can be done to improve the way the School Governing Body functions?**

This was also an open ended question requiring respondents to provide suggestions to improve the way the SGB functions. Respondents suggested:-

- Improved relationship amongst all stakeholders

- Implementations of the code of conduct to learners

Question 7: **What do you suggest could be done to improve the role of learners in the School Governing Body?**

This was also an open ended question which asked for suggestions to improve the role of learners in the SGB. Respondents suggested the following:-

- Every time when there is SGB meeting, RCL members must be present

- After each SGB meeting learner members must be given an opportunity to inform other learners about what was discussed in the SGB meeting

- Teacher Liaison Officer (TLO) must always be willing to assist the Representative Council of Learners

Summary

In consideration of the responses from learners' questionnaires, learners view the SGB as effective in policy development, dealing with disciplinary issues, meeting procedures and many other governance aspects. Learners feel the SGB need to improve in the promotion of the culture of learning and teaching. General communication between the principal, SGB staff and learners need to be improved.

4.3.2 Questionnaire to Educators (see Appendix D)

Question 1: Personal Particulars

This question required respondents to provide their personal particulars to inform the researcher. Both respondents are female educators who were democratically elected to be members of the SGB. They are fully qualified with diploma and a degree with 12 years and more teaching experience. They have served the SGB with 12 and 6 months respectively.

Question 2: Where you Democratically Elected as a Member of the School Governing Body?

Respondent were to answer Yes or No. They both indicated that they were both democratically elected.

Question 3: How long have you served as the member of the SGB?

Respondents were given a scale to choose the length of their service to the SGB. One has served less those six months, whereas the other is less than 12 months in the SGB.

Question 4: Has the Governing Body been established in accordance with departmental policies?

Respondents were requested to state whether Yes or No. Both responses were Yes.

Question 5: How were you elected to the Governing Body?

Respondents were given 3 options to choose from. They are:-

- Nominated
- Elected through secret ballot
- Elected through normal election procedures •

Respondents were elected through the secret ballot

Question 6: What are the perceptions of educators with regards to your role on the SGB?

Respondents were given scale which ranged from Excellent, Good, Fair and Bad. A cross had to be placed along one. The perception for both of them is excellent.

Question 7: Functions of the School Governing Body

Respondents were given a list of functions as they are stated in the South African Schools Act 84 of 1996. They were to cross Yes when they agree with the function or No when they disagree. They both agreed that the SGB functions according to the Act except on the following where they disagreed:-

- To determine time of the school;
- To purchase text books, educational materials or equipment for the school;
- To pay for services to the school;
- To provide for an adult basic education and training class or centre;
- To employ educators and other staff and pay them out of school fees;
- To determine the extra-mural curriculum of the school.

Most of the functions that educators felt the SGB is not functioning are the allocated functions, which are specifically applied for in terms of Section 21 of the SASA (1996). Some of the functions named above are sometimes discussed by educators and learners e.g. extra mural curriculum. Educators probably feel they are employed by the Department of Education and not by the SGB. SGB only recommend to the Head of Department the appointment of educators.

Question 8: **How do you rate the work of the Governing Body with regards to the following?**

Respondents were given a list of areas of operations by the SGB and were requested to rate the SGB operation on the Good, Fair and Bad Scale. Both respondents feel the SGB is not good in doing its job. They both feel it is only fair on the following areas of operation:-

- Communication to parents, learners and educators;

- Support to educators and learners;

- Meeting procedures;

- Level or participation amongst members of SGB;

- Dealing with disciplinary issues;

- Functioning of SGB along departmental policies;

- Role of the principal in the SGB.

One respondent rated the SGB's work bad on the following areas:-

- Development of policies;

- Implementation of policies;

- Establishment of sub-committees;

- Promote culture of teaching and learning.

According to educators, the SGB is functioning quite fairly although it is failing to develop and implement policies. Development and implementation of policies is the vital part of governance in schools as these derives from the vision and mission of the school. Without policies the school is like a ship without a captain.

Question 9: **Indicate with (x) policies developed in your school**

Respondents were given a list commonly found policies, in schools and were required to indicate with a cross those that are developed in the school. The following policies have been developed:-

- Safety and security policy;

- Sports and entertainment policy;

- Bereavement and social functions policy;

- Fundraising policy;

- Discipline policy.

Educators feel that policies have been developed in the school. However there is feeling from some comments that these policies are not being developed by the SGB, but by the principal with SMT and educators i.e. they are developed by the professional side of management and the SGB approves the suggestions from educators. There is little contribution coming from the side of parent component of the SGB.

Question 10: **How do you view your role in the School Governing Body?**

This is an open-ended question, which required respondents to evaluate their role in the SGB. Here are the responses:-

- To promote the interest of teachers and to contribute the growth and development of the school;

- To liase with the SGB on behalf of the educators.

It is understandable for educators to see themselves as representing the interest of other educators in the SGB as they were democratically elected by educators. The fact that they were democratically elected to serve in the SGB shows confidence other educators has on them.

Question 11. What do you see as limitations of the SGB?

This was also an open ended question to find out the limitations of the SGB that may hinder proper functioning of it. The following came up:-

- Parent component is not well vested with educational policy and issues. They are not sure of their responsibilities
- SGB does not sit often to discuss issues that would promote the welfare of the school.
- SGB meetings sometimes quadrate without full membership

It is important to note that educators feel that the parent component is not well informed with education issues. It might be caused by lack of capacity building as well as illiteracy. Also the SGB meetings would deliberate issues without full compliment of all other components. Speculation is that most meetings are held during the day, when, sometimes, learner component is committed to their studies.

Question 12: What do you suggest can be done to improve the way the SGB functions?

This question was also an open-ended question which asked for suggestions to improve the way SGB functions. The following was suggested by the respondents:-

- The members of the SGB should be workshoped regularly

- School policies should be reviewed to be effective

- Involve parents more in issues of discipline and taking care of the school property •

Question 13: What do you suggest could be done to improve the role of educators in the SGB?

This was another open-ended question which required respondents to provide suggestions to improve the role of educators in the SGB. The following was suggested:-

- Educators must be workshoped regularly

- Agenda should be given prior to the meeting so that the teacher component can consult with other educators.

Summary

The responses from the educators show that the SGB is not doing so well. Educators feel that the parent's role in the SGB is not defined. Parents are not sure of their role. Parent components of the SGB need to be workshoped regularly, particularly on the development and implementation of policies.

4.3.3 <u>Questionnaires to SMT members</u> (see Appendix E)

<u>Question 1:</u> Personal information

This question required respondents to provide the researcher with their personal information. There were three respondents, one male Deputy Principal (DP) and two female Heads of Department (HOD). They are all fully professionals with more than 12 years teaching experience.

<u>Question 2:</u> Has the Governing Body been established in accordance with departmental policies?

The respondents were required to respond with a cross to wither Yes or No. They all agreed that the SGB was established following departmental policies.

<u>Question 3:</u> Are you satisfied with the role of the SGB in your school?

Respondents were also given options to respond by either Yes or No. Two of the respondents answered Yes with one No response.

<u>Question 4:</u> What is your perception with regard to the role of the SGB?

Respondents were given a scale that ranged form Excellent, Good, Fair and Bad to evaluate their perceptions of the role of the SGB. The responses differed with all the respondents varied among excellent, good and fair.

<u>**Question 5:**</u> **The functions of the SGB** .

The respondents were given a least of functions of the SGB as stated in the South African Schools Act 84 of 1996. They were required to state Yes when they agree that the SGB perform the function and No when they feel the SGB does not perform the function. All respondents agreed on the list provided but rejected the following as the functions of the SGB:-

- To determine the extra mural curriculum of the school

- To purchase textbooks, educational material or equipment for the school

- To pay for services to the school

- To proved for an adult basic education and training class or centre

- To manage day to day affairs of the school .

There is an agreement between educators and SMT on the functions of the SGB. The SMT members also rejected the allocated functions as per Section 21 of SASA (1996) as the functions performed by the SGB as these functions were not yet applied for. However the SMT feel the SGB functions according to the roles assigned to them by the Act.

<u>**Question 6:**</u> **How do you rate the work of the Governing Body with regards to the following?**

Respondents were given a list of areas of operation by the SGB and were requested to rate their operation on the Good, Fair Bad scale. All respondents agree that the SGB is good in the following areas of operation:-

- Support to educators and learners

- Establishment of sub-committees

- Role of the principal in the SGB.

All respondents feel the SGB is fair in its operation in the following areas:-

- Implementation of policies

- Level participation among members of Governing Body

- Functioning of the SGB along departmental policy.

Two of the respondents feel the SGB is doing badly on the following:-

- Development of policies.

This means the SGB is not entirely involved in the development of school policies. Active role might be played by the principal and the educator.

SMT members also feel that the SGB fares badly on the development of policies and its implementation. However the SGB is good in the other areas of governance.

Question 7: **Indicate policies developed in your school with the help of the SGB.**

Respondents were given a list of commonly found policies in schools and were required to indicate with a cross those that were developed in the school with the help of the SGB. One respondent felt no policy ever was

developed with the help of the SGB. Two respondents agree that the following policies were developed with the help of the SGB:-

- Safety and Security Policy;

- Discipline Policy.

One respondent indicated that there are policies in the school except for HIV/AIDS policy, which indicates that policies exist in the school, but the SGB had no role in their development.

Question 8: How do you view the role of the SGB?

This was an open-ended question, which required the SMT members to evaluate the role of the SGB. The following are some of the responses:-

- SGB plays an important role in our school;

- The Governing Body should work together with the SMT and educators; to establish a good relationship with parents for the school to function properly;

- It would do the school a lot of good if everyone knows and understands what role they need to play.

Comments by SMT members show that there is confusion with regards to the understanding of the roles to be played by the SGB members.

Question 9: What do you see a limitations of the SGB?

This was another open-ended question, which attempted to find SMT's view towards limitation of the SGB. The following limitations were identified:-

- Some members of the SGB are illiterate

- Some SGB members are not well informed about school issues due to lack of education in the rural areas

- SGB members do not really know their responsibilities and roles and the influence they might have in improving the overall functioning of the school.

Responses by SMT members also indicate that SGB members (parents) are not well informed about school issues. This is due to their lack of education. Respondents also show that parents do not realise the important role they may play in the SGB and the school as a whole. Again the level of literacy is the contribution to these two factors. There is only one member of the parent component with post-matric qualification. The one member with post-matric qualification has never been involved in any management responsibility, during her career, hence she also struggles to play her role as the chairperson of the SGB.

Question 10: **What do you suggest can be done to improve the way the Governing Body functions?**

Another open-ended question which aimed to accommodate suggestions from SMT so as to improve the role of the SGB in the school. All respondents suggested that the SGB needs to be workshoped for them to understand their roles.

Question 11: **What do you suggest could be done to improve relationships between educators, SMT, and parents in the SGB?**

This open-ended question required the respondents to provide solutions that will assist to improve relationships among member components of SGB. One respondent felt the relationship amongst members was quite good, and it only needed to be improved. The following was suggested:-

- Capacity building would make this team work more efficiently
- There is a need to organise meetings and events where these stakeholders can meet to discuss school issues and make parents understand their roles in the SGB.

Summary

The responses from SMT members show that the parent component of the SGB does not understand its role. Reasons for this are the level of literacy. The suggestion of capacity building may assist in this regard. However the SMT members feel the SGB is doing quite well in other issues. There is good relationship amongst members of SGB which is a potential for better improvement in the future.

Overall Summary

Learners, educators and SMT members felt that the SGB is not as effective as it should be. This is caused by the fact that parent members do not know their roles. Generally the SGB performs some of its roles e.g. learners discipline,

safety and security etc, however, a lot needs to be done to improve its efficiency. At times the SGB fails to resolve issues in the school. Educators and SMT members are confident of their positive role in the SGB. All learners, educators and SMT felt that the principal plays a positive role in the SGB. There is a need of workshops to develop members of the SGB. The relationship amongst members of the SGB is quite good but it will still only need to be improved.

4.4. Conclusion

This chapter has presented and discussed the research findings through analysis of responses to the interviews with parent members of the SGB and the questionnaires that were administered and conducted to learners and educator members as well as SMT members. This analysis will lead to the summary of research findings and recommendations which will be presented in the next chapter.

CHAPTER 5

THE FINDINGS OF THE RESEARCH AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the research findings of this study. These are the findings from the interviews with the parent members of the School Governing Body; findings from the questionnaires administered to learner members of the SGB, educator members of the SGB as well as Staff Management Team. The summary of the findings will be presented in a manner that will indicate whether the research questions presented earlier on in this study were addressed and there after recommendations will be made.

5.2. SUMMARY OF THE FINDINGS

This study focussed on the investigation of the role and effectiveness of the School Governing Body of a 'rural' high school. The study aimed to find out whether the SGB is aware of their roles and responsibilities as well as how effective is it in performing its tasks.

The first research question asked for the formal role of the Governing Body. The second question asked for the characteristics of an effective Governing Body. These two questions were addressed by literature review. Literature shows that Governing Bodies are a:

> "...mechanism to facilitate democracy in education by enabling relevant stakeholders to contribute to discussion making in schools" Zarfar (1999)

Therefore SGB's have an important role to play. The new Department of Education also shifted its direction and vision after 1994 towards a school-based system of education management. This necessitated the need of establishing Governing Bodies. Governing Bodies are important because they, according to Pampallis (1993)

"..provide the overall framework in which discussion are made that impact on other important areas of education including curriculum, language, policy, examinations, certification, support services and other areas"

The formal role of the School Governing Body is clearly described in the South African Schools Act No.84 of 1996. The Act describes the Governing Body as the superior body that is placed in a position of trust towards the school and its learners, educators, parents and other interested stakeholders and role players. The Act provides the following as the functions of the School Governing body;

- To promote the best interest of the school

- Adopt a constitution

- Develop the mission statement of the school

- Adopt a code of conduct

- Support the principal, educators and other staff

- Determine times of the school day

- Administer and control the school's property, buildings and grounds

- Encourage parents, learners, educators and other staff at school to render voluntary services to the school

- Recommend the appointment of educators;

- Recommend the appointment of non-educators staff;

- Allow use of the school facilities.

The Act further state a following allocated functions of the SGB under Section 21 (1):

- To maintain and improve school property;

- To determine the extra curriculum of the school;

- To purchase textbooks and other educational equipment for the school;

- To pay for services to the school;

- To provide an adult basic education centre.

This study has found that the Governing Body's function is in line with the Act except that it does not perform the allocated functions (Section 21). This is probably because at the time of the study, the school had not applied for these functions as per the requirement of the Act. It is, however, important to note good relationship that exists between all the member components of the SGB as this is fundamental to its effectiveness.

The second question to be explored was on the characteristics of the SGB. Literature state that the SGB should operate on the principles of inclusivity and representitivy to ensure that different stakeholders are afforded an opportunity to effectively participate in the development of educational.

policies. Principals of transparency and democracy are equally important during meetings and when decisions are taken. McPherson (200) also stressed the importance of transparency and good communication ad these build positive governance attitudes. It is pleasing to note good participation by members of the SGB. Sub Committees have been established. This study found that whilst some policies have been developed by the SGB, but there is no implementation of programme for such policies McPherson (2000) writes that;

> ...besides having to develop new school policies, Governing bodies and school management team must ensure that the policies are implemented and workable"

The study also revealed a weakness of the SGB in terms of its marketing strategy. Marketing is one important aspect of a school governance Grey (1991) in Anderson (2001) stresses the importance of;

> "...where marketing becomes integral as a central aspect of the school management, the other elements of management improved"

According to Section 19 of the South African Act, the provincial department must offer capacity building programmes for the SGB's. This study has revealed an urgent need for the development of skills and competencies such as;

- Meeting procedures
- Understanding roles to be played in the Governing body

- Fundraising;

- Policy development and implementation.

As McPherson and Dlamini (1998) rightfully state that failure to provide adequate capacity building for Governing Bodies lead to a;

> "...lack of credibility in the community and eventually to their demise"
> McPherson and Dlamini (1998)

The third and fourth question respectively aimed to find the perceptions of members of the SGB in respect to its role and effectiveness and perceptions of the SMT in respect of the role and effectiveness of the SGB. Semi-structured interviews were conducted with the parent component of the SGB, which revealed that the Governing Body members are not sure of their individual roles. They are collectively, functioning well, with good interpersonal relationship amongst themselves. The principal plays an important role in directing the activities of the SGB. The study also reveals an urgent need for the development of the capacity building programme. The parents perceptions of their role and effectiveness is in line with what is provided by the South African Schools Act No. 84 of 1996 as they see themselves providing support to the principal and educators, representing interest of parents in the SGB, helping to provide safety and security as well as assisting the management to deal with disciplinary matters of the learners in the school. The questionnaires that were administered to learners, educators and SMT members revealed that the parents membership of the SGB seem not to

understand their roles in the SGB. Lower literacy level is the main reason for this lack of confidence. This causes the principal to dominate the activities of the SGB. This weakness is supplemented by good cooperation and understanding amongst members of the SGB. However all components of the SGB view these weaknesses as posing a challenge that can be addressed through workshops.

The SMT members felt that the SGB is not as effective as it should be because parent component members fail to understand their role. Although the SGB, collectively is able to perform some of its roles such as policy development, a lot needs to be done to improve its efficiency. Educators and SMT members are quite confident of their roles in the SGB, which compliments the other weaknesses of the parent component of the SGB. Good governance involves cooperation amongst stakeholders and particularly cooperation between the professional management of the school represented, by SMT and other educators, and governance side of the school. Both of these should bridge their difference and line up their shared common principles, values and goals.

The fifth question aimed to find out the differences in perception that exists between parent component of the SGB and the other members. Both member groups of the SGB agree that the parent component is not doing enough in the SGB. Parents acknowledge that low levels of literacy hinder their performance. Their most important role is that of giving support to the

principal. Parents feel that their contribution is at the level to be classified as good. Learners and educators feel that their performance in the SGB is satisfactory. However together with the SMT, they feel the role of parents in the SGB need to be defined.

5.3.   **RECOMMENDATIONS**

The research findings in this study show that there is a need for the capacity building programme for this School Governing Body. The focus of the intervention programme should be on the different roles that are played by members of the SGB. Also the focus should be on the parent component of the SGB. Parent members of the SGB hold crucial position in the SGB such as Chairperson, Vice-Chairperson and Treasurer. Therefore these members and other members need to understand their roles in the SGB. These can be achieved through workshops.

Secondly the SGB parent members must be afforded an opportunity to practical initiate activities and be hands on in terms of managing such governance activities. This will give them experience and confidence to deal with issues.

Thirdly a development programme need to be started which will involve information sessions to deal with educational issues relevant to governance. People with expertise from outside the school may also be invited to assist

with development of capacity as well as to motivate, install confidence and promote cooperation amongst members of the SGB.

Lastly the school should ensure that an opportunity is created for the report back sessions for all the workshops attended by SGB members. This will assist with the cascading of information to other members. This may also minimise the dominance of the principal in the SGB.

5.4. Conclusion

This research study has shown the importance of good governance in school. Literature review also showed how seriously the Department of Education regards the governance in schools through the South African Schools Act No. 84 of 1996 and other relevant documents. Failure of the SGB to perform its duties impacts negatively on the future development of the school. Effective School Governing Body leads to school effectiveness and school improvement.

The findings of this research have shown that this SGB is performing at a satisfactory level. This level needs to be improved to take this school to higher levels of achievement as per recommendations of this research study.

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APPENDIX A

INTERVIEWS WITH PARENTS

1.   How do you view the role of the Governing Bodies?   How important are Governing Bodies in schools?

2.   What is your regard as the main function of Governing Bodies?

3.   Are you satisfied, as a member, of your contributions you made in the SGB?

4.   How do you view the role/membership of learner competent?

5.   How often do you meet as the SGB?

6.   What main issues do you normally discuss in SGB meetings?

7.   What is your view with regard to the role played by the principal in SGB meetings?

8.   Do you normally follow meeting procedures during SGB meetings?

9.   Which areas doe you feel you need to be capacitated/developed amongst the following?

    - Meeting procedures
    - Finance management
    - Keeping records/minutes
    - Duties of office bearers
    - Fundraising
    - Dealing with disciplinary issues

10.   Do you feel that the present unemployment has a meaningful role to play on the School Governing Body?

APPENDIX B

INGXOXO NABAZALI BESIGUNGU SESIKOLE IMIBUZO

1.   Sibaluleke kangakanani isigungu sesikole?

2.   Yimuphi umsebenzi omqoka wesigungu sesikole?

3.   Ugculisekile yini umsebenzi wakho njengelunga lesigungu sesikole?

4.   Sikhona yini isidingo sokusebenzisana nabantwana besikole

      esigungwini sesikole?

5.   Nihlangana kangaki ngonyaka?

6.   Yiziphi izinto enivame ukuxoxa ngazo?

7.   Uthini owakho umbono ngeqhaza elibanjwe uthishomkhulu

      esigungwini sokuphatha?

8.   Niyayilandela inqubo yokuphathwa kwemihlangano?

9.   Yiziphi kulezi ezilandelayo izindawo enidinga ukusizwa kuzona:-

      -   Inqubo yemihlangano
      -   Ukuphathwa kwezimali
      -   Ukugcinwa kwmininingwane
      -   Imisebenzi yamalunga
      -   Ukuqokelela imali
      -   Ukuqondisa izigwegwe.

10.   Uthinin owakho umbono ngodaba lokuntuleka kwemisebenzi

      nomthelela ekuphathweni kwesikole?

APPENDIX C

QUESTIONNAIRE TO LEARNERS

You are kindly requested to complete this questionnaire as accurately as possible. You are doing this as part of the contribution towards the research to find out the role and the effectiveness of the School Governing Body. Do not write your name anywhere on this questionnaire, this is to ensure that you identity is not revealed, and therefore you must not fear giving your true answers. All information provided will be treated as strictly confidential.

Indicate your answers by marking with a cross (x) in the appropriate space provided or write briefly where space is provided.

1.   PERSONAL PARTICULARS

1.1   **SEX**

MALE	
FEMALE	

1.2   **AGE**

10-12 yrs	
12-14 yrs	
14-16 yrs	
16-18 yrs	
More than 18 yrs	

1.3   **YOUR GRADE**

8	
9	
10	
11	
12	

NO	
YES	

2. **ARE YOU A MEMBER OF LRC?**

3. **ARE YOU A MEMBER OF SGB?**

YES	
NO	

4 **WERE YOU DEMOCRATICALLY ELECTED TO SERVE AS A MEMBER OF BOTH LRC AND SGB?**

YES	
NO	

5. **The following are the functions of School Governing Body:**

		Agree	Disagree	Uncertain
5.1	To adopt a constitution			
5.2	To develop the mission statement of the school			
5.3	To adopt a code of conduct for learners			
5.4	To support the principal, staff and other staff members of the school			
5.5	To determine times of the school			
5.6	To administer and control the school property			
5.7	To encourage parents, educators, learners of the school to render voluntary services to the school			
5.8	To recommend the appointment of educators at the school			
5.9	To allow the reasonable use of school facilities for educational programmes			
5.10	To employ educators and other staff and pay them out of school fees			
5.11	To determine the extra-mural curriculum of the school			
5.12	To purchase textbooks, educational materials or equipment for the school			
5.13	To pay for services to the school			
5.14	To provide an adult basic education and training class or centre			

6. **How do you rate the operation of the Governing Body with regard to the following?**

		Good	Fair	Bad
6.1	Development of policies			
6.2	Implementation of policies			
6.3	Communication lines to educators, learners, parents			
6.4	Support			
6.5	Following meeting procedures			
6.6	Level of participation having members of Governing Body			
6.7	Dealing with disciplinary issues			
6.8	Establishment of sub-committees			
6.9	Functioning of the SGB along departmental policies			
6.10	Promote a culture of teaching and learning			
6.11	Role of the principal in the SGB			

7. **Indicate with (x) the policies of developed in your school.**

7.1	Language policy	
7.2	HIV/AIDS policy	
7.3	Religion policy	
7.4	Safety and Security policy	
7.5	Sports and Entertainment policy	
7.6	Bereavement and social functions policy	
7.7	Fundraising policy	
7.8	Discipline policy	
7.9	Learners with special need policy	

8. **What are the limitations of SGB?**

_____

_____

_____

_____

9. **What do you suggest can be done to improve the way the School Governing Body functions?**

    _____
    _____
    _____
    _____
    _____

10. **What do you suggest could be done to improve the role of learners in the School Governing Body?**

    _____
    _____
    _____
    _____
    _____

THANK YOU FOR YOUR TIME

APPENDIX D

QUESTIONNAIRE TO EDUCTORS

You are kindly requested to complete this questionnaire as accurately as possible. You are doing this contribution towards the research to find out the role and effectiveness of the School Governing Body. Do not write you name anywhere on this questionnaire as this is to ensure that your identity is not revealed and therefore you need not fear giving true answers. All information provided will be treated as strictly confidential.

Indicate your answers by marking with a cross (x) in the appropriate space provided or write briefly where space is provided.

1.   PERSONAL INFORMATION

1.1   Gender

Male	
Female	

1.2   Teaching experience in years

0-2 yrs	
3-5 yrs	
6-8 yrs	
9-12 yrs	
More that 12 yrs	

1.3   What are your qualifications?

Std 10	
Std 10 + Diploma	
Std 10 + Diploma + Degree	

1.4   What is your position?

Educator	
Head of Department	
Deputy principal	
Acting Head of Department	

2.   Were you democratically elected as a member of the School Governing Body?

Yes	
No	

3.   How long have you served as the member of the SGB?

Less that 06 months	
Less that 12 months	
1 Year	
2 Years	
More than 2 years	

4.   How were you elected to the Governing Body?

Elected through normal elections	
Nominated	
Elected through secret ballot	

5.   **What are the perceptions of educators with regard to your role on the**

      School Governing Body?

Excellent	
Good	
Fair	
Bad	

6.   **The following are the functions of School Governing Body:**

		YES	NO
7.1	To adopt a constitution		
7.2	To develop a mission statement of the school		
7.3	To adopt a code of conduct for learners		
7.4	To support the principal, teaching staff and other staff members of the school		
7.5	To determine times of the school		
7.6	To administer and control the school property		
7.7	To encourage parents, educators, learners of the school to render voluntary services to the school		

7.8	To recommend the appointment of educators at the school		
7.9	To allow the reasonable use of school facilities for educational programmes		
7.10	To employ educators and other staff and pay them out of school fees		
7.11	To determine the extra-mural curriculum of the school		
7.12	To purchase textbooks, educational materials or equipment for the school		
7.13	To pay for services to the school		
7.14	To provide for an adult basic education and training class or centre		

7. **How do you rate the work of the Governing Body with regards to the following?**

		Good	Fair	Bad
8.1	Development of policies			
8.2	Implementation of policies			
8.3	Communication to parents, learners and educators			
8.4	Support to educators and learners			
8.5	Meetings procedures			
8.6	Level of participation amongst members of Governing Body			
8.7	Dealing with disciplinary issues			
8.8	Establishment of sub-committees			
8.9	Functioning of the SGB along departmental policies			

8.10	Promote a culture of teaching and learning			
8.11	Role of the principal in the SGB			

8.   Indicate with (x) policies developed in your school

9.1	Language policy	
9.2	HIV/AIDS policy	
9.3	Learners with special needs policy	
9.4	Religion policy	
9.5	Safety and Security policy	
9.6	Sports and Entertainment	
9.7	Bereavement and social functions	
9.8	Fundraising policy	
9.9	Discipline policy	

9.   How do you view your role on the School Governing Body?

_____

_____

_____

_____

11.   What do you see as limitations of the SGB?

_____

_____

_____

_____

12.   What do you suggest can be done to improve the way the Governing
        Body functions?

_____

_____

_____

_____

13.   What do suggest could be done to improve the role of educators in the
        School Governing body?

_____

_____

_____

_____

<u>THANK YOU FOR YOUR TIME</u>

APPENDIX E

QUESTIONNAIRE TO SMT MEMBERS

You are kindly requested to complete this questionnaire as accurately as possible. You are doing this as a contribution towards the research to find out the role and effectiveness of the School governing Body. Do not write your name anywhere on this questionnaire as this is to ensure that your identity is not revealed and therefore you need not fear giving true answers. All information will be treated as strictly confidential.

Indicate your answer by marking with a cross (x) in the appropriate spade or write briefly where space is provided.

1. PERSONAL INFORMATION

1.1 Gender

Male	
Female	

1.2 Teaching experience in years

0-2 yrs	
3-5 yrs	
6-8 yrs	
9-12 yrs	
More that 12 yrs	

1.3   What are your qualifications?

Std 10	
Std 10 + Diploma	
Std 10 + Diploma + Degree	

1.4   What is your position?

Educator	
Head of Department	
Deputy principal	
Acting Head of Department	

2.   Has the Governing Body been established in accordance with departmental policies?

Yes	
No	

3.   Are you satisfied with the role of the SGB in your school?

Yes	
No	

4.   What is your perception with regard to the role of the School Governing Body?

Excellent	
Good	
Fair	
Bad	

5. **The following are the functions of School Governing Body:**

		YES	NO
5.1	To adopt a constitution		
5.2	To develop a mission statement of the school		
5.3	To adopt a code of conduct of the school		
5.4	To support the principal, teaching staff and other staff members of the school		
5.5	To determine times of the school		
5.6	To administer and control the school property		
5.7	To encourage parents, educators, learners of the school to render voluntary services to the school		
5.8	To recommend the appointment of educators at the school		
5.9	To allow the reasonable use of educators at the school		
5.10	To employ educators and other staff and pay them out of school fees		
5.11	To determine the extra-mural curriculum of the school		
5.12	To purchase textbooks, educational materials or equipment for the school		
5.13	To pay for services to the school		
5.14	To provide for an adult basic education and training class or centre		
5.15	To manage day to day affairs of the school		

6.   **How do you rate the work of the Governing Body with regards to the following?**

		Good	Fair	Bad
6.1	Development of policies			
6.2	Implementation of policies			
6.3	Communication to parents, learners and educators			
6.4	Support to educators and learners			
6.5	Meetings procedures			
6.6	Level of participation amongst members of Governing Body			
6.7	Dealing with disciplinary issues			
6.8	Establishment of sub-committees			
6.9	Functioning of the SGB along departmental policies			
6.10	Promote a culture of teaching and learning			
6.11	Role			

7.   **Indicate with (x) the policies of developed in your school.**

7.1	Language policy	
7.2	HIV/AIDS policy	
7.3	Religion policy	
7.4	Safety and Security policy	
7.5	Sports and Entertainment policy	
7.6	Bereavement and social functions policy	
7.7	Fundraising policy	
7.8	Discipline policy	
7.9	Learners with special need policy	

8.   How do you view your role on the School Governing Body?

_____

_____

_____

_____

9.   What do you see as limitations of the SGB?

_____

_____

_____

_____

10.   What do you suggest can be done to improve the way the Governing Body functions?

_____

_____

_____

_____

11. **What do suggest could be done to improve relationship between educators, SMT and parents in the Governing Body?**

_____

_____

_____

_____

THANK YOU FOR YOUR TIME