

**DEVELOPING A TRAINING PROGRAMME ON THE
GOVERNANCE OF PRIMARY SCHOOLS FOR THE
PARENTS IN SCHOOL GOVERNING BODIES (SGBs).**

By

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DECLARATION

I HEREBY DECLARE THAT THIS WORK IS MY OWN BOTH CONCEPTION AND EXECUTION, AND THAT ALL THE SOURCES I HAVE REFERRED TO OR QUOTED HAVE BEEN ACKNOWLEDGED AND INDICATED BY MEANS OF COMPLETE REFERENCES.

SIGNED:.....

DEDICATION

THIS WORK IS DEDICATED TO :-

- 1) My late mom, Minaal Singh, my first god and inspiration, who unfortunately never lived to see some of my finer accomplishments;
- 2) My brother, Niron and my sister-in-law, Jayothie who are towers of strength to our small family;
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- 4) My dad, Bobby; and
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ABSTRACT

The study investigated the training needs of the parental component of School Governing Bodies (SGBs) and developed an intervention-training programme for empowering members of the parental component of the SGB with effective leadership skills. The first aim of the study was to assess the training needs of the parental component of SGBs. The second aim of the study was to develop an intervention-training programme for empowering members of the parental component with effective leadership skills. The last aim of the study was to come up with recommendations, based on the analysis of those needs.

The findings according to the first aim of the study, that is, the training needs of the parental component of SGBs revealed that there is a need for training of the parental component of SGBs on strategic planning and management; change management; financial management; conflict management; zero based budgeting; conflict resolution; education legislation; education policies, procedures and practices; and in conducting needs analysis. The findings based on the second aim, that is, the development of an intervention training programme for empowering members of the parental component of the SGB with effective leadership skills, resulted in the following programme being developed. Training modules were developed as follows:

- A training programme whereby parents are grouped and given instructions on the development of team building skills. Method of learning: group work presented in English and isiZulu.

- A 4-hour training programme where parents are given the opportunity to develop skills in meeting procedures and the various rules associated with conducting meetings. Method of learning: Discussion and problem-solving presented in English and isiZulu.

- A training programme whereby parents are skilled in the taking down of minutes and the need for the keeping of minutes. Method of learning: Group work and role play presented in English and isiZulu.

- A training programme whereby parents are schooled in the understanding and importance of team work and the formulation of team goals, etc. Method of learning: Group discussion, presented in English and isiZulu.

- A training programme for school governing body members on the basics of financial management. Workshop as a learning method presented in English and isiZulu.

- A training programme for school governing body members on strategic planning and management. Workshop as a learning method presented in English and isiZulu.

- The last aim of this study was to come up with recommendations regarding an implementation strategy for the training empowerment programme of the parent component of the SGB.

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CHAPTER ONE

1.1 INTRODUCTION

The introduction of the South African Schools Act, Act No.84 of 1996, challenged all schools to implement democratic school governance. Some schools that were previously disadvantaged were getting involved in democratic school governance for the first time. Previous to the implementation of SASA, 84 of 1996, the vast majority of public schools had Parent Teacher Associations. These parent-teacher bodies assisted the school mainly with fundraising efforts and did not have any say in the development of school policies and in the governance of schools. In most Black schools, school committees whose members were not democratically elected, played a major role in how schools conducted their affairs, e.g., in the disciplinary measures against teachers.

In 1995 the Department of Education tried to implement Management Councils at the various public schools. These councils had as part of their responsibilities to advise the principal on the drafting of school policy, including specific standards the management councils wished to set, and making recommendations to the Director-General regarding the appointment, promotion and discharge of staff at the school (Department of Education and Training, 1995). Unfortunately these councils died a premature death and before they could function they were superseded by SASA, 84 of 1996.

Schools had to actively include parents from their local communities. Schools based in rural areas are located within communities where illiteracy is high (Uys, 1996). This poses a challenge for the managers in the Department of Education to provide training for the parents who come from such communities so that they can play an active role in school governance. Though the implementation of school governance was introduced in 1997, a number of school governing bodies' members have not been exposed to any formal training for their new role. This coupled with high illiteracy among many elected members of the school governing bodies highlights a need for intervention in the form of a training program. This study is thus necessary in order to develop such an intervention program.

1.2 STATEMENT OF THE PROBLEM

The requirements of SASA, No.84 of 1996 on the management of schools necessitates the training of parent representatives appointed to school governing bodies (Section 19). To achieve this goal a systematic investigation needs to be carried out in order to determine the implementation strategy and the need for training. It seems that there is a lack of training of the parent component and this may consequently affect their role in school governance.

This study seeks to investigate training needs for parent representatives and to come up with strategies for implementing the training program in the Klipriver Circuit. The following critical questions will guide the study.

1.3 CRITICAL QUESTIONS

- What are the training needs of members of the parent component of the SGBs?
- What kind of empowerment programme can be effective in developing the leadership and management skills of the members of the parent component of the SGBs?
- How can the empowerment programme be implemented effectively?

1.4 RATIONALE FOR THE STUDY

The inspiration to conduct this study comes from my own experiences with school governing bodies (SGBs). Throughout the world and in most systems of education, which operate in different countries, parental involvement in school committees has been hailed as an important achievement (First & Walberg, 1992:195). In South Africa the regulations of the South African Schools Act (SASA), Act No. 84 of 1996 are that the majority group of representatives in school governing bodies should be that constituted by parents (Department of Education, 1996).

In my work as a Department of Education facilitator for Quality Assurance and Transformation and Gender Equity, I have been exposed to many schools in the Klipriver area and their school governing bodies. This exposure has made a profound impact on my understanding of functioning of SGBs in the Klipriver area.

The impression created by the sheer number of the majority is that parents are the steering component of the school governing body. This has created the situation whereby the parent component of the school governing body ends up trying to tell the school governing bodies what to do. Hence, most decisions taken by school governing bodies are controlled by the parent majority; yet the control, governance and management of schools relies on an input from all stakeholders including parents, educators, non-educators and in secondary schools, learners (Lewis, 2000:423).

This skewed weighting, which advantages the parent component, has resulted in certain schools experiencing problems. This is especially the case when the majority of the parent components are semi-illiterate or illiterate, and have not been trained and given support to function (Uys, 1996), as per the South African Schools Act, Act No. 84 of 1996 stipulations and functions (Lewis, 2000:423).

Lack of proper training of the members of the school governing bodies' parent component has posed a challenge to the education management structures. This challenge does not only require solutions, but carefully planned, systematic and organized procedures for intervention (Lewis, 2000:422).

In order for the National Department of Education to plan and inform policy formulation for integrated school governance development, intensive intervention programs for training parents need to be developed. This will provide valuable information on the effective strategies that can empower the members of the parent

component of school governing bodies to play an invaluable role in terms of the requirements of the SASA, Act 84 of 1996. This study therefore aims at developing an effective program for training members of school governing bodies.

1.5 AIMS OF THE STUDY

This study aims to assess the training needs of the parental component of SGBs. It also aims to develop an intervention-training programme for empowering members of the parental component with effective leadership skills based on the analysis of those needs. Recommendations are provided regarding an intervention implementation strategy for the training empowerment programme.

1.6 DEFINITION OF CONCEPTS

1.6.1 PARENTAL COMPONENT

The concept “parental component” refers to members of school governing bodies elected from the parents and representing the parents’ views in the governance of the school. For purposes of SASA a parent is defined as:

- (a) The parent or guardian of a learner
- (b) The person legally entitled to custody of a learner; or
- (c) The person who undertakes to fulfil the obligations of a person referred to in (a) and (b) towards the learner’s education at school (SASA, Act 84

of 1996). Parents should constitute the majority of representatives in school governing bodies (SASA, Act 84 of 1996, Section 23).

1.6.2 SCHOOL GOVERNING BODIES

School governing bodies in this study refers to structures that are designed to govern a school in terms of SASA, 84 of 1996. These structures comprise of parents, educators, non-educators and learners, in the case of high schools (South African Schools Act, Act No. 84 of 1996, Section 23). These structures are responsible for policy and governance in the overall running of schools. Amongst its many functions is the recommendation of the appointment of educators and support staff, deciding on extra-mural curriculum, the choice of school subjects at a school, and the control of the financial records of the school (Butler and Christie, 1999).

1.6.3 SCHOOL MANAGEMENT TEAM

School management team (SMT) in this study refers to the school manager (principal), deputy school manager and the heads of department. The SMT is mainly responsible for professional management in the day to day running of the school (Butler and Christie, 1999).

1.7 METHODOLOGY EMPLOYED

In this study the survey method was used to collect data through questionnaires. This is an effective means for obtaining the following kinds of information from respondents: biological particulars, typical behavior, opinions, beliefs and convictions and attitudes (Heiman, 1995). The questionnaires used in this study were rank ordered and open-ended questionnaires (Bernard, 2000 cited in Gounden, 1999). Ninety questionnaires were distributed which were all written in both languages i.e. English and isiZulu. Of these ninety questionnaires only 70 were returned. Permission to conduct the study was granted by the District Management of the Klipriver circuit. The study took 3 months to complete.

An in depth discussion of the methodology is presented in chapter three of this study.

1.8 LIMITATIONS

The study aimed at conducting follow-up focus group interviews, but this process was unsuccessful due to the unavailability of the various school governing body members. This was precipitated by a number of dynamics on the ground, which included personal and other reasons such as the chosen interviewees' reluctance to meet with me and their reluctance to meet on weekends. I can only assume that

this reluctance could be attributed to them not being comfortable with the researcher.

Follow up focus group interviews would have served as a triangulation measure and would probably have allowed respondents to expatiate on their responses. Invaluable information would have been gained from these focus-group interviews, as it would have perhaps allowed the respondents to elaborate, elucidate and expound on the views and opinions they expressed in the questionnaires. This would have allowed the researcher to explore to a greater extent the needs of the respondents in relation to their functioning as members of SGBs. The researcher thus had to rely solely on the responses to the questionnaires.

In cases where principals indicated that the respondents were illiterate or semi-literate, the researcher met with the said respondents and their representative in order to elicit their proper responses. The representative was someone who could speak English and isiZulu fluently and with whom the respondents felt comfortable with. These representatives included school principals; educators from surrounding schools; older children as well as in the one instance a social worker. The respondents were requested to choose these representatives themselves. The rationale for this was to ensure that respondents give consent for who should help them and also to remove any suspicion that they are being investigated. Due to the fact that respondents freely chose those representatives and these were people they trusted, it was assumed that they gave honest answers.

Due to the paucity of literature and studies on the workings of school governing bodies in South Africa, the researcher had to rely on similar studies done on school governing boards (which are District based and govern all schools belonging to the same district) in the United States of America and the United Kingdom. In these two countries elected school boards have been governing their schools for a number of years.

Another limitation is that the study focused on only one region – the Klipriver circuit - and therefore its findings cannot be generalised beyond this region. However, this does not diminish the importance of the study and the implications of its findings for other school governing bodies under similar contexts and with similar challenges in the country.

1.9 ORIENTATION OF THE STUDY

The chapters in this study are as follows:

Chapter one is the introductory chapter that presents the problem to be investigated, the aims of the study and the rationale for conducting this study. The critical questions guiding the study, definition of key concepts used in the study, a brief discussion of methodology and the limitations are also presented in chapter one. Chapter two is the chapter that deals with relevant literature and previous studies on training needs of the parent component of the school governing body. This chapter

also gives the researcher an understanding of the topic he is researching and what has been done before or revealed by previous researchers. Chapter three deals with research methods used in this study, the research design, research instruments and their administration as well as the methods used in the analysis of the questionnaires. Chapter four presents the results as well as their analysis. The results are consistently presented in the form of tables and figures. Chapter five discusses interpretations discussion of findings of this study as well as the conclusion and recommendations.

1.10 CONCLUSION

This chapter has indicated clearly the critical questions to be probed as well as the aims of the study. The problem of the lack of appropriate skills and adequate knowledge among the parent component of the SGBs was also highlighted.

The rationale for this study in this section pointed out was that there is a need for an intervention programme that will capacitate the parent component of the school governing body.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In the previous discussion it has been mentioned that parental involvement in school governance has been hailed as an important achievement in the entire world. In South Africa, the regulations of the South African Schools Act (SASA), Act No. 84 of 1996, are that parents should constitute the majority representatives in school governing bodies. In most cases, even though parents make up a majority, there are challenges where parents end up being sidelined by the authorities or principals. Hence the decisions taken by the SGB then becomes teachers' and principals' decisions. This, in most cases, causes a delay in the delivery of services such as disciplinary procedures and hearings for learners as well as staff members, whereas the management of schools relies on input from stakeholders, including parents, non-educators and learners (Department of Education, 1996). In other words school management teams are sometimes the stumbling blocks on the successes of the SGB.

There are many kinds of local school governance in the world. In some schools the principal makes key decisions with a school advisory board. In other cases the principal and a small group of teachers, parents and community members make policy decisions through formal school governing boards, such as in Britain and

France. There are questions that are often raised in the literature about school governing bodies and their appropriateness to a school's functioning. The questions, which are usually raised, include the following:

- Which kind of governance is best for teachers?
- Which kind of governance is best for learners?

Both teachers and educational researchers claim that a broad-based, shared decision making strategy, tends to enhance communication among teachers, and between administrators and teachers; and also improves teachers' attitudes towards their work (McGregor and Robin, 1992 as cited by Winter and Dunaway, 1997).

The above observation by McGregor and Robin cannot be taken uncritically particularly in the South African context because in most cases when members of the SGBs are selected, the parent representatives are usually not trained for the roles and duties they are expected to perform. Many selected parent representatives do not really know and understand what the school's goals are and they are sometimes given a complex task such as choosing the most important person to lead the school, that is, the principal. It is not surprising that a senior manager who is selected may have his/her own aims and objectives for that school - aims and objectives that the parents and the community around the school do not share or understand.

One can argue that the problem here is that most parents in South Africa, especially those that are chosen to the school governing body, have limited knowledge of the procedures and functions of the school governing body. This leads to them having to focus most of their energies on interpreting and understanding the rules that guide the performance of a school governing body. Due to the fact that parents are an important role player in the school governing body, and given the fact each parent is expected to have knowledge of how to select members of the school management team, it is important that they are trained before assuming their roles within the school governing body (Gokar, 1998: 10).

The complex nature of the South African Schools Act by itself necessitates the training of parent representatives appointed to school governing bodies. A systematic investigation of literature on school governing bodies and their training needs is discussed in the following sections.

2.2 BACKGROUND ON THE TRAINING NEEDS OF THE SCHOOL GOVERNING BODY

This section on the literature review will be followed by an investigation to be carried out in order to determine what parents have contributed within the school governing body, and what their training needs are.

✓ When our South African society moved from apartheid to democracy and the Government of National Unity was sworn in, in 1994, the governance of schools also became democratic. School governance was to be restructured in keeping with the principles of equity, redress and democracy, and in keeping with the whole of South African society. All stakeholders in the school community restructured school governance to ensure that there was representation, participation and ownership. Prior to this most public schools had so-called parent advisory committees known as Parent Teacher Associations (PTAs), which were limited in their inputs at schools (McPherson and Dlamini, 1998). These bodies were not directly involved in the crucial matters of governance within the ambit of apartheid. This still fell under the principal and the head of the relevant Department of Education. In the main, the majority of these committees served as glorified fund-raising bodies for schools.

Before the government of National Unity, policy analysts made a lot of contributions to the construction of the South African Schools Act, Act No. 84, which was released in 1996. This Act stipulates how schools should be managed, governed, funded and maintained. It also reflects the different types of schools we have in the country, like independent and public schools. School governing bodies now have substantial functions and powers to influence the quality of education at their schools. The parent community is the most represented on the school governing body. This was done to ensure that parents have direct influence in their schools. The problem, however, is that many members of the school governing

bodies do not have the required skills and experience to exercise their new powers. In addition, the Schools Act, by its very nature, requires provincial departments of education to facilitate the training of school governing bodies (McPherson and Dlamini, 1998). As part of the implementation of the Act, in May 1997 the KwaZulu-Natal Department of Education and Culture spearheaded the first school governing body elections.

The issue of lack of capacity in school governing bodies is predominant in African schools. The majority of these schools are situated in rural areas where there are problems emanating from poor infrastructure as well as lack of resources and training for members of the school governing bodies. Rural areas have a high rate of poverty due to unemployment and illiteracy. It therefore means that schools in such places must be effective enough in order to produce from learners skilled people to develop the places in future. Such effectiveness can only be possible in schools with effective governance where curriculum planning would take place geared towards the development of these areas. However, without the necessary knowledge and expertise the governing bodies at schools cannot make much contribution.

For school governing bodies to show and ensure efficiency and effectiveness they need training and development. They need to be trained and developed in a manner that they are able to have characteristics like those mentioned by Fidler and Bowles

(1989 as cited in Gounden, 1999). Such characteristics of school “governors” are that they should be:

- Accountable
- Advisory
- Supportive
- Mediating
- Policy making, and
- Partners.

According to Squelsh and Lemer (1996), the emphasis is on mutual trust and understanding among school governing bodies and the communities they serve. This, on its own requires people with expertise who are eager to learn from others whilst they go on with their functions.

The National Department of Education in one of the articles entitled ‘Understanding the South African Schools Act’ has this to say on the functioning of school governing bodies: “As more and more governing bodies gain the necessary expertise and experience, and grow in confidence and ability, the desired transformation in education may be achieved” (Department of Education, 1997:7).

Expertise and experience are achieved through training programmes for capacity building. Training should be a continuous process to ensure that as many people as is possible, get involved with school governance, and that they be capacitated and be made effective and confident about their duties and functions.

2.3 INFLUENCE OF THE PARENT COMPONENT ON SCHOOL GOVERNING BODIES

The history of the struggle for educational restructuring and transformation in South Africa is a well-known phenomenon. For a long time, democratizing education was demanded through education struggles conducted by the democratic movements. These struggles were for both structural and cultural or attitudinal transformation. The National Party government had always wanted to maintain as much control as was possible in the hands of the officials of the education departments. Although legislation provided for nominal parental involvement in schools, parent committees never had more than advisory powers. However, no policy-determining role had ever been conceded in governance to teachers or students.

Transformation of school governance is therefore the call for a democratization of school governance through the participation of parents, teachers and students. The democratic government initiated this by enacting the South African Schools Act, Act No. 84, of 1996. Learners (in the high school) and teachers are now part of a statutory governance body, the governing body.

In the SASA, the roles and duties of the school governing bodies are clearly defined but those of principals and of the education superintendents are not. It should be understood that transformation of school governance altered the roles and duties of both the principals and superintendents. In the absence of clear roles and functions

for principals and what they ought to do, it is likely that they might also pose to be obstacles, especially if they perceive these governing bodies to be a threat to their management authority. This could also apply to other bureaucrats such as the education superintendents within the education authority.

Principals should now be well prepared to operate effectively in a dynamic and highly political social world, both reactively and proactively. It seems reasonable to suggest that principals, who understand the politics of their schools and work to create viable political cultures, will be able to enhance the overall quality of school life. It is also important to acknowledge that policy intentions may contain ambiguities, contradictions and omissions that provide particular opportunities for parties to the implementation process to declare internal disputes. The parent component of the school governing body may seize this opportunity of undefined roles of the principal and the superintendent to exact more influence within the school governing body.

The involvement of students and teachers in school governing bodies might not be well received by parents because in the past, in many schools, these structures, in many instances have been the sole preserve of ineffective parent-teacher associations without any policy making powers. This is particularly so within conservative communities where learners are still seen as mere recipients of knowledge and are therefore not involved in decision-making.

The relationship between the principal and the school governing body is extremely important for the smooth functioning of the school community and the implementation of the school's mission, which should be in line with the provincial and national policies. Under our democratic government, with a participatory structure of governance in the education and training system, the vital role of the school principal as a leader in educational transformation must be clearly established. The principal in his / her relationship with teachers and students, particularly their responsibilities of building or rebuilding the culture of learning and teaching within a democratic school environment, needs support from the parents. Such support will ensure that the principal works productively with the school community and its governing body. For this to happen, the principal needs to be supported by an adequate training programme to provide an effective support service that capacitates parents in the school governing body.

2.3.1 THE SELECTION OF SCHOOL MANAGEMENT TEAM MEMBERS AND THE IMPLICATIONS FOR THE PARENT COMPONENT

(i) The selection process by the school governing body

The impression created by the sheer number of the majority of parent representatives is that, parents are the steering component of the school governing body. This allows and creates the situations whereby the parent component of the school governing body end up trying to tell the school governing bodies what to do

in selecting staff. Hence, most decisions taken by school governing bodies are controlled by the parent majority; yet the control, governance and management of schools relies on an input from all stakeholders including educators, non-educators and learners in the case of secondary schools (SASA, Act 84 of 1996).

It is acknowledged that teachers are quite knowledgeable as far as the teaching and learning situation is concerned and would make valuable inputs to the Staff Selection Committee. However, the participation of teachers in the South African context, in the actual selection process of school management staff may be excluded. This is due to the fact that the parent component of school governing bodies enjoys a majority on the SGBs and they thus have the power to only elect parents from the SGB onto the Selection Committee.

The high number that the parent component constitute in the school governing body gives them an advantage which then results to problems, for example, in the selection of staff a member of the parent component might push for his/ her relative to get the position and this can cause more problems for the department. This is especially the case when the majority of the parent components are semi-illiterate or illiterate and have not been trained and given support to perform their functions effectively as per the South African Schools Act, Act No. 84, of 1996.

Unlike other school governing body components, the parent component lacks exposure in terms of skills and training programs, this hinders their participation in

the running of school management matters. This posed a challenge to the education management structures to derive training programs for the parent component and this research will provide a starting point to this. This will also provide valuable information on the effective strategies that can empower the members of the parent component of school governing bodies. Such a programme will enable parent representatives to perform their duties with clear understanding of what is expected from them.

This issue of selection of school management team members is used as an example to highlight the complex tasks that school governing body members face in the normal course of their duties. In the South African public schools, every year senior managers forward statistics to the Provincial Department of Education, at least once a year, indicating vacant posts, shortages or surpluses. This is done so that the Provincial Department of Education can plan vacancy lists for the following term or year. For any institution or department to run smoothly, effective planning and good organisation is essential. Once these lists have been compiled, the Provincial Department of Education sends these to school governing bodies for prospective applicants to make their choices in respect of the vacancies available. Applicants can then also apply for senior management positions, which are also made available.

Due to the new selection and appointment process, school governing bodies are allowed to set up various sub-committees such as a Staff Selection Committee to

make recommendations for the appointment of staff as stipulated in section 30 of the South African Schools Act, 84 of 1996. As to whether all SGBs are following the SASA, Act No. 84 of 1996 is still a big question. Nevertheless, it is essential for all school governing bodies to elect a Staff Selection committee. This committee must comprise 3 or 5 members from elected or co-opted members who will then work very closely with the principal and Superintendent (Management) to select senior staff. In some cases a school may only receive 100 applicants whilst other schools may receive 1000 or more. It is therefore important that more competent stakeholders be co-opted onto the SGB. In South Africa the stipulations are that the Selection Committee must comprise a chairperson and 2 or 4 other members. The principal or deputy principal is part of the Committee except in cases where they are applicants for the same post.

However, the Staff Selection Committee may co-opt one or two members from outside the school governing body to facilitate the process. The co-option must be done on the basis of experience, competency and expertise in staff selection. When co-opting members onto the Selection committee, it is vital that such a member is given consent by the entire school governing body. This is to ensure that members co-opted onto the Selection Committee have the same understanding of what the needs of the school are, therefore the type of manager the school requires. Waters (1984) argues that proper record keeping is essential at all times, that is, when selectors are co-opted and even during the selection process because there may be

cases of nepotism or other irregularities which may have to be verified later from the minutes.

It is also imperative that at least one representative from the department of education and at least one union official be present as observers to ensure that the correct procedures are followed. It can be argued that having a departmental official to oversee the process is not altogether a solution on its own. The official should also possess the necessary skills and knowledge of selections so that inconsistencies during the process can be corrected immediately. Furthermore, such officials must be acquainted with the present Labour Laws and the Employment of Educators Act, (Act No.76 of 1998), so that the process, the selectors and applicants are all protected.

According to Sallis (1996:89) all governing body members must be encouraged to take opportunities for training in order to select the right person for the job. He personally does not favour schools having appointment committees because all governing body members must be exposed to the selection and appointment experience so that they get a sense of commitment towards the choice of candidates.

Waters (1984) confirms that some education authorities in England and Wales do provide short courses in respect of offering training to staff selectors of the governing body. Those training programmes include a simulation of a typical interview situation. Most certainly, every selector must be trained in multiple

assessment techniques and more especially the legal guidelines of the selection process. Without such training, selectors may be influenced during the short listing and interview process by attitudes and personal preferences (Walker, 1991).

Clearly, many of the authorities in England make quite an investment in conducting short training courses and workshops for governing body members to improve their selection skills. The above courses last a half or whole day, over week-ends or over many sessions spread over a period to ensure that members do their job effectively (Packwood & Whitaker, 1984, as cited in Gounden, 1999; Wragg & Partington, 1995:72).

The above discussion illustrates the complexity, as alluded to previously, of some of the tasks that SGBs are required to undertake and complete. I do concede that educators and learners also need training but more so parents who I have discovered are in the main laypersons.

(ii) The Role Of School Governing Bodies (SGBs)

In South Africa the main challenge at present is that South Africans need to realize that education systems do not change just because there is a change of government. The notion of an immediate replacement of the existing education system with a new, ideal one is not a solution by itself (McGregor & Robin, 1992 as cited by Winter & Dunaway 1997). The implementation of new policies is typically a

lengthy and uneven process that needs to be supported through ongoing training for people who are in leadership, such as the school governing body.

South Africa is going through a transition stage. In South Africa the government changed in 1994 after a democratic election. The implementation of a new education system was a bit different because it was not only a change of government in terms of political parties, but a new constitution also had to be adopted. There was therefore, a need for the replacement of the existing education system with a new, ideal one that is in line with the new constitution of the country. This further increased the need for training of people who are expected to lead. One of the roles of the school governing body is to unanimously agree on central issues that can lead to effective school governance.

For instance issues such as that the deputy principal should be offered the post of principal within the school when such a vacancy does arise. This is a critical issue to many schools and it is where the role of the school governing body is tested in a major decision-making process. This is highlighted in a recent study conducted in Scotland (Draper & McMichael, 1998). The study was about principals' delegation of tasks to their deputies. This study tried to show whether principals' delegated tasks because of their deputies' competencies and experience or not. Ninety percent of the deputies in this study stated that their heads delegated aspects such as staff development, curriculum development and management, managing relationships with pupils, parents, and outside agencies. The deputies argued that they also

participated actively within teamwork together with their principals. This particular study revealed that in most instances head teachers delegated duties to their deputies as preparation for the deputies eventual succession to the post of head teacher. It would therefore make sense for the Staff Selection Committees of school governing bodies to work closely with the departing principal and pay careful attention to his / her advice regarding the choice of the new appointee.

Sallis (1996) argues that although school governing bodies can receive advise of good candidates from all sectors of stakeholders in the school community, the governing bodies do not have to accept it as a blue print. The SGB has to fully scrutinize all submissions to it, even official advice from inspectors/ superintendents, which usually happens in cases where senior managers are appointed, must not be viewed as the final word. The final responsibility of selecting and appointing senior management staff should rest with the staff sectors. Similar efficient role-execution would undoubtedly tend to boost the confidence of communities towards the SGBs in South Africa.

Studies and theories referred to ealier, such as Draper and McMichael (1998) point out that the parent component of the school governing bodies do not always function well. This is sometimes because of nepotism among the members of community and within the school authorities, but more often than not this is because of lack of proper training as well as a lack of knowledge of their roles and responsibilities. According to the Department of Education's First Steps School

Governance Starter Pack (Department of Education, 1997:17), - “ The principal and staff of the school can help school governing bodies to get help”. This means that the principal and members of the school must make sure that they are the primary source of information, so that school governing bodies work efficiently.

An argument that can be raised here is that the one factor that motivates members of a team and leads to task accomplishment as well as job satisfaction in any governing structure, is maintaining conditions necessary to do the job. If certain conditions are lacking, motivational factors will not arise at all. There must be adequate training for SGB members in the various regulations such as SASA and all other National and KwaZulu Natal regulations informing the governance of public schools. This could thus provide guidance and be the foundation for the future progress of all members of the school governing body. All members will need to abide themselves to these acts and regulations, so that there will be a broad view of what is expected of the members of school governing bodies and progress will be made in ensuring whole school development.

(iii) Previous Studies On School Governing Bodies (SGBs) And Their Role In The Appointment Of Staff

School governing bodies are deficient in meeting today’s major educational challenges. Thoroughly trained members of school governing bodies will be more efficient, competent and skilled to address the three main goals that are critical to the national education system. The three goals give guidance to provinces on what

the national education should look to and also on what school activities should achieve across all provinces. They set the minimum standards for academic excellence for each learner, school, district, region, province, and consequently the National Education Department. These goals are:

- (a) That all students meet world-class academic standards,
- (b) That schools are accountable for student outcomes, and
- (c) That there is a clear, closer collaboration between schools and other services for children.

Ineffective school governing bodies are caused by several factors that are closely related to the lack of available information from the education department and the incapacity to administer the development of district wide governance. The school governing body inherits ambiguous management practices that were adopted by school districts during the Apartheid era, and these remain pervasive today. A study conducted by Gips and Bredeson (1984) in the context of the United States of America, reveals that teachers were dissatisfied with the choice of principals and indicated that they were willing to be part of the selection of principals because they have the ability to choose a principal who would be sensitive to the concerns of teachers, the community and the school as a whole. Teachers should be involved in the selection process since they are part of the various stakeholders and would make valuable input in so far as school professional matters are concerned.

In South Africa all school governing body members require capacity building programmes especially in areas such as the staff selection process, since a large number of them are conducting their duties for the very first time. At present the KwaZulu Natal Department of Education has provided some training workshops regarding capacity building for SGB members in the various regions. This training needs to be intensified in crucial areas of governance such as the selection of senior management staff.

The proper advertisement of a post is crucial because it must embody the character and ethos of the school, the main qualities and experience required of applicants and the relevant data such as closing dates for applications, interviews, etc. Those candidates who are interested in applying for the post should request details and requirements, such as the aims, objectives, education philosophy, etc., of the post from the school (NAGM, 1996). This may not be possible in the South African context because many schools are facing financial difficulties and would not be able to post and make these documents available to a large number of applicants. This has the effect of further disadvantaging these schools, as they do not have the financial resources to attract the right calibre of manager to their school.

However, as Emmerson & Goddard (1993:79) contend that: "The objective in advertising is to attract an adequate number of applicants who meet the criteria in the job specification, so that a choice can be made and an effective appointment secured." It is vital that every school should conduct a needs analysis survey to

determine the areas of strengths and weaknesses in meeting the curricular and personal needs of its learners. A job profile should then be drawn up for the kind of principal required to improve on the strengths and remedy the areas of weaknesses of the school programme. The site-based committees should look for candidates that best fit the needs of the school (Holman, 1995). I argue that choosing a candidate based on the needs of the school is absolutely important. This kind of choice would drive the school forward since the needs of the school would be satisfied by the principal as the head of the institution and his/her team of teachers.

2.4 THE GOVERNANCE OF PRIMARY SCHOOLS IN THE KLIPRIVER CIRCUIT.

As already alluded to, throughout the world and in most systems of education, which operate in different countries as well as in South Africa, parental involvement in school committees has been hailed as an important achievement (First & Walberg 1992:195). In South Africa the regulations of the South African Schools Act (SASA), Act No. 84 of 1996 are that the majority group of representatives in school governing bodies should be that constituted by parents (Department of Education, 1996). This is the case with Klipriver Circuit Schools and their schools governing bodies.

In the Klipriver circuit, the impression created by the majority of the parent component of the school governing body is that they are the most important part of

the school governing body. In this regard school governing bodies have sometimes overstepped their boundaries of governance and tried to institute disciplinary action against state paid educators and in some instances paid no heed to the Provincial Department of Education's guidelines governing the use of school funds. This indicates lack of training on their duties.

In meetings of school principals in Klipriver, it has been highlighted that lack of proper training of the members of the school governing bodies' parent components has posed a challenge to the education management structures. This was due to the great diversity in the literacy levels and education qualifications of some members of the SGBs. The Provincial Department of Education's expectations and those of the community in Klipriver, is that the school must engage in partnership with all stakeholders, i.e., parents (the community), educators, learners and the department of education in exercising their governance. It is expected that the stakeholders work towards ownership of schools in order that schools are effective institutions.

This is not a unique case with Klipriver as Everard and Morris (1986) point out that the function and the importance of school "governors": They argue that school governors are a potential resource for change and because of their position in local communities they may be more powerful advocates of the school and its needs than others.

From my interaction with school governing bodies it would appear to me that the majority of the parents who are elected to the school governing bodies in the Klipriver area are mostly illiterate and do not have the necessary knowledge and training to carry out their duties. The South African School Act of 1996, Act no 84 of 1996, emphasizes the fact that all primary stakeholders in the education system, that is, parents, teachers, learners and the Education Department, should be part and parcel of every decision taken on how schools are run. The school governing bodies are in the lead since they have all these stakeholders in their membership. The main problem is that the school governing bodies must first be helped to learn their roles and responsibilities that will lead them towards full participation in the schooling system that affects their community.

This research is aimed at getting the empowerment programmes that will be needed for the parent component of school governing bodies in rural African schools in the Klipriver circuit to shift from being passive participants to being agents that influence the curriculum and other policies of the school, so that schools become relevant to the needs of the communities in which they exist. In this regard SGBs may apply in writing to the Head of Department to be allocated functions such as the determination of the extra-mural curriculum of their school and the choice of subject options in terms of provincial curriculum policy (SASA, Act No. 84 of 1996, Section 21). It can be argued that because most former White, Coloured and Indian schools' Parent Teacher Students Associations (PTSAs) had parent members in their school governance who were, in many cases, experts in various services that

were essential to schools, their schools were very effective in service delivery. The rural African school governing bodies need training for empowerment so that they become capable of providing even the basic services such as security measures to their school's property. They need to be in a position to maintain and bring about development to the school property. This will mean that they themselves are resourceful.

Numerous documentation were released before the South African Schools Act, Act No. 84 of 1996, with a lot of contributions on school governance but this fall short on how the ground should be leveled for disadvantaged communities. These were the Education Renewal Strategies (ERS), the National Education Policy Investigation (NEPI), the Urban Foundation's Education Policy and Systems Change Unit, the Hunter Commission – which culminated to the second White Paper on the Organisation, Governance and Funding of Schools, and others.

The imbalances of the pre-democratic government, which affected the rural communities like Klipriver the most, left a challenge to redress educational imbalances. Makhubu (1993) argues that in the past the massive injustice, which was at the heart of South Africa's social and political life was obvious in the schooling system. This had a tremendous adverse impact on education of the African children in the Klipriver circuit.

Comparatively other countries such as the United Kingdom, Australia and the United States of America have well functioning school governance systems and this clearly shows how much work is ahead of South Africa in redressing the imbalances of the past. The old system left the country with an appalling number of illiterate people, living in undeveloped rural areas that are mostly Africans, who are a majority within the country. The research conducted among the school governing bodies in the district of Ndwedwe - which is a rural area and partly like Klipriver - shows that in this undeveloped rural area with a large population of 78% unemployed people and 92% illiterate, they could raise funds during the apartheid times (Makhubu, 1993). This poor community built their schools for their children. The community leaders had a vision about the future of their place. The then Department of Education and Culture of the KwaZulu Government used to give back to schools for the construction of each classroom what they called Rand-for-Rand school subsidy. This was too little because in the seventies it was R1 700 per classroom and was raised to R3 500 per classroom in the eighties and early nineties.

The study shows that the Ndwedwe communities showed a tremendous responsibility despite high illiteracy and poverty levels. They considered themselves as parents and leaders of the community having an obligation to provide their children with places of learning. The study also shows that there was effort from the school principals and partly from the department officials like the school inspectors. The traditional leaders in Ndwedwe also played their part in this.

The above example illustrates that communities should not remain complacent and believe that since they have not been capacitated to function as SGBs that they are powerless to assist their schools. It further illustrates that training is not the panacea for everything. School governing bodies need to take the initiative as successes have been recorded in worse cases. However, in the previous paragraphs this study emphasized the point that to be truly effective in all areas of governance, which includes financial competencies, SGB members in Klipriver require adequate training.

The important lesson that can be drawn from studies such as Makhubu's, is that despite the importance and necessity for training there is also a need for communities to become committed in the education of their children by taking an active role in the provision of basic necessities such as school infrastructure.

2.5 THE INFLUENCE OF THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY

Since the education system in South Africa is decentralised, all its components need to be equipped to function effectively. Decentralisation of the education system in South Africa was also meant to empower SGBs to effectively implement education policies. School governing bodies are facing a serious crisis of lack of the appropriate skills, adequate knowledge and capacity development needs. Without

sufficient skills, adequate knowledge and capacity it will be difficult to ensure that the decentralised education system is well implemented and functioning effectively.

A number of newspaper reports (Pillay, Sunday Tribune, January 08, 1999; Shah, Mercury, May 25, 1999, & Ka'Madlala, Daily News, May 18, 1999) have highlighted concerns over the ineffective role and lack of capacity of school governing bodies especially in the primary phases. These reports have highlighted that school governing bodies have been challenged in their decisions, for instance, where short listing of candidates for the posts of principal and deputy principal were carried out. According to the Labour Relations Act, Act 66 of 1995, and the South African Schools Act, Act No. 84 of 1996, unsuccessful candidates can dispute and appeal the process of selection based on fact and merit.

The reports stated that parents think that officials in the department of education are out of touch with what is going on at grassroots level, and are ignoring complaints by parents. The reports highlight that if this problem is not dealt with swiftly it could have a negative impact on the learners' education. According to the reports, the school governing bodies should be given more power so they can create an environment that is conducive to teaching and learning (Ka'Madlala, April 9, 2000).

The composition of school governing bodies is said to be biased. Women, specifically black women, are generally poorly represented in school governing

bodies. In many schools, school managers see the school governing bodies as making unnecessary interference in their professional activities (Bisetty & Meyer, March 7, 2000).

According to Grey (May 2, 2000) a conference on school governance, held in Gauteng focussed on the debate about the effectiveness of the education system in its present structure. What clearly emerged was that there is a complex relationship between education authorities, principals and school governing bodies, which can become a hindrance to effective schooling. For instance, the appointment of principals is the responsibility of the provincial heads of departments, but it is very difficult not to accept the recommendation made by the school governing body in this regard. This is due to the fact that one of the responsibilities of the school governing body is to recommend the appointment of educators (South African Schools Act, Act No. 84 of 1996, Section 20 (i)). This issue is just one that highlights exactly the complexity of the relationships between the various role players. Power struggles between the school governing body and the principal can be a major threat to the effective running of a school, given the delicate balancing act that needs to be achieved between their various roles and authorities.

Another area of concern highlighted at the conference in Gauteng was that the parent component of school governing bodies in particular, has not received enough training which, given the high levels of illiteracy among our adult population, is

crucial. Some of the duties of school governing body include creating a school's code of conduct and dealing with budgets and legal matters, and it is debatable whether the majority of school governing body members are equipped to carry out these duties effectively (Grey, 2000).

Educational reform does not occur in a vacuum but is the result of change in political, management and economic spheres. According to Mebratu (1994, as cited in Gounden, 1999) many countries like Zambia, Lesotho, United Kingdom, just to mention a few, have experienced educational reforms. Educational reform has been a common factor especially in least developed countries in the world. This is a result of irrelevant systems of education, which are not responsive to the needs of their clientele because they were imported or inherited from their colonial masters. Such systems of education are costly and inefficient in addressing the manpower needs of the country. More often than not education is poor in quality and school graduates produced from such education systems are not competent enough to reform education in developing countries.

Most education reforms fall into two categories, namely, curriculum-led reform and management-led reform. Mebratu (1994, as cited in Gounden, 1999) further argues that one important reform strategy that is always omitted is what he calls educator-led reform strategy. He believes that the success of education reform depends to a large extent on educators and administrators. The educator-led strategy recognises

the service rendered by educators and gives them the due respect they deserve as people who are at the heart of educational reform.

Steyn and Squelch (1994) argue that transformation relates to improvement whereas restructuring relates to organisational renewal and renovation. School governance in South Africa was the domain of the government and to a certain extent, the principal, the parents, and the community were involved in an advisory capacity. Sarason and Dolan (1994, as cited in Gounden, 1999) make it clear that parents are crucial and largely untapped resources. The most important aim of transformation in school governance is to democratise it.

The implication would be to involve all stakeholders in education, empowering them to have powers in the running of the schools. Restructuring in some systems also requires the formation of new decision-making structures at school level, such as school councils. New processes and ways of working (Beare & Boyd, 1993) accompany these new structures. For the first time in transformed governance, principals and teachers have to work more closely than ever with parents and community members. In short, restructuring changes both the culture and climate of schools (Hopkins, 1980:134). Restructuring includes both macro and micro reforms as they are interwoven because change at one level has inevitable repercussions at the other level.

The changes in parents' roles from mere passive involvement to active governance have been difficult. School-based decision-making also changes the political context for parental participation. In the environmental contexts, principals as heads of institutions need to enhance and promote participation among all constituents to meet these challenges. Enclosed in school governance is the micropolitics of the school, which involves strategies and styles that are employed to win over other members so that they can implement a specific idea with minimal opposition.

Micropolitics is about power and how people use it to influence others and protect themselves. It is about co-operation and how people build support among themselves to achieve their ends (Blasé, 1991). Very few studies in South Africa have actually looked at the micropolitical perspectives of schools. Schools are complex, unpredictable social organisations that are extremely vulnerable to a host of powerful external and internal forces. Like all social organisations, schools exist in a vortex of government mandates thus seen to be arenas of struggle.

With situations such as that of micropolitics existing in schools it is grossly unfair of any government to expect members of the community who have not been given the necessary training to involve themselves meaningfully in the governance of schools. These untrained members will be swept by the tide of duties that they have to attend to, the various legislation that they have to abide by, the micropolitics already in existence at their schools, and would thus not be in a position to assist the school meaningfully in governance.

2.6 CONCLUSION

The literature reviewed in this chapter shows that since the introduction of the South African Schools Act, Act No. 84 of 1996, and its implementation requiring the involvement of school governing bodies in the governance of all public schools, there is a need for training of members of the school governing bodies.

Some school governing bodies in the rural areas of Klipriver seem to be functioning well. This is inferred by the lack of problems in their appointment of staff to their schools, the production of good matric results and attempts to improve the infrastructure and resources at these schools. But the majority of the parent component of the school governing bodies lack appropriate skills, adequate knowledge and the capacity to perform their duties and functions effectively (Kwazulu Natal Department of Education, 1999).

Literature shows that to improve schools' accountability to higher academic standards, strategies that range from site-level management, parent empowerment, and choice, to professional development are needed. The overall picture is clearly troublesome for those who are concerned with school governing bodies in rural areas. It would appear that even school governing bodies that perceive themselves as effective in the core elements of governance—leadership, planning and goal setting, involvement of parents and community, influence on others, policy

oversight, board operations, and board development (Gokar, 1998), still need proper training in these areas.

The researcher acknowledges that all members of SGBs need training in order to truly function effectively in the full interests of their schools, however the focus in this study is on the parent component given the massive problems experienced by this group in their participation in these structures.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section deals with the research methodology and the ethical guidelines, sampling procedures, research instruments and data.

In a study of this nature, a number of issues need to be considered in the formulation of the design. A design is a procedure that outlines how the method of data collection in the study is to be implemented. In formulating the design it is imperative that the following steps are followed carefully. Firstly, the characteristics of the targeted population must be taken into account. Therefore, the characteristics of the population in Klipriver were considered. They include the following:

- The population in Klipriver is mainly Zulu speaking people.
- The rate of illiteracy among the Zulu Speaking group is high in Klipriver (Orkin, 1999).
- The department's research protocol had to be met and in this instance prior permission to participate in the study had to be obtained from the participants.

A study that aims to develop a training programme such as this one, needs to have a baseline data that exactly indicates the training needs for the targeted group such as the parent component. This baseline data in this study will be obtained through training needs questionnaires given to the parent components. The data gathered through these questionnaires will be used in the development of the training programmes. It will also be used for referencing during the development of a training programme. This helps to ensure that what the researcher develops is indeed going to be relevant to the targeted group.

The needs of the SGBs in the Klipriver area were also identified via their responses to information required by the department of education's Ladysmith Region's information questionnaire sent to all SGBs in the Ladysmith Region in 1999 and from an analysis of the responses gained to the questionnaire in this study. In this study relevance of the developed material was also ensured through using language that is used by respondents as a mother tongue and are thus competent in it. This investigation will also inform the policy makers about the needs of school governing bodies. This may have important lessons for other SGBs in similar contexts.

This study's design will ensure that other researchers can replicate the study in similar situations. This is important in determining the practicality of the implementation of the findings. The design of this study also included an implementation plan for the study. This is essential because any study that deals

with capacity development, skills and knowledge acquisition needs to be well designed so that its findings can be utilized effectively.

3.2 SITE

Klipriver was chosen in this study for its unique characteristics, such as high level of illiteracy, the presence of schools from the five ex-departments of education in KwaZulu-Natal, and schools which are located in rural and peri-urban areas. This circuit includes the central business district of Ladysmith and extends in the East to Acaciavale, in the west to the former white only suburbs and in the North to Limit Hill a former coloured area as well as including the predominantly peri-urban areas of Umbulwane. Approximately three kilometres from the former white area of Observation Hill, the Klipriver circuit also includes rural and hilly terrain which houses at least four schools. This makes the place more relevant to a study of this nature because the findings from this area can be instructive to schools elsewhere in South Africa.

3.3 POPULATION AND SAMPLE OF THE RESEARCH

According to Behr (1983), before the researcher compiles a sample, she/he should know the characteristics of the population. Such knowledge enables the researcher to draw-up a representative sample. The target population consisted of the parent component of the SGBs in the Klipriver circuit. Random sampling procedure units

were used in this study. They enabled control of extraneous factors by building the extraneous factors right into the design as independent variables. Lists of all twenty-nine schools in this circuit were obtained from the district office. Tables of random numbers were used to select approximately 100 parents in school governing bodies. Using this process members were drawn from twenty-two of the schools in the Klipriver area.

3.4 SURVEY METHOD

In this study of developing a training programme for the parental component of the SGB, the survey method was used to collect data. Data was collected and gathered by means of questionnaires. Questionnaires offered an advantage in the study of the parental component of school governing bodies because respondents remained anonymous and were free to respond honestly. Survey questionnaires are effective tools for obtaining the following information from respondents: biographical information, opinions, beliefs and attitudes (Heiman, 1995).

3.5 RESEARCH INSTRUMENTS

The research instrument that was used in this study was:

3.5.1 QUESTIONNAIRE

The questionnaires used in this study were reliable and valid; this means that they addressed the issues that they were supposed to and the desired responses as well. If different people administered them in a different manner the participants would have given the same responses. The questionnaires were reliable in the sense that all aspects of the questionnaire were designed to measure the same concept, i.e., the training needs of the parent component of SGBs in the Klipriver area. The questionnaire was valid in the sense that it measured what it said it was measuring (Buley, 2000). In order to control external validity on the questionnaires, they were administered to different participants in different places, this helped to ensure that participants did not give similar responses as would have happened in a focus group session. The questionnaires were reliable in the sense that they were designed to discriminate between respondents on the training needs being studied. This was done by asking multiple questions rather than a single question for the measurement of the training required by the respondents. Respondents were also free to provide their individual training needs according to the level of need.

Part A of the questionnaire was designed to inform the researcher on the demographic details of the respondents. This information would provide the researcher with important information on the gender, age group, racial group, and qualifications of the parent component of the SGBs. Information on the position of the respondent on the SGB and on his or her residential area would also be obtained from the responses to this section.

Part B of the questionnaire consisted of five questions. In question one the respondents were required to provide responses on whether or not they required training in thirteen areas of school governance. The choice of areas for this question was informed by the required functions of SGBs as stipulated by SASA, Act 84 of 1996. The choice of these areas of governance was also informed by the concerns raised by members of SGBs at meetings held with representatives from the Provincial Department of Education. These meetings were held in the Ladysmith Region in 1999 and 2000. In 1999 I attended these meetings as an observer representing the SGB of the school in which I was the acting principal at the time. In 2000 I attended the meetings as a Regional Facilitator for the Department of Education.

Question two in part B of the questionnaire asked the respondents to identify any other skills that they may have already had training on or that they felt they required training on in addition to those governance skills listed in question one. This question was designed to gauge, to an extent, what other training the respondents had already received and what further training they felt they might still require.

Question three required the respondents to state whether or not they had planned any training in governance for themselves as an initiative of the SGB. If the SGB had planned to conduct training in the current year, the respondents were required to list the areas of governance that they intended to cover in the training they conducted for themselves.

Question four required the respondents to state whether or not they were aware of any training module(s) that the department of education had planned for them in the current year. Respondents could list these modules in this question. Question five was an open-ended question that required the respondents to comment on the training needs of their SGBs. This would provide the researcher with additional information on the training requirements of the SGBs in the Klipriver circuit.

The closed-end questions provided alternatives from which the respondent could select when responding. This allowed for speedy responses.

The open-ended questions provided the respondents with the opportunity to clarify their choices. The advantage of open-ended questions in this study is that they allowed informants to provide a wide range of detailed responses and also permit a researcher to potentially discover many relevant attitudes, and experiences being studied.

The advantage of using a questionnaire in this study is that it reduces social desirability. In other words, the respondents tended not to provide responses that would have been influenced by the researcher's posture, tone of voice and facial expressions and responses that they thought the researcher would consider socially acceptable. This was due to the fact that completing a questionnaire anonymously was less threatening than talking to another person. There was however the possibility that in the instances where respondents were allowed to be assisted by a

third party that they then may have been influenced by the presence of the aide and the researcher. However it is noted that the respondents had sole say in the choice of an assistant. Questionnaires in this study provided more efficient data collection, because many respondents could complete these at one time. Questionnaires were also used in this study because they are less expensive and have an added advantage of taking less time to collect.

3.6 DATA COLLECTION

A letter was sent to the district education manager asking permission to conduct the study. Letters were then sent to school governing bodies whose parents had been chosen to be part of the sample, requesting permission to conduct the study. Following these letters and the response from the District Education Office, it took three months to complete the study.

A letter requesting consent was sent to each selected member asking his or her willingness to take part in the study. Letters of consent to parents were sent via their children in the schools.

The District Education office and the principals of all the schools in the survey were sent letters of introduction informing them of the purpose of this study. Attached to these letters was a copy of the letter from the Mnambithi District Education Office granting permission for this researcher to conduct the study. Principals were then

asked to give letters to the chosen participants via their children. These letters outlined the study and sought the SGB member's permission to participate in this survey. Through principals, participants returned written responses indicating their willingness to participate in the survey and the willing participants were then issued with the questionnaire.

Ninety questionnaires were distributed. Of these ninety questionnaires only fifty-nine were returned. A further eleven questionnaires were administered by the researcher with the assistance of aides to eleven participants who had indicated, via the principal, that they required assistance to complete the questionnaire. These eleven respondents were either illiterate or semi-literate. This study is based on the results obtained from these seventy questionnaires.

3.6 ETHICAL CONSIDERATIONS

Ethical standards were maintained throughout the study. The following ethical guidelines were adhered to:

- The parental components of school governing bodies taking part were informed, through the letters seeking their consent to participate, about all the aspects of this study that might influence their willingness to take part. They were also informed that they could withdraw from the study without any negative consequences to them.

- The researcher ensured that the study of training programme on the management of primary schools did not take advantage of the parent component of the SGB. They were not asked to declare personal information and their identities.
- SGB respondents were informed that the information gathered on this study of parental components of school governing bodies was used for research purposes only.

3.8 DATA ANALYSIS AND PRESENTATION

The data obtained in this study was analyzed in chapter four using descriptive statistics, that is, the mean, frequencies, and cumulative frequencies.

3.9 CONCLUSION

This chapter was about the methods used to conduct the study, the ethics that governed this study, and the sampling procedures that were followed in selecting members of the parent component of the SGBs. The procedure for the development and administration of the research instrument was discussed. The processes for ensuring a smooth data collection plan were also discussed. The next chapter looks at the presentation, analysis, and interpretation of results.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 INTRODUCTION

The results of the investigation in this study were carefully and systematically examined according to a preconceived plan in order to derive valid conclusions about the findings. The results in this study are presented in the following format: The aims of the study are presented first, followed by a table and / or figure and the description of the table/ figure.

4.2 AIMS OF THE STUDY

- This study analysis aims to conduct a training needs analysis among members of the parental component of school governing bodies.
- To develop an intervention training programme for empowering members of the parental component with effective leadership skills.
- Based on the analysis of those needs, recommendations will be designed regarding an intervention implementation strategy for the training empowerment programme.

4.2 NATURE OF THE SAMPLE UNITS

There were racial differences among the respondents. The respondents are all school governing body members. Members were employed in schools and District offices. There were 70 respondents, that is, 27 males and 43 females between the ages 23 to 50.

4.3.1 CHARACTERISTIC OF RESPONDENTS

Table 1: Gender and age of the respondents

AGE	FEMALES	MALES
13 – 22 yrs	0	0
23 – 32 yrs	12	4
33 – 42 yrs	15	10
43 yrs & above	16	13
Total	43	27

Table 1 shows that there were no respondents between 13-22 years. 12 males and 4 females were between the age of 23-32; 15 males and 10 females were between ages 33-42 years, whereas 16 males and 13 females were 43 years and above of age.

Figure 1: Marital status of the respondents

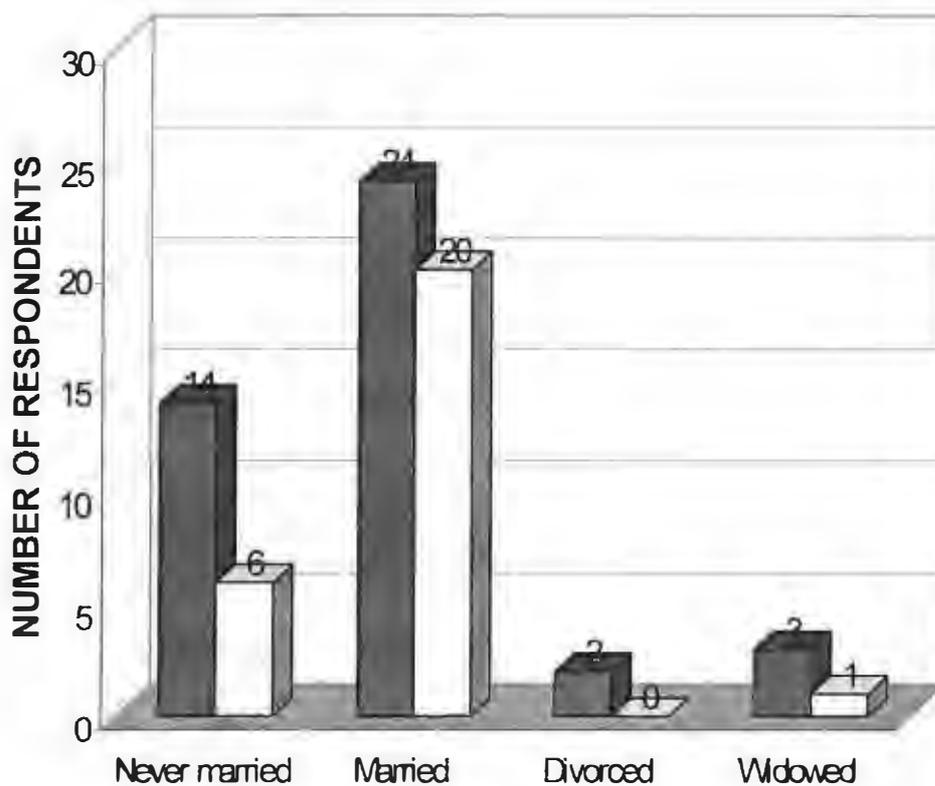


Figure 1 shows that 14 females and 6 males governing body members were never married, 24 females and 20 males were married, only 2 females were divorced and 3 females and 1 male were widowed.

Table 2: Racial group of the respondents

RACIAL GROUP	FEMALES	MALES
Indians	17	16
Coloureds	1	4
Africans	25	7
Whites	0	0
TOTAL	43	27

Table 2 shows that 17 females and 16 males were Indians, only 1 female and 4 males were Coloureds, whereas 25 females and only 7 males were Africans, and no respondents were in the White racial group. This discrepancy is discussed in greater detail in Chapter 5.

Figure 2: Highest qualification of the respondents

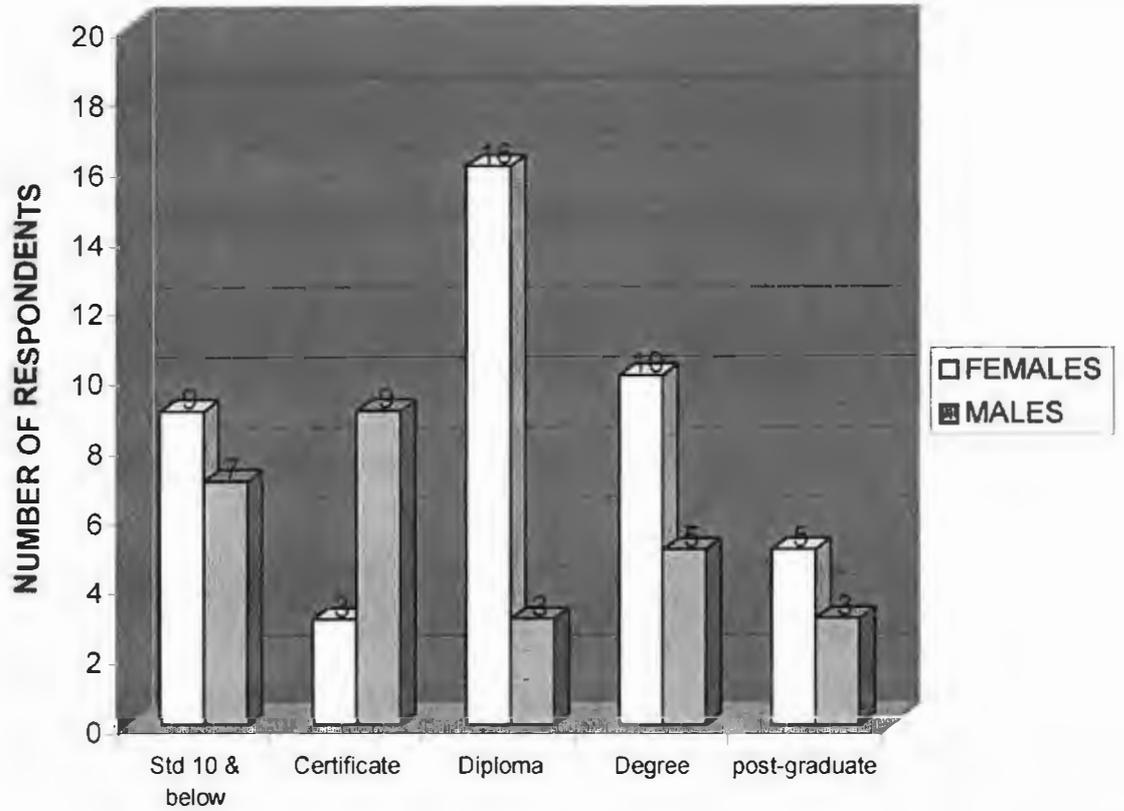


Figure 2 shows that 9 females and 7 males had standard 10 and below, 3 females and 9 males had a certificate, 16 females and only 3 males had a diploma, whereas 10 females and 5 males had a first degree and 5 females and 3 males had postgraduate qualifications.

Table 3: Positions of the respondents in the SGB

POSITIONS	FEMALES	MALES
Chairperson	8	7
Secretary	7	3
Treasurer	3	2
Member	25	15
Total	43	27

Table 3 shows that there were 8 female chairpersons and 7 male chairpersons, as well as 7 female secretaries and 3 male secretaries, only 3 female treasurers and 2 male treasurers, and there were 25 female ordinary members and 12 male ordinary members for the governing body.

Table 4: Permanent residential area

Residential area	Female	Male
Urban	31	20
Peri-urban	4	2
Rural	8	5
Total	43	27

Table 4 shows that there were 31 females and 20 males who reside in urban areas, 4 females and 2 male who reside in peri-urban and 8 females and 5 males who live in rural areas. These findings reveal that contrary to what was expected there were more parents that came from urban areas than rural areas. The discussion of this discrepancy can be found in chapter 5 of this study.

Table 5: Constituency representing

	Female	Male
Learner Body	0	0
Parent Body	12	15
Educator component	16	7
Non-educator staff	1	0
No responses	6	2
Total	35	24

Table 5 reflects responses to question 8 in part A of the questionnaire. This was a question that appeared in the questionnaire erroneously. When planning the study the researcher had looked at a number of options that could have been researched and continued to alter the questionnaire appropriate to the change in the emphasis of the study. Unfortunately this question was inadvertently included in the version of the questionnaire that went out. It would appear that due to confusion created a

number of respondents unwittingly completed this question as they considered appropriate. The eleven respondents who had been assisted to fill in the questionnaires did not provide a response to this question. The responses to this question have no bearing on the study and its findings.

Table 6: Training Needs for School Governance Members

No	SKILLS WHICH SCHOOL GOVERNANCE MEMBERS NEED TRAINING ON	FREQUENCY
1.	Strategic planning and management	46
2.	Change management	35
3.	Financial management	37
4.	Conflict management	37
5.	Team-work	22
6.	Team-building	22
7.	Zero-based budgeting	48
8.	Conflict resolution	31
9.	Chairing a meeting	18
10.	Taking down minutes	15
11.	Education legislation	42
12.	Department of education policy, procedures and practices	44
13.	Conducting needs analysis	50

Table 6 shows that 46 respondents stated that strategic planning and management is needed, 35 respondents needed training on change management, 37 members needed financial management skills, there were 37 members who needed training on conflict management, 22 of the respondents stated that team-work and team-building trainings are needed. Out of the 70 respondents, 48 stated that zero-based budgeting training is needed, whereas 31 needed training on conflict resolution, 18 of them needed training on chairing a meeting, and 15 suggested that training on how to take minutes of the meeting is needed. Forty-two stated that training on education legislation is needed, whereas 44 respondents mentioned training on department of education policies, procedures and practices and 50 stated that more training is essential in conducting needs analysis.

**Table 7: OTHER SKILLS, WHICH SCHOOL GOVERNANCE MEMBERS
NEED TRAINING ON**

This table was constituted as a result of a section in the questionnaire, which required respondents to fill in any other skill that they needed training on; hence some skills are reflected in IsiZulu.

NO	OTHER SKILLS	
1	School governance	2
2	Tribunal proceedings	1
3	Scoring during interview	1

4	Ukuphathwa kwezimali (financial management)	5
5	Imigomo kaHulumeni (government regulations)	1
6	Self management	3
7	Time management	3
8	Ukwakhiwa kwesikole (school building)	1
9	Problem solving skills	1
10	Parent teacher relationship	1
11	Decision making skills	1
12	Communication skills	1
13	Presentation skills	1
14	Coaching in more sporting codes	1
15	Discipline skills-proper programme	2
16	Fundraising method	2
17	Job description of all stakeholders of school	1
18	Gender equity	1
19	Donations	1
20	Ukuthathwa kwamaminithi (taking down of minutes)	1
21	Indlela yokuhlela (planning strategies)	1

Table 7 shows that 2 members needed training on school governance skills, whereas 1 respondent needed training on tribunal proceedings and scoring during interviews, 5 needed training on financial management (ukuphathwa kwezimali), 1 needed training about government principles, 3 members needed self management and time

management training, 1 needed training on problem solving, 1 needed training on parent-teacher relationships, 1 needed training on decision making skills, 1 needed training for communication skills, 1 needed training for presenting skills and 1 needed training for coaching in sporting codes. Two people needed training in discipline skills-proper program and 2 for fundraising skills; there was only 1 person who needed training on job description of all stakeholders of school, 1 on gender equity, 1 on donations, 1 on noting of minutes, 2 and 1 needed training on planning strategies.

4.4 SGBs' PLANS FOR THE DEVELOPMENT OF AN INTERVENTION TRAINING PROGRAMME FOR EMPOWERING MEMBERS OF THE PARENTAL COMPONENT WITH EFFECTIVE LEADERSHIP SKILLS.

FIGURE 3: TRAINING MODULES PLANNED FOR THE YEAR BY SOME SGBs

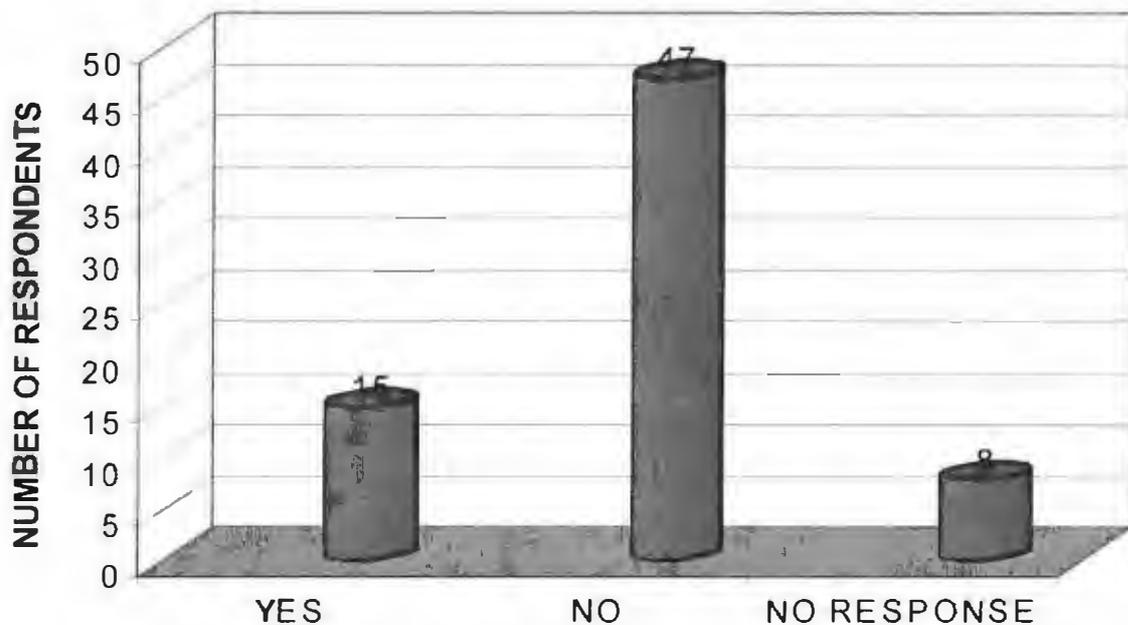
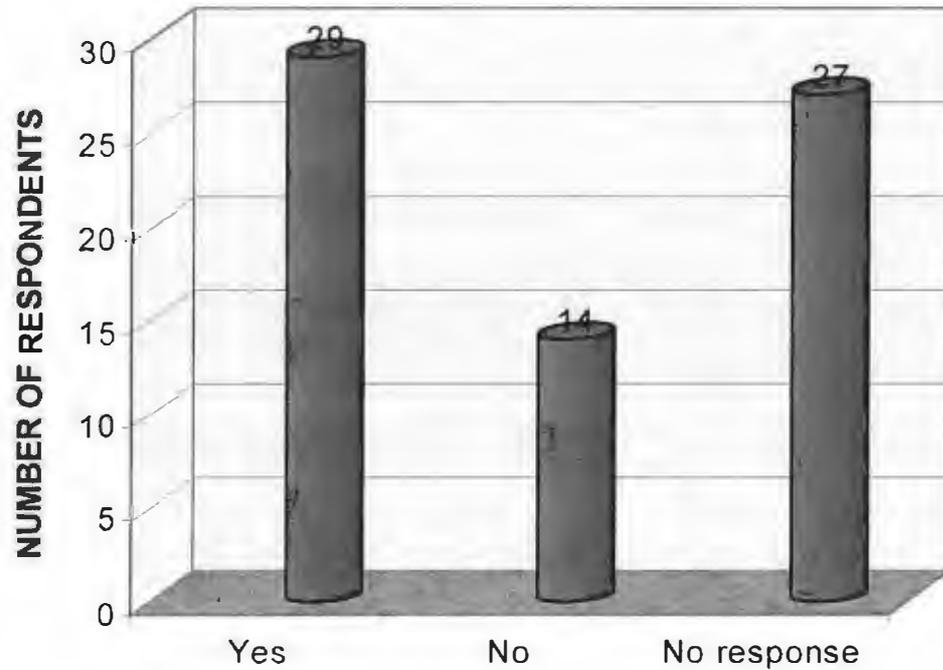


Figure 3 shows the number of respondent who have training modules planned for this year. Fifteen respondents said that they already had training modules planned while 47 respondents did not have anything planned and 8 respondents did not provide any response in this regard.

4.5 AWARENESS OF TRAINING MODULE (S) PLANNED BY THE DEPARTMENT OF EDUCATION FOR YOU DURING THIS YEAR?

FIGURE 4: AWARENESS OF TRAINING MODULE(S) PLANNED BY DoE



Training modules planned by the Department of Education for this year that the committee members are aware of, are:

- School governance modules 1 – 6 (These modules were developed and prepared by Sacred Heart College for the National Department of Education with the intention of informing and preparing SGBs and school management teams to manage self-reliant schools.)

- Quality assurance (This is a module based on a National Framework Document prepared by the National Education Department which is currently being cascaded and disseminated to SGBs and SMTs with the intention of preparing these parties to ensure that quality education takes place at their learning sites. Training in some aspects of quality assurance was conducted in August and September 2001 at Ezakheni College of Education and the Ladysmith College.
- School governance, Education Management Development, OBE, Life skills
- SASA legislation, National and KZN Department of Education policies and regulations.
- How to conduct interviews fairly; school governance, the rights, and duties of the SGB.
- OBE workshops

4.6. COMMENTS RELATED TO THE TRAINING NEEDS OF THE SGBs

Most of the respondents needed more information and training of their SGB on:

- “Education department policies and norms needed to be workshopped”
- “More information from the department concerning the running of the school”
- “South African Schools Act to be made available”
- “SGB members have a short span of time, 3 years or less for those who have learners in the lower classes, training SGB members becomes a long process

you train them than they go and you start afresh with others and some don't even last three years. It would be better if parents in SGB were to be those with children lower classes. Training becomes a tiring process”.

- “The Department of Education must ensure that all SGB members are properly trained for the benefit and betterment of our children”.
- “It is very important that the SGB gets training because they will get more information about their work as members of the SGB. Members will know their participation and work enthusiastically in that particular school”.
- “Train SGB and equip them with current departmental procedures and regulations and bring them on par schools with schools that were model C schools previously”.
- “Curriculum needs, policy - drawing up and writing”.
- Training workshops needs to be done at least twice a year.
- “Teamwork and team building with SGB, I have had training via workplace but have indicated for need of everything to better equip myself with the skills to serve the needs of the SGB better”.
- “The parent body of the SGB needs to be trained in most aspects to make them more skilful and better equipped in serving the school as a whole”.
- “The more training we would get, the better equipped we will be to serve the community at large”.
- ‘How good it is to be trained but soon, the knowledge gathered won't be utilised anymore since we are trained and new elections will commence’.

- “It is crucial for the SGB to be well versed with the needs of the school and be trained so as to implement the skills effectively. I am positive about training needs’.
- “We need more workshops as a team. SGB needs training on a number of skills for example, strategic planning, change management etc’.
- “Urgent need for training (efficient) in assistance with management of the school”.
- “Duties of SGB”.
- “Personally I feel our SGB should be given opportunities for training so that in turn the school can improve and be updated with the latest technology resources and the needs of the school can be met with a positive attitude and in the right direction”.
- “Full scale professional training we need educated learned people on SGB”.
- “The entire governing body needs training on how to go out solving problems and conflict situations”.
- “Siyakudinga ukubonisana namakomidi ezikole esakhelene nazo ukuze sobonisane kwamanye amaphuzu”. (We need to work together with the school committees of the schools that are within our area so that we can discuss issues)
- “Ngifisa siqeqeshwe okungenani kabili ngonyaka’. (I recommend that we are trained at least twice a year)
- “Onke amalungu ekomidi ayaludinga uqeqesho”. (All committee members need to be trained)

- “If the department can do thorough training for my SGB, it would be appreciated”.
- “Need to know our duties well”.
- “Require more training that would develop us in becoming more knowledgeable in our capacity as members of the SGB”.
- “Promotions”.
- “SGB members need to be trained to equip themselves to serve the school and the community at large”.
- “We should be further trained in promotion requirements”.
- “Regarding teacher appointments and promotions, the selection team should have a thorough knowledge of
 - (i) Culture of Learning and Teaching Services (COLTS) and OBE
 - (ii) Qualities of an educator
 - (iii) Requirements of an educator”
- “Training for selection teams”.
- “The SGB needs to be trained on skills and developed on the governance related to the duties they are expected to perform”.
- “It is imperative for all persons who are involved in school governance to be well trained”.
- “Need more notes on legislation”.
- “SGB managers to be updated with new information”.

- “It is imperative for members (SGB) to be aware of their duties and powers. Teamwork and strategic planning and management are key issues that lend itself to quality education. Ongoing training is vital and enriching personal gains and nepotism needs to be conquered”.

4.7 CONCLUSION

The results of the study in this chapter clearly show that the parent component of the SGB needs training. The parent component of the SGB views training for capacity building as a necessity for their functioning within the school governing body. The distinction between the most urgent training needs and other needs was drawn through rank ordering of each response and then combined with other responses. The rank orders were then ranked from the low range to the highest, this is, ascending order. This produced a descriptive analysis based on measures of central tendency; this is the mean, mode and median. The priorities are the actual preferences made by respondents and not by the researcher. The results also show that most respondents are aware about the training that has been organized by the department of education. Despite this knowledge their expectations seem different from what the department has planned for them. The training modules planned by the Department are: School governance module 1 – 7, Quality assurance, EMD, OBE, Life skills, SASA legislation, Department of Education policies, How to conduct interviews fairly; school governance; rights and duties of the SGB and OBE workshops, whereas the respondents expected the following training modules:

Strategic planning and management, conducting need analysis, education's policies, procedures and practices, zero-based budgeting, legislation, change management, financial management skills, and conflict resolution management, conflict resolution, team-work, team-building training, and chairing a meeting, noting of minutes, self management, time management, school governance skill, tribunal proceedings, scoring during interviews, government principles, problem solving, parent-teacher relationships, decision making skills, communication skills, presenting skills and coaching in different sporting codes. This highlights a problem of consultation as well as needs assessment on the side of department of education. It is expected that the recommendation from this study will help the department to ensure that needs assessment and consultation is conducted in the future.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter focuses on the discussion of findings. The findings are on the development of a training programme on the governance of primary schools for the parent component of school governing bodies. The findings are presented and discussed according to the aims of the study. The aims of the study are reiterated as follows: to assess the training needs of the parental component of SGBs. To develop an intervention training programme for empowering members of the parental component with effective leadership skills. To recommend a design regarding an intervention implementation strategy for the training empowerment programme.

5.2 CHARACTERISTICS OF THE RESPONDENTS

A total of 70 respondents were obtained. Out of all this respondents the majority were school governing body members comprised of both females and males ranging from the ages 23-43 years and above. This ratio of female to male reflects the national statistics as well as statistics on male female in the Province of KwaZulu-Natal. According to Orkin (1999) the ratio of male is to female especially among

teachers in KwaZulu-Natal is 1 is to 3. Most of the public sector reflects this similar statistics.

There were racial differences among respondents as the sample consisted of Indians, Coloureds and Africans but they were all based in schools and district offices. The fact that no members from the White racial group responded is indeed strange since all five former white schools with a predominantly White learner population received questionnaires. In telephonic follow-ups on the return of these questionnaires the principals of these schools assured me that they had indeed completed and returned these questionnaires via post. I can only assume that either the respondents from these schools were all non-white or that they chose to misrepresent their racial group.

The findings on the educational level of the respondents which show that 9 females and 7 males had standard 10 and below, 3 females and 9 males had a certificate, 16 females and only 3 males had a diploma, whereas 10 females and 5 males had a first degree and 5 females and 3 males had postgraduate qualifications are consistent with similar findings by Orkin (1999). This contradiction from what had been said earlier about high illiteracy rate in rural areas can be explained by the fact that the majority of the participants that were chosen happened to be members of the school governing body who were employed in schools and district offices. It would therefore seem that they were elected onto SGBs because of their perceived capabilities to represent the parent component of their schools on all crucial matters.

It must be remembered that the majority of schools had elections for new SGBs mid-way through 2001. These would have some influence on the findings as a number of changes could have occurred in the interim.

The survey revealed that the majority of the respondents were from the urban areas whereas the impression given earlier was that the study was going to be based mainly in rural areas. This can be explained by the fact that schools in the Klipriver area are diversified in their locations. Added to this it would appear that parents in rural schools seem to have elected onto their SGBs mainly parents who resided in peri-urban and urban areas. One has to bear in mind that the short distance between the rural and urban areas has an impact on parents choosing to stay in urban areas. The new elections of SGBs in mid 2001 can also be responsible for this discrepancy. Among the changes that could have come about as a result of these new SGB elections could have resulted in a change in the number of SGB members who lived in rural areas.

5.3 TRAINING-NEEDS AMONG MEMBERS OF THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY

The first aim of the study strives to conduct a training-needs analysis among members of the parental component. The findings of this study show that very few respondents need strategic planning and management training programmes, most of the respondents need training in conducting need analysis, followed by respondents

needing training on department of education's policies, procedures and practices and zero-based budgeting. The second most urgent needs of the respondents were training on education legislation, change management, financial management skills, and conflict resolution management. The third urgent training needs are conflict resolution, teamwork, teambuilding training, and the chairing of meetings. The least training needed according to the respondents was the noting of minutes, self management, time management, school governance skills, tribunal proceedings, scoring during interviews, government principles, and very few needed training on problem solving, parent-teacher relationships, decision making skills, communication skills, presenting skills and coaching in different sporting codes.

Other studies such as those of McGregor and Robin, (1992) found a problem with most parents elected to school governing bodies in South Africa. This study revealed that these parents have limited knowledge of the procedures and functions of the school governing body. This leads to them having to focus on interpreting and understanding the rules that guide the performance of a school governing body. Due to the fact that parents are important role players in the SGB; they come from different socio-political, economic and ethnic backgrounds; each parent is expected to have knowledge of how to select members of the school governing body, it is important that they are trained before assuming their roles within the school governing body (Gokar, 1998: 10).

5.4 COMMENTS RELATED TO THE TRAINING NEEDS OF THE SGBs

Most of the respondents stated that they required more information and training for their SGBs in the following areas:

- (i) Education department policies,
- (ii) Access and understanding of the South African Schools Act,
- (iii) General training of SGB members,
- (iv) The training of educators of weak learners,
- (v) Training on current department of education procedures and regulations,
- (vi) Teamwork and team building,
- (vii) Strategic planning,
- (viii) Change management,
- (ix) School management,
- (x) Problem solving, and conflict resolution.

There was also a consensus that committee members needed to be trained in, and their skills developed on governance, placing emphasis on the duties and functions that they are expected to perform.

Among the various themes identified in the analysis of the open-ended responses to the questionnaire were the following:

5.4.1 NEED FOR TRAINING

There was an overwhelming consensus among a great number of the respondents for the need for adequate training. One SGB member stated that “the department of education must ensure that all SGB members are properly trained for the benefit and betterment of our children.” Other respondents revealed that “it is very important that the SGB gets training because they will get more information about their work as members of the SGB. Members will know their participation and work enthusiastically in that particular school” and yet another respondent stated that “it is crucial for the SGB to be well versed with the needs of the school and be trained so as to implement the skills effectively.” Another member of a SGB revealed that “more training would develop us in becoming more knowledgeable in our capacity as members of the SGB.” One parent also stated that their SGB needed to be “trained on skills and developed on the governance related to the duties they are expected to perform.”

Another of the respondents felt that with training there would be an improvement in the school in the technological arena by stating that “ personally I feel our SGB should be given opportunities for training so that in turn the school can improve and be updated with the latest technological resources.” Respondents also revealed that “all committee members need to be trained” and that “it is imperative for all persons who are involved in school governance to be well trained” therefore perhaps

alluding to the fact that most training currently caters for one or two representatives from a governing body.

5.4.2 TRAINING IN EDUCATION DEPARTMENT POLICIES, NORMS AND LEGISLATION

A number of respondents revealed that they required training to develop knowledge and understanding of the various departmental policies, norms and legislation in place. This can be borne out by responses such as, “education department policies and norms needed to be workshopped”, “more information from the department regarding the running of a school”, “South African Schools Act to be made available” and the “need for more notes on legislation”. One respondent went as far as to link the training of SGB members with the ability of a school to improve its performance by stating that “train SGB and equip them with current departmental procedures and regulations and bring them on par with schools that were model C schools previously”.

5.4.3 FREQUENCY OF TRAINING WORKSHOPS

There was a general feeling that training of SGB members should occur at least twice per year if not more frequently. This was borne out by statements such as “I recommend that we are trained at least twice a year”, “training workshops needs to be done at least twice a year” and “the more training we would get, the better

equipped we will be to serve the community at large.” Yet another respondent revealed that “on-going training is vital.”

5.4.4 PROMOTION PROCEDURES

Judging from the statements made by a number of the respondents it would appear that there was a dire need for training in the current school-based promotion procedures of the Department of Education. One merely stated that this area needed attention. Others stated that “we should be further trained in promotion requirements”, and that there was a need for the “training of selection teams”. Yet another respondent revealed that “the selection team should have a thorough knowledge of COLTS, OBE, qualities of an educator and the requirements of an educator.” By inference revealing that knowledge of these aspects would assist the selection team in its choice of who to promote.

5.4.5 TEAMWORK AND TEAMBUILDING EXERCISES

Some of the respondents were quite certain that there was a need for training in the field of teambuilding and teamwork. This they believed would assist the SGBs in being more competent to carry out their functions. This can be revealed in responses such as “we need more workshops as a team” and “teamwork and team building with the SGB”. An interesting dimension added by one of the respondents was teamwork via networking with other SGBs in the area as revealed by his

statement that “we need to work together with the school committees [SGBs] of the schools that are within our area so that we can discuss issues.”

5.5 DEVELOPMENT OF AN INTERVENTION TRAINING PROGRAMME FOR THE EMPOWERMENT OF THE PARENT COMPONENT OF THE SCHOOL GOVERNING BODY

The second aim of the study focused on developing an intervention-training programme for empowerment of the parent component of the school governing body. These findings are similar to those of McGregor and Robin (1992), which stated that in most cases when members of the SGBs are selected, the parent representatives are usually not trained for the roles and duties they are expected to perform. Many selected parent representatives do not really know and understand what the school’s goals are and they are sometimes given a complex task such as choosing the most important person to lead the school, that is, the principal.

These findings on the leadership skills of parental component are consistent with those by McPherson and Dlamini (1998) in their study of the “*Democratic School Governing Bodies in the Province of KZN*”. In this study they concluded that the problem is that many members of the school governing bodies do not have the required skills and experience to exercise their new powers.

5.5.1 INTERVENTION TRAINING PROGRAM FOR THE PARENT COMPONENT OF SCHOOL GOVERNING BODIES

PROGRAMME ONE: TEAM BUILDING

OUTCOMES	At the end of this programme the participant should: <ul style="list-style-type: none">- Have a clear understanding of the tasks to be accomplished- Develop attitudes of good teamwork- Develop positive interdependence- Interact to help each other accomplish their tasks, share knowledge and promote each others successes
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INTRODUCTION

Trainees will be introduced to goal specification. All team members will be helped to understand the common team goal, and how the goal helps define the different team tasks which members are assigned to, as well as how an unclear goal can mean an unfocussed and ineffective team process.

OVERVIEW

The content will cover, solid team work skills, how each team member works to have the following team work skills such as to attend all team work sessions and be on time, to listen to and show respect for the contributions of each member, to

criticise ideas - not persons and to resolve conflicts constructively, participation skills, stay “on task” and focus on team goals, communication skills, effective interpersonal communication as a basic requirement for team success.

ASSESSMENT

Participants will role-play a team building exercise. This will be used to gauge their grasp of the concepts discussed.

PROGRAMME TWO: CHAIRING A MEETING

OUTCOMES	At the end of this programme the participant should: - Have a clear understanding of the importance of holding a meeting - How to conduct a meeting - Chairing a meeting
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INTRODUCTION TO THE COURSE

Running effective and participatory style meetings is a communication skill that can be learned. There are many formal rules for running meetings, such as who can move motions, who can vote, when agenda items can be tabled, etc. Each organisation will develop its own style and decide on the degree of formality for its meetings. However in this instance, the SGB will be governed by the legislation in place, i.e. SASA, Act 84 of 1996 and KZN Regulation 3 of 1997.

CONTENT

The general principles that will assist in running smooth meetings, checking that members are aware of who will chair a meeting; rotation amongst members, how decisions may be made, who is able to vote on motions, how many speakers can

speaking “for” and “against” a motion and who can vote, how meetings are guided by an agenda, what is an agenda, how to follow it step by step, how an agenda provides structure to a meeting, hints on making meetings useful and assisting the process e.g. phrasing each agenda item as a question, consider developing briefing papers to help focus meeting, etc. Briefing papers are an efficient way to provide members with additional information. Usually briefing papers are circulated before the meeting, so that members have time to digest the information. Checking that there is a quorum present at the meeting. A quorum is the smallest number or proportion of people you need to attend the meeting for it to be considered legal and to be able to ensure that decisions which are taken have legality and are thus binding. Again, the entire process must be guided by the constitution which has to be drawn up subject to all legislation governing SGBs. Check that someone is always responsible for taking down the minutes of all meetings. This is usually the secretary. Minutes are a written legal record of your meetings. The secretary is responsible for writing the minutes. Minutes are written in a factual, non-emotional way.

ASSESSMENT

Role-play sessions on conducting a meeting and the conditions that must be met to ensure that a meeting is legal / valid. Participants will also be asked to write a small multiple choice test on the knowledge they have gained in this session.

PROGRAMME THREE: TAKING DOWN MINUTES

OUTCOMES	At the end of this programme the participant should: <ul style="list-style-type: none">- Have a clear understanding of the importance of taking minutes in a meeting- Write and circulate agenda before meeting- Take minutes during meeting
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INTRODUCTION TO THE COURSE

Each organisation needs to decide how formal or detailed their minutes will be. There are no set rules about how much or how little information should be included in a set of minutes. This is matter of personal style or the stipulated requirements of the organisation / body. Importantly minutes should record decisions made and areas for follow-up action. Preparing for a meeting, check that you are prepared. Always have a pen and paper, check that you have a copy of the agenda. Follow the structure of the agenda – use the same numbering and headings.

Check that the minutes include:

- the name of the organisation
- the time and date of the minutes – day, month and year.
- the place of the meeting
- a list of the people present
- a list of the people who tendered their apologies.

- the name of the person who is chairing the meeting
- the name of the person who is taking the minutes

Ensure that you include any corrections to the previous minutes and the fact that corrected minutes were accepted as a true record of the previous meeting. Preparing for a meeting. Check that after the minutes of the previous meeting are corrected that both the chairperson and the secretary sign them. However note, that these people do not necessarily have to have been at the previous meeting, because they are signing the minutes on behalf of the people present at that particular meeting. Check that the minutes record any matters or business arising from the previous meeting. Check that the minutes record:

- any decisions reached by the meeting;
- any decisions not to take action;
- actions that require follow-up

Check that the full text of any motions or amendments is recorded. If need be, ask that the meeting be stopped and that the wording be repeated so that you can record it accurately. This includes the proposer and seconder for each motion. You should list the results of any votes – for example, six people for the motion and two people against. The Chairperson is responsible for announcing the outcome of a vote. Some agenda items may be confidential. The Chairperson is responsible for clearly stating that the decision is confidential. The full copy of the minutes (which are often

circulated) may not necessarily include the confidential items. However, the Chairperson and the organisation should retain a copy of the complete minutes. Items, which may be confidential, could include issues about someone's health or their personal situation. The Chairperson is responsible for ensuring that the meeting is aware that a topic is confidential and what it means to respect this confidentiality. Preparing for a meeting. Check that the minutes record the date, time and place of the next meeting. Additionally, they should record who will be chairing and taking minutes at the next meeting. Check that you write up the minutes very soon after the meeting. Even people with good memories can forget important details once time goes by.

Check that the minutes are circulated well in advance of the next meeting. Check that a copy of the minutes is filed. The minutes of the meetings of an SGB are a public document and must be made available for scrutiny by all stakeholders of a particular school. However, remember that if the minutes contain confidential information (about employees for example) this version should not be made accessible to persons other than the school governing board members.

ASSESSMENT

Role play sessions on conducting a meeting and the taking of minutes.

PROGRAMME FOUR: TEAM WORK

OUTCOMES	At the end of this programme the participant should: <ul style="list-style-type: none">- Have a clear understanding of the importance of team work- How to form a team- Team goals
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INTRODUCTION TO THE COURSE

Numerous studies have been conducted on how people work together for a common purpose – which is one definition of a team. A team is different from a group of people. A team has a known task to accomplish, so it exists for a specific purpose. Every team has a unique personality, based on the personalities, insights, and values of each of the people on the team. This is the reason why having multiple teams looking at any given problem (from unemployment to an innovative car design to pollution reduction) is a smart tactic. Multiple teams generate multiple innovative solutions. The same principle must be employed by SGBs to ensure that the solutions they come up with are innovative and have examined all the pros and cons of a situation.

CONTENT

Attributes of good teamwork includes positive interdependence, that is, all members of the team see the value of the team working together and want to be a part of the team, the team is effective when all of its members contribute to the best of their

ability on their sub-tasks and the team members interact to help each other accomplish their task, share knowledge, and promote each other's success. Attributes of a good teamwork also include goal specification, that is, all team members must understand the common team goal that helps define the different team tasks, and members are assigned to specific tasks and an unclear goal means an unfocused, ineffective team process. Another attribute is individual accountability/personal responsibility, that is, each team member is accountable for his or her task and to conducting it to the best of his or her ability; is responsible for the team's progress and success. The team as a whole provides feedback to each of its members using a peer evaluation form and the five evaluation factors for each team member should be leadership, co-operation, communication, work ethic, and quality of work. Another attribute of good teamwork is solid teamwork skills, that is, each team member works to have the following teamwork skills:

- Attend all teamwork sessions and be on time.
- Listen to and show respect for the contributions of each member.
- Criticise ideas, and not persons.
- Resolve conflicts constructively
- Everyone participates – no one dominates, including the team leader. No rank in the team.
- Stay “on task” and focus on team goals.

Communication, effective interpersonal communication is a basic requirement for team success. Effective communication includes:

- Active listening
- Giving and receiving feedback
- Ensuring no one is “out of the loop” in understanding team tasks, and progress
- Knowing that your “body language” can speak as loudly as “spoken language” to give feedback (positive or negative)
- Having a written record of team goals, subtasks, who is assigned to subtasks, delivery schedules, etc.

Write down the team’s purpose and goal. If needed, define the tasks to be completed. Define the concept, strategies, procedures, and “deliverables” to be used in this team project. Decide team structure, define number of people per team. Two to three people per team ensures participation by all members, but the number of unique tasks is low, and the projects in such teams are generally simple. Determine the best way to assign people to teams. Random selection, and selection based on skills and/or background may be considered.. Generally do not let people self-select their teams – good friends do not always make good team members! Define roles that people will be assigned to (or let teams determine these roles/responsibilities). Determine what materials are needed by team members – books, references, pens, etc. Decide on the arrangement of the room.

Explain to the members the team goals, purpose and tasks, and ensure that they understand these. Discuss the concept of *positive interdependence*. Positive interdependence is built-in to a task when:

- A task group must deliver a product that is part of the total team product
- Each team member makes sure all members can explain the team's solution
- Only one copy of the team goals/project statement are handed out to each team
- Only one team member per task

ASSESSMENT

Evaluate members learning in the team and on how their team functioned. Use individual tests to measure specific knowledge gained in the team project. Use a peer evaluation form to measure student team skills, leadership, co-operation, communication, work ethic, and quality of work.

PROGRAMME FIVE: FINANCIAL MANAGEMENT

OUTCOMES	At the end of this programme the participant should: -Able to prepare financial statements -Conduct book keeping -Manage finances
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INTRODUCTION TO THE COURSE

Check that the actual tasks of approving and managing the finances are shared, so that no single person can control all aspects of the financial management process. The governing board needs to develop the financial policies. Check that your financial policies require more than one single employee or governing board member to be able to request, approve, make payments and withdraw money from the bank. This is a safeguard to ensure that finances are always monitored. Check that bank reconciliations are done by someone who does not sign the cheques, have access to cash nor records cash transactions. Check to ensure that the financial records are reviewed regularly by people other than the person who is responsible for maintaining the records. Check that your governing board receives a monthly financial report and a list of all cheques drawn by your SGB and the school. Check that salary records are kept (locked in a filing cabinet) for all staff, detailing attendance and leave entitlements. Check that you have an annual external audit. . In terms of SASA, Act 84 of 1996 all SGBs must ensure that their books are audited annually. Consult an accountant or auditor after you have developed the draft

policies. Submit for governing board approval. The governing board has a critical role to play.

CONTENT

Managing banking, check that signatories take their responsibilities seriously; signatories are responsible for any cheques they sign, that signatories never sign blank cheques. Cheques should only be signed once they have been written out in full, check that the chequebook is not left lying around. It should always be kept locked in a safe place, check that you never issue uncrossed cheques – there should be no need to issue cash cheques – this is another safety feature that will ensure that there is no mismanagement of the school’s funds. Always cross cheque payments “not transferable”. Always bank any money promptly, such as money generated from donations, sales, or fees. When the monthly bank reconciliation is undertaken and any discrepancies (difference either over or under) are immediately investigated, never cash personal cheques from petty cash.

Managing receipts: check that you always issue serially numbered receipts (with the name of your school) for all cash received and that you keep all cancelled receipts because these are still a part of your financial records. Check that receipt books are kept in a safe and locked and that you keep a written record of any donations or pledges made to the school.

Managing expenditure: check that all expenditure and payments are approved in writing by the person nominated by your governing board, ensure the use of a purchase order for all purchases, you always obtain three quotes before you purchase equipment and other services and file them with the purchase order, check that once the purchase has been approved that competitive quotes are obtained before the item is purchased because SGBs must have a policy whereby if a purchase is over an agreed limit then the three quotes should be examined and the lowest quotation accepted. Check that when you receive goods or services that they are in working order, the quality of the goods or services you have received are the same as those you ordered, you must fill in the guarantee (when applicable) and post it to the manufacturer, you make all payments for goods and services by cheque, you receive an invoice for your purchases and that you file this along with all the other documentation relating to the purchase, you monitor your budget against expenditure to ensure that you can afford the purchases you are making and also check that the funds are available before you make the purchase and that the necessary person/people approved the expenditure.

Managing petty cash: you need to check that when payments are made with cash, petty cash vouchers, and receipts are submitted. This must only be done in exceptional circumstances or when the value of the interest is below an agreed minimum amount. This helps maintain control and helps to prevent mismanagement of funds as well as helps to ensure that unnecessary expenditure is

not incurred by making out cheques for amounts below the agreed figure, e.g., below R50.

Managing assets: check that you have established an assets register and that you regularly maintain it, all equipment and other items listed on the assets register has an identification mark or number, this can be a sticky label, which is attached. Check that you maintain logbooks for cars or motor bikes belonging to the school, you follow-up on any advances you may have given and ensure that they are reimbursed as quickly as possible, for example, if you give an advance for travel to a workshop, ensure that once the person returns they reconcile the advance. Check that you are receiving money by the due date and if there are overdue amounts owed to your SGB, chase them up. Check that your financial reporting deadlines are adhered to according to your contract with each donor agencies (where applicable), etc., and also check that your grant payments are received according to the time line contained in your funding contract.

Managing the monthly finances: every month your bookkeeper and treasurer (or two other people nominated by your SGB) should review the operations of the previous months, specifically, that they should check: what cheques were made out for cash and what these were for?, if there were they any “odd” or unusual payments, which items are running over or under budget and ask why, which funds were received and whether they were deposited, check the bank reconciliations and that any other money received (such as donations, sales, membership fees) was deposited.

ASSESSMENT

Drafting of an organisation's financial statements. A multiple choice test on the theory applicable to this module.

PROGRAMME SIX: STRATEGIC PLANNING AND MANAGEMENT

OUTCOMES	At the end of this programme the participant should: <ul style="list-style-type: none">- Have a clear understanding of the importance of strategic planning- How to plan- Reasons for planning
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INTRODUCTION TO THE COURSE

Good planning will mean that your organisation will be able to make informed decisions and take action in response to priority needs and this will also assist your school governing body to create a vision for its future and to develop the necessary structures, resources, and operations to achieve that vision. Think of the strategic plan as providing a 'big picture' or a map for the future. Many organisations produce a written strategic plan which is distributed to clients and other stakeholders so that they can gain an understanding of the organisation. Strategic plans are usually written to cover a long time period, such as three to five years.

CONTENT

Planning will enable your SGB to: develop a shared mission/vision amongst your staff, management, volunteers and stakeholders; develop a set of core values which will help to guide your work and help your SGB learn from past experiences, clarify

your aims and objectives, highlight your strengths, identify organisational weaknesses and assist on overcoming them, seize opportunities, establish priorities, anticipate and cope with change, bring together other existing plans, provide vital information for budget planning and to monitor and evaluate your impact.

Steps in planning: Firstly, define the task and assign responsibility by identifying who will be responsible for managing the planning process, this is the most senior staff member supported by a small planning team including paid staff, governing board members, volunteers and or clients; normally the planner reports directly to the governing board. Secondly, drafting terms of reference, develop terms of reference to guide the planning process, these should outline the who, why, what and when. Thirdly, a planning cycle, implement each of the stages of the planning cycle. Fourthly, drafting the plan, based on the outcome of planning cycle, draft a copy of the plan and distribute to relevant stakeholders and seek comment. Redraft in light of the feedback you received. Fifthly, submitting for governing board approval, all plans, policy documents or funding proposals should be submitted to the governing board for approval before they are implemented and the end of your planning process is usually a written plan. Lastly, implementing and evaluating, that is making the plan 'come alive'.

ASSESSMENT

Use individual tests on how to plan, make decisions and follow a planning cycle.

5.6 CONCLUSION

This chapter was about the discussion and interpretation of findings as presented in chapter four. The discussion of results was done in accordance with the aims of the study. The findings according to the first aim of the study, that is to conduct a training-needs analysis among members of the parental component reveal that most of the respondents need training in conducting need analysis, policy procedure and practices and zero based budgeting. Similar studies such as those of McGregor and Robin, (1992) found a problem with most parents elected to school governing bodies in South Africa. This study revealed that these parents have limited knowledge of the procedures and functions of the school governing body.

The findings according to the second aim of the study, that is to develop an intervention-training programme for empowerment of the parent component of the school governing body, also revealed the importance of the SGB as well as the need for them in schools. A training programme was developed to cater for the needs identified in the questionnaire. The last aim of the study was to come up with recommendations regarding an intervention implementation strategy for the training empowerment programme of the parent component of the SGB.

The findings according to the last aim of the study, that is, awareness of training module (s) planned by the department of education for the parent component during the year 2000, revealed an awareness of training for school governance modules 1 –

7 (a series of modules on aspects of governance planned and presented by the Provincial Education Department for SGB members), quality assurance, EMD, OBE, Life skills, SASA legislation, Department of Education policies, how to conduct interviews, fair school governance; rights and duties of the SGB, OBE workshops.

Significantly one of the major findings of this study was that it was clear that the majority of the respondents felt that although the Department of Education has offered some training for SGBs, a number of the respondents felt that this training was deficient and did not seem to meet their needs. This is borne out by some of the comments made by the respondents such as “training workshops need to be held at least twice a year”, they “should be further trained in promotion requirements”, “if the department can do thorough training for my SGB, it would be appreciated”. and the comment that they “need more workshops as a team. The SGB needs further training on a number of skills for example, strategic planning, change management, etc.”

This study was about developing a training programme on the management of primary schools for the parents in school governing bodies (SGBs). On the basis of findings and conclusions reached, the following recommendations can be made:

1. More training for training of the parental component of SGBs on strategic planning and management; change management; financial management;

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conflict management; zero based budgeting; conflict resolution; education legislation; education policies, procedure and practices and conducting needs analysis.

- II. Training on school governance, leadership, education policy, the labour relations act, and recruitment and selection policies should be conducted annually to selected and potential members of the school governing body.
- III. Training may be conducted by Department of Education officials such as Superintendents of Education Management (SEMs), who have been schooled in the governance of schools and the legislation governing this.
- IV. Training and re-training must be conducted at least twice annually. This will ensure that SGB members are kept abreast of the various changes in education that are currently being effected almost daily.
- V. Training of SGB members must be undertaken immediately after an election of the SGB at a school. Superintendents of Education Management can monitor this process.
- VI. Training programmes must take cognisance of the dominant language in an area or the preferred language of a SGB and cater for these needs.

- VII. Training must be undertaken for all members of the SGB and not just for selected members such as the Chairperson and Secretary.

- VIII. Training programmes must also cater for the needs of a particular SGB. These must be identified via a needs assessment survey administered to members of SGBs.

APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF DURBAN WESTVILLE

QUESTIONNAIRE

Mr. Singh is conducting a study on school governing bodies as part of his masters' work. You are asked to fill in this questionnaire honestly. All the information obtained in this questionnaire will be kept confidential and only be used for research purposes. Please do not write your name.

A. DEMOGRAPHIC DATA

Kindly make a cross in the appropriate space below: e.g. Parent

Father Mother

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

1. Gender Male Female

2. Age group 13 – 22 years 23 – 32 years 33 – 42 years 43 years & above

3. Marital status Never married Married Divorced Windowed

4. Racial group Indian Coloured African Whites

5. Highest qualification STD10 & Below Certificate Diploma Degree Post-Graduate

6. Position Chairperson Secretary Treasurer Member

7. Permanent residential area Urban Peri-urban Rural

8. Constituency representing Learner Body Parent Body Educator Component Non-educator Staff

B. TRAINING NEEDS

Please indicate an area that you feel you need training on, by making a mark (x) in the cell under column labelled: **need training** or **don't need training**.

NO	SKILLS FOR SCHOOL GOVERNANCE MEMBERS	NEED TRAINING	DON'T NEED TRAINING
1	STRATEGIC PLANNING & MANAGEMENT		
2	CHANGE MANAGEMENT		
3	FINANCIAL MANAGEMENT		
4	CONFLICT MANAGEMENT		
5	TEAMWORK		
6	TEAM BUILDING		
7	ZERO-BASED BUDGETING		
8	CONFLICT RESOLUTION		
9	CHAIRING A MEETING		
10	TAKING MINUTES		
11	EDUCATION LEGISLATION		
12	DEPARTMENT OF EDUCATION POLICY PROCEDURES AND PRACTICES		
13	CONDUCTING NEEDS ANALYSIS		

2. Any other skills that you need training on or you have had training on?

No.	List of skills	Need Training	Had Training
11			
12			
13			
14			
15			
16			
17			

3. Are there training modules your committee has planned for this year?

YES

NO

List them:

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

4. Are you aware of any training module(s) planned by the Department of Education for you during this year?

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

5. Is there anything you would like to comment on related to the TRAINING NEEDS of your SGB?

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

Thank you.

Please complete fully and return to your principal who will return to Mr. Singh, via the enclosed stamped, self-addressed envelope.

I-NYUVESI YASE DURBAN-WESTVILLE

UHLA LWEMIBUZO

Ummumzane u-Singh wenza ucwaningo kumkhandlu olawula izikole. Wenza lokhu njengenxenywe yokufundela iziqu zakhe e -Nyuvesi. Uyacelwa ukuba ugcalise loluhla lwemibuzo elandelayo.

A: IMININGWANE

Yenza isiphambano endaweni efanele. Isibonelo: Umzali

Ubaba

Umama

1. Ubulili

Owesifazane

Owesilisa

2. Iminyaka yakho iwu

13-22

23-32

33-42

43 kuyaphezulu

3. Isimo somshado

Angishadile

Ngishadile

Sehlukanisile

Ngashonelwa

4. Ubuhlanga

Owomdabu waseNdiya

Ikhiladi

oMnyama

oMhlophe

5. Izinga lemfundo

Ibanga leshumi
kuya phansi

Isitifiketi

Idiploma

Iqhuzu leziq
laseNyuvesi

Iziq
zesibili
kuyaphezulu

6. Isikhundla Usihlalo Unobhala Umgcini-mafa Ubulunga

7. Indawo ohlala kuyo Edolobheni Eduzekwedolobha Emakhaya

8. Isakhiwo osimele Umfundi Umzali Umfundisi Angifundisi

OKUDINGAKALAYO UMA UQEQESHWA

Khombisa ngokubeka uphawu (X) esikhaleni esimaqondana nalelokhono ofuna ukuqeqeshwa kulona. Izikhala **Ngidinga uqeqesho / Angiludingi uqeqesho.**

No	Amakhono adingeka kumkhandlu wezikole	Ngiyaludinga uqeqesho	Angiludingi uqeqesho
1	Abahlahla imigomo		
2	Ukuphathwa koguquko noma ushintsho		
3	Ukuphathwa kwezimali		
4	Ukuphathwa kwezinkinga		
5	Ukusebenzisana		
6	Ukwakha iqembu lokusebenzisana		
7	Ukwaba izimali ezingekho		
8	Ukuxazululwa kwezinkinga		
9	Ukuphathwa kwemihlangano		
10	Ukuthatha amaminithi		
11	Imithetho yezemfundo		
12	Inqubomgomo yomnyango wezemfundo		
13	Ukwenza ucwaningo kwezoqeqesho		

Amanye amakhono odinga ukuqeqeshwa noma osuqeqeshelwe wona:

	Uhla lwamakhono	Ngidinga uqeqesho	Sengiqeqeshiwe
1			
2			
3			
3			
4			
5			

3. Likhona yini uqeqesho enizihlelele lona njengomkhandlu kulonyaka?

Yebo

Cha

Uma lukhona chaza:

.....

.....

.....

.....

4. Unalo yini ulwazi loqeqesho eniluhlelelwe umnyango wezemfundo njengomkhandlu kulonyaka?:

.....

.....

.....

.....

5. Uma kukhona othanda ukukusho mayelana nezidingo zoqeqesho emkhandlwini ongamele isikole sakini bhala ngezansi:

.....

.....

.....

.....

Ngiyabonga.

Uyacelwa ukuba ugqwalise ngokuphelele, bese uliposa usebenzise lemvulophu enesitembu engaphakathi.

APPENDIX B

LETTER TO DISTRICT EDUCATION MANAGER

APS

acaciavale primary school

p.o. box 2008 ~ ladysmith ~ 3370
Phone 6333298 ~ Fax 6333298

26 March 2001

Mr. S.N. Mchunu
The District Manager: Mnambithi
LADYSMITH REGION
LADYSMITH
3370

Dear Mr. Mchunu,

**PERMISSION TO CONDUCT EDUCATIONAL RESEARCH AT SCHOOLS IN THE
KLIPRIVER CIRCUIT**

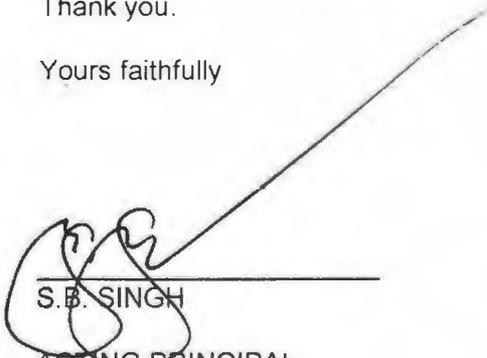
I am currently studying towards my Masters of Education with the University of Durban-Westville. My dissertation topic is **Developing a Training Programme on the Governance of Primary Schools for the Parent Component of School Governing Bodies (SGB) in the Klipriver circuit.**

I will sincerely appreciate your granting me permission to conduct research at the primary schools in the Klipriver Circuit. My research will consist of giving five members on the governing bodies of each primary school a questionnaire to fill in and return to me. I will also conduct focussed group interviews with representative schools in the rural, semi-rural and urban areas of Klipriver.

All information obtained will be treated with the strictest of confidentiality and will be used solely for educational research and development.

Thank you.

Yours faithfully



S.B. SINGH

ACTING PRINCIPAL

snmchunu masters

APPENDIX C

LETTER TO SCHOOL GOVERNING BODIES

APS

acaciavale primary school

p.o. box 2008 ~ ladysmith ~ 3370
Phone 6333298 ~ Fax 6333298

25 May 2001

SGB Chairperson
SGB Members
KLIPRIVER CIRCUIT PRIMARY SCHOOLS
3370

Dear Sir / Ma'am,

PARTICIPATION IN SURVEY FOR MY MASTER'S DISSERTATION

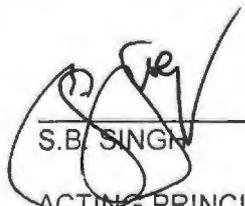
I am currently studying towards my Masters of Education with the University of Durban-Westville and I would sincerely appreciate your assistance in finalising my studies. My dissertation topic is "**Developing a Training Programme on the Governance of Primary Schools for the Parent Component of School Governing Bodies (SGB) in the Klipriver circuit.**" I humbly seek consent for at least FOUR members of the parent component of your SGB to kindly complete the enclosed questionnaire and return in the envelopes provided (sealed), to the school principal, ASAP, who will then return to me via the large, stamped, self-addressed envelope.

Please note the following:

- ◆ The questionnaire is confidential; you are required NOT to write your name on the questionnaire.
- ◆ No personal information is requested of you.
- ◆ The questionnaire is printed in English and isiZulu.
- ◆ The District Manager has approved my research.
- ◆ You are welcome to withdraw from this study at any time without any consequences to yourself, the SGB or the school.
- ◆ All information obtained will be treated with the strictest of confidentiality and will be used solely for educational research and development.

I am looking forward to your kind assistance.

Yours faithfully



S.B. SINGH
ACTING PRINCIPAL

DISS: LETTER TO PRINCIPALS & SGBS

APPENDIX D

LETTER TO SCHOOL PRINCIPALS

APS

acaciavale primary school

p.o. box 2008 ~ ladysmith ~ 3370
Phone 6333298 ~ Fax 6333298

25 May 2001

The Principal
KLIPRIVER CIRCUIT
3370

Dear Sir / Ma'am,

PARTICIPATION IN SURVEY FOR MY MASTER'S DISSERTATION

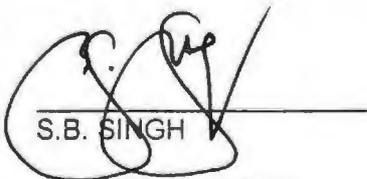
I am currently reading towards my Masters of Education with the University of Durban-Westville and I would sincerely appreciate your assistance in finalising my studies. My dissertation topic is "**Developing a Training Programme on the Governance of Primary Schools for the Parent Component of School Governing Bodies (SGB) in the Klipriver circuit.**" I humbly request that you kindly co-ordinate the distribution of the enclosed questionnaires to at least FOUR parent representatives on your School Governing Body for their completion. They must please seal their completed questionnaires in the envelopes provided and hand to you for delivery to me (ASAP) via the enclosed large, stamped, self-addressed envelope.

Please note the following:

- ◆ The questionnaire is confidential; respondents are required NOT to write their names on the questionnaire.
- ◆ No personal information is requested of the respondents.
- ◆ The questionnaire is printed in English and isiZulu.
- ◆ The District Manager has approved my research.
- ◆ Respondents are welcome to withdraw from this study at any time without any consequences to them, the SGB or the school.
- ◆ All information obtained will be treated with the strictest of confidentiality and will be used solely for educational research and development.

I am looking forward to your kind assistance.

Yours faithfully


S.B. SINGH
ACTING PRINCIPAL

DISS: LETTER TO PRINCIPALS

APPENDIX E

LETTER FROM MNAMBITHI DISTRICT EDUCATION OFFICE

25 March 2001

Mr. S.N. Mchunu
The District Manager: Mambithi
LADYSMITH REGION
LADYSMITH
3370

Dear Mr. Mchunu,

PERMISSION TO CONDUCT EDUCATIONAL RESEARCH AT SCHOOLS IN THE KLIPRIVER CIRCUIT

I am currently studying towards my Masters of Education with the University of Durban-Westville. My dissertation topic is Developing a Training Programme on the Governance of Primary Schools for the Parent Component of School Governing Bodies (SGB) in the Klipriver circuit.

I will sincerely appreciate your granting me permission to conduct research at the primary schools in the Klipriver Circuit. My research will consist of giving five members on the governing bodies of each primary school a questionnaire to fill in and return to me. I will also conduct focussed group interviews with representative schools in the rural, semi-rural and urban areas of Klipriver.

All information obtained will be treated with the strictest of confidentiality and will be used solely for educational research and development.

Thank you.

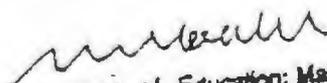
Yours faithfully


S.B. SINGH
ACTING PRINCIPAL

zmchunu masters

→ Mr. S.B. Singh

1. The District Office has no objection to your educational research in the Mambithi District.
2. A copy of your findings would be appreciated.


Superintendent of Education: Management
Superintendent van Onderwyse: Bestuur
Klipriver Circuit/Kings 20-21/4/5.

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Johannesburg

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