AN INVESTIGATION INTO THE ROLE PERCEPTIONS OF SCHOOL GOVERNING BODY AND SCHOOL MANAGEMENT TEAM MEMBERS: A CASE STUDY OF A RURAL PRIMARY SCHOOL

RESEARCH REPORT

Student: **Sithabile Mazibuko**

Degree: **Masters in Education**

Student No: **922430862**

Supervisor: **Dr. R. Moletsane**

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DECLARATION

I, Sithabile Bongiwe Mazibuko, declare that this dessertation is my own work, submitted in partial fulfillment of the degree of Master of Education at the University of KwaZulu-Natal. The research was conducted under the supervision of Dr. Lebo Moletsane. I further declare that this dissertation has never been submitted at any other university or institution for any purpose.

SITHABILE BONGIWE MAZIBUKO

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SUPERVISOR

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ABSTRACT

Substantially more power has been devolved to schools than ever before and schools are being held more accountable in variety of ways. It is imperative that all stakeholders involved in education including School Governing Bodies and School Management Teams must develop new skills and styles of working.

This is a case study of a rural primary school in the Toyota Teach Primary Schools Project (TTPSP). This study examined the extent to which the School Governing Body and School Management Team members of RSP understand their roles and responsibilities and the impact it has on the functioning of the school.

Data was collected over a period of several months through observation, conversations and interviews. Collected data was analysed continuously throughout the research process. The responses were grouped into themes and were then checked to ensure the relevance of the emerging patterns. First, findings related to the SGB were presented followed by data related to SMT. This data formed the basis for discussion about the role of SGB and SMT members in the management of schools.

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CHAPTER ONE: INTRODUCTION AND FOCUS OF THE STUDY

1. 1 Introduction

The pace of change in education in South Africa has continued to accelerate since the early 1990s. Various discussion documents and White Papers on Education have resulted in the promulgation of the South African Schools Act (SASA) 84 of 1996. Among other things, the schools Act was passed to guide the transformation of school governance. Under the new legislation, all public schools were compelled to institute the new governance structures within a given period as it was announced in the Government Gazette. In KwaZulu-Natal (KZN), the Member of the Executive Council (MEC) for education used the KZN School Education Act No. 3 of 1996 and the South African Schools Act No. 84 of 1996 to provide all public schools in the province with a schedule of regulations for the establishment of school governing bodies. These regulations were promulgated in April 1997. They represent a significant shift, firstly, because the inclusion of various constituencies on the governing bodies presents an opportunity to infuse the character of school governance with democracy. Secondly, governing bodies now have substantial powers and functions to influence the quality of education at those schools. Thus this study examined the extent to which the School Management Team and School Governing Body members in a rural primary school understand their roles and responsibilities in school governance.

1.2 Problem Statement

The right of parents to be involved in the school governance was acknowledged in the SASA (1996). Accordingly, all government schools now have governing bodies, on which parent representatives must be in the majority. Although there has been a long tradition of community involvement in the affairs of some schools particularly those which served white learners, it is likely that the operation of SGBs, as envisaged in the Act, represents a considerable change for many schools and their communities serving black learners under the apartheid regime (Howard, 1997). According to the Act, the first stipulation regarding the powers of the school governing bodies, reads as follows: 'Subject to this Act, the governance of every public school is vested in its governing body' (SASA section 16 (1)). SASA stipulates that the SGB is responsible for governing the school, it must perform all specific functions given to governing bodies by the Act and by provincial legislation and regulations. According to these, the SGB must set, improve and develop the rules, direction and policy by which the school must function within the framework of the Schools Act. On the other hand, the School Management Teams made up of the principal, the deputy principal, heads of departments are responsible for performing and carrying out professional (management) functions, which refer to the day-to-day administration and organization of teaching and learning at the school as prescribed by law.

The extent to which these roles and responsibilities are understood by the members of SMTs and SGBs is not clear. Subject to the interpretation of the members of the SMTand SGB, a power struggle is possible. On the one hand, SASA states that the SGB must promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school (Section 20 (1) (a)). SASA also states that the SGB must support the principal, educators and other staff of the school in the performance of their professional functions (Section 20 (1) (e)). In Section 16 (2) SASA states that a Governing Body stands in a position of trust towards the school. On the other hand, the role of the SMT is the day-to-day running of a school. Members of SGB and SMT can interpret these statements in different ways, resulting in the misunderstanding of roles and responsibilities expected of the two groups. The misunderstanding between the groups could lead to ineffective running of a school, which could in turn, impact on effective teaching and learning.

1.3 Focus of the Study

The study examined the extent to which the School Management Team and School Governing Body members in one rural primary school understood their roles and responsibilities in the effective running of a school. The school is one of the rural primary school (referred to as RSP in this report) in the Durban South Region participating in the Toyota Teach Primary Schools Project (TTPSP). The

TTPSP was established by Toyota South Africa Foundation to enable a number of NGOs to collaborate in a pilot project which offers services to sustain and improve the quality of learning and teaching of Mathematics, Science, Language and Cognitive skills in primary schools in the Umlazi and Umbumbulu areas (Toyota Teach Primary School Project Document, 1991).

Among the activities of the TTPSP is the management-training programme. Through this program, the TTPSP team works with the schools focusing on Whole School Development. The facilitators work with the SMT on management functions and expose them to official departmental documents (e.g. school and government policies). Thus, within this context, this study aimed to examine the extent to which SGB and SMT members at RSP understand their roles and responsibilities and how this understanding impacts on the effective management of the schools. The following research questions were used to focus data collection and analysis:

What are the understandings of the SGB and SMT members regarding:

1. The roles and responsibilities of the SGB in the management of schools?

2. The roles and responsibilities of the SMT in the management of schools?

3. Common roles and responsibilities of the SGB and SMT members in the effective running of the school?

4. The barriers faced by the SGB and SMT in their efforts to manage schools effectively?

The study aimed to contribute towards an understanding of roles and responsibilities of both SMT and SGB members, which might help the schools to function in a proper manner.

1.4 Organisation of the Report

This report is organized into five chapters. Chapter 1 has introduced the study and identified its purpose and focus. Chapter 2 reviews literature on Governance and Democracy in Education and critically evaluates the role of Governing Bodies and School Management Teams in school effectiveness. Chapter three describes the research design and methodology used to collect and analyse data in this study. Chapter 4 reports on the data collected from four schools and chapter 5 analyses the findings and makes recommendations for improving practice in school governance.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Since the school is the natural extension of home, parental involvement is essential. This can be ensured by giving parents a meaningful say in the management of school affairs. Parents as guardians should play a role in governance of schooling. To this effect, the introduction of the South African Schools Act of 1996 (SASA) has greatly increased the independence of schools and the involvement of parents in their children's education. All government schools have governing bodies on which parents form the majority. The powers, functions and duties of Governing Bodies are an integral part of the South African Schools Act. For the school to be effective, there needs to be an effective School Governing Body. For this to occur, all stakeholders including members of SGB and SMT have to have a clear understanding of their roles and responsibilities. This study examined the extent to which the School Management Team and School Governing Body members in a rural primary school understand their roles and responsibilities in school governance.

This chapter reviews policy and literature related to the functions of School Governing Bodies and School Management Teams in schools. First, national education policies that regulate school governance and teaching will be reviewed. Second, literature related to the role and efficiency of the localised school governance will be reviewed. In light of the above, strategies for

addressing problems associated with localised school governance will be identified.

2. 2 Policy Framework

The first stipulation regarding the powers of the school governing bodies reads as follows: "Subject to this Act, the governance of every public school is vested in its governing body" (SASA section 16(1)). Complementary to the authority of the SGBs, the Act confers the right to manage professional matters of the school on the principal (SASA Section 16(13)) under the authority of the Head of Department. The above statements do not show a clear distinction between management and governance roles. SGB members might think they have something to say on professional matters of the school.

SASA stipulates that the SGB is responsible for governing the school. This does not mean that the governing body must run the school on day-to-day basis. It must perform all the specific functions given to governing bodies by the Act and by provincial legislation and regulations. The SGB must set, improve and develop the rules, direction and policy by which the school must function within the framework of the Schools Act. The SGB must also oversee and keep overall control over the development and maintenance of the infra-structure and property of the school, and bring about and develop a partnership based on trust and

respect between all stakeholders, namely parents, learners, educators, other staff at the school, the local community and the education authorities.

2.2.1 The composition of the SGB

In the constitution of School Governing Bodies, the Hunter report (1995) also suggested that parents should make up the majority on the governing body. This proposal was problematic in that it seems to militate against equal teacher and student representation, which are the two constituencies in schools that have been instrumental in fighting for democratic governance structures. The South African Democratic Teachers' Union (SADTU) embarked upon protest actions concerning this provision in the South African Schools Act, (The Star, 17th February 1996:6). Moreover, a parental majority on school governing bodies was feared to have the potential of hindering equal participatory democracy. At the same time, parental majority was justified on the grounds that governing bodies are expected to make legal and financial decisions and they have a greatest stake in schooling. The Governing Bodies are expected to make serious legal and financial decisions.

2.2.2 The role of the SGB

The development of rules by the SGBs helps in shaping the school context in which effective teaching and learning might take place. The following have been identified as the roles of the SGB in schools:

School Governance

SASA stipulates that the SGB is responsible for governing the school, and it must perform all specific functions given to governing bodies by the Act and by provincial legislation and regulations. According to these, the SGB must set, improve and develop the rules, direction and policy by which the school must function within the framework of the Schools Act.

Although it is stated in the South African Schools Act of 1996 that SGBs have the right to manage professional matters of the school, the powers of SGBs are somehow limited because they cannot correct the wrong that is done by educators. For example, late coming of educators affects the learning of children, which consequently hinders school effectiveness. The role of parents in school governance is to see what the school really needs and what the problems in the school are. That is why parents can play a meaningful role in the school.

Teacher Selection

A further basic aim of the South African Schools Act is that the quality of education of all learners must be improved. For example, there must be better facilities, better-trained teachers, better methods of teaching and better school conditions. Learners must also be better motivated and disciplined to take their education seriously and to use the opportunities that are now open to them

(Squelsh, 1997: 2.2.3). For the school to have better quality of education, it needs to have better trained teachers as mentioned above. Therefore, it is important that the recruitment and selection of educators for the school is effective. In the South African Schools Act, it is stipulated that the governing body also does the recommendation of appointment of educators. This idea is not supported by some of the teacher unions. To quote Carrim (1997:17) 'this was a direct response to the fears of teacher unions who felt that control by governing bodies could not only undermine teachers' rights, but also cause differentiation between 'state' and 'privately' employed staff.' Teachers felt that parents who are part of the panel should have a clear understanding of recruitment and selection procedures or it should be those parents who have a background of education so that they will be able to select appropriate teachers. This study investigated the extent to which members of the SGB at RSP understand their roles and responsibilities regarding teacher selection.

Financial management

SASA stipulates that the State must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the rights of learners to education and to redress the inequalities of the past in education provision (SASA Section 34 (1). It further states that the Minister of Education must determine norms and standards for the funding of public schools (SASA Section 35).

From the above it is clear that SASA identifies two main streams of financing for schools, i.e. taxpayers' money through the national and provincial budgeting systems and private funds provided by parents and donors. SASA acknowledges that the government does not have enough money to fund schools properly and therefore the provision is made that SGBs must take all reasonable measures to supplement the funds provided by the State to improve the quality of education. (SASA Section 36). The Governing Body should also establish a school fund and administer it in accordance with the directions issued by the provincial head of education and prepare a budget each year for the following financial year.

To supplement the resources supplied by the state, the SGB needs to come out with fundraising strategies, which is one of its responsibilities. It needs to support and improve the quality of education that is provided by the school, bearing in mind that school effectiveness is judged by the performance of learners. The expenses incurred to supplement the resources supplied by the State are financed with funds raised by the SGB in the form of school fees, donations and certain fundraising activities. ' Each governing body must make plans to obtain more money and other facilities to improve the quality of education at the school.' (Department of Education, 1997). The SGB may approach people in business to sponsor things for the school or to pay for certain expenses. Members of the public or parents may be asked to donate money or something else to the school. SGB members need to use their skills and imagination to make a

success of the fundraising task. The extent to, and manner in which SGB members at RSP understand this as their role was explored.

Resource provision

In addition to the above responsibilities, SGB may, in terms of Section 21 of the South African School's Act, perform the following functions i.e. maintain and improve the school's property, purchase text books and to pay for services of the school. It needs to be emphasized that, although the SASA focuses mainly on the powers and duties of SGBs in connection with governance and management activities, they cannot be held responsible for financial management on their own. To put it more strongly, without the co-operation of the principals and school management teams, SGBs cannot run or govern the schools on their own. The reasons are: SGB members are not full-time officials of the school; the School management is a full time, day-to-day activity; although the SGB is responsible for strategic planning, these plans have to be implemented by the professional managers in the school, namely the school management teams and staff; and SGB members are not well trained on these areas.

The above discussion gives a general overview of powers and duties of SGB as stipulated in SASA (1996). It becomes apparent that the general and allocated functions of SGBs put them in a strong position, with the assistance of the school management teams, to mould the school to give it a specific character. If these

powers and duties are applied and executed effectively, school governance becomes effective and teaching and learning is positively affected.

The above raises three major questions: Are SGBs of public schools particularly, rural schools, sufficiently prepared to perform all these responsibilities? In which areas of school management do they need training? How and by whom should this training be provided? From my experience, in the school that I work with in Umbumbulu area (RSP included), little training has been given to SGB members in areas of school governance. Thus, this study examined the extent to which the School Governing Body and School Management Team members in RSP understand their roles and responsibilities regarding school management.

2.3 Policy Implementation

According to the South African Schools Act, the governing body is responsible for the governance of the school, that is determining the policy and rules whereby the school is organized, managed and controlled. On the other hand, the principal is responsible for the professional management of the school, that is day-to-day organisation and control of the teaching and learning activities. (Department of Education, 1997). Co-operative governance is essential for the successful functioning of the school. This means that all the stakeholders, namely parents, educators, learners as well as National and Provincial legislators must fully understand their roles in this regard, co-operate and accept

responsibility to ensure that a culture of teaching and learning is fostered in every school.

The governing body must promote the best interest of the school by developing the school to its fullest potential through the provision of quality education and is encouraged to acquaint its members with Acts which have an impact on the provision of education.

The South African Schools Act does not give the entry requirements for a person to qualify as a member of the governing body except of being a parent or legal guardian of a learner. In many African townships and rural schools we have problems of violence, of crime, of teachers who come to school under influence of alchohol, etcetera. People who are supposed to help in preventing all these problems are SGB members, but they are not doing it because they are not adequately empowered to do so. They are also illiterate, and therefore, feel powerless. SGBs are also manipulated by educators and teacher unions in case of promotions. Interview questions are set by educators. According to the research that was conducted by McPherson (1999) in KZN secondary schools, some problems were identified by the principals and teacher unions' representatives regarding SGB members' participation in selection of new teachers. These included inaccurate scoring of points to candidate due to the unclarified criteria.

There is still a need to look at the qualities one should have to be a member of SGB. For example, though illiterate parents are not unintelligent, SGB members need to be the kind of people who are trainable because they deal with very delicate issues (e.g. issues related to finance, legislation and other). The need for the training of governing bodies is crucial. As proposed in the South African Schools Act, School Governing Body members are recognized as 'juristic persons'. This implies that their powers and functions are guaranteed and recognized statutorily and that they may make decisions as a corporate body. The legalization of the status of governing bodies has grave implications for their functioning. This implies that they can be sued and that they are legally responsible for the decisions they make based upon the functions and powers devolved. For the SGBs to be effective, there should be some sort of assessment based on the capability to fulfill the allocated duties.

There are, however, requirements in the SASA which demand a degree of management and governance sophistication which is not common in most school communities in KwaZulu- Natal (Schools Governance Training Unit, 2000). For example, a school governing body's biggest responsibility is to make sure that a school provides its learners with a sound education. A governing body must decide what problems make education difficult and come up with plans to deal with difficulties such as budgeting, payment of school fees etcetera. This should be done by both SGB and SMT members.

However, in most schools, the efficiency of SGB is very limited and their duties as stipulated in SASA are not fulfilled. For example, in school finance, the SGBs tend not to understand the role they should play because the principal has always been the one who is responsible for school finances. The other weakness is the high turnover of SGB members, there is no stability, members are only elected for three years, which means there is no continuity in their role. Other factors include authoritarian management styles by principals, the poor training of SGB members and poor communication between the principals and SGB members.

2.4 Understanding functions and problems experienced by SGB and SMT members

According to SASA section 37 (1) of 1996, the governing body of a public school must establish school fund and administer it in accordance with directions issued by the Head of Department. Section 37 (3) states that the governing body must open and maintain one banking account. This implies that the treasurer, as a person who is in charge of all financial matters should have some book keeping skills so that he can be able to control the school budget and keep accurate record of what is received and spent. The treasurer of the selected school does not have any background of financial management or book keeping skills. (See appendix A).

According to Personnel Administrative Measures (PAM) document of 1998, the school management team has to organise activities that support teaching and learning. The SMT of the selected school does not get an opportunity to perform their role effectively because they are not involved in the management activities.

Greer and Gresso (1999) state that a school organisation is more effective when there is a concern of meeting human needs. Participation and involvement in shared decision making are ways that individuals can be actively engaged and share a sense of responsibility for the school. A strong partnership that includes empowerment, enablement and enhancement needs to be created with parents and educators (Sergiovanni, 1990). Empowerment is a sharing of authority that increases responsibility and accountability. The principal of RSP still uses top down management without delegating SMT members as his assistants to handle other issues. According to Morhman and Lawler (1996), this is a hierarchical and control-oriented management.

'SGB members are creatures of the law, created to give expression to the notion of a partnership between the state, parents, educators and learners. Therefore, SGB members have rights (authority and powers) and duties (obligations and responsibilities) vested in them by the law' (Calitz et al, 2002:82). It is obvious that SGBs exercise their powers and carry out their functions within the framework of state authority. The problem that the SGB faces is the baggage of policies they are required to develop. Many SGB members do not have time to

get the training they need, as a result they cannot engage in the writing of policies for the school and thus this duty ends up being done by the principal and the members of staff. This in turn has given rise to conflicts between principals and SGB members.

Calitz et al, (2002), suggest that policies which determine the operational principles of SGBs should become more pragmatic and less theoretical in nature. Obviously there are areas of the SASA which require refinement and over and above SGB members need support and mentorship from the SMT to perform their functions effectively. However, until such time there is a change in the mindset of the SGB and SMT members, the foundation of building effective functioning schools will remain unstable.

Traditionally, the tendency was to visualize teacher-parent liaison as a single entity and as one particular kind of activity. Most parents could not see the importance of their involvement in school matters, that's why the SGB's involvement at RSP is limited. Macbeth, (1989) highlighted that it is easier for parents not to liaise with schools when they are not invited. For instance, it is usually assumed that to have contact, parents must go to teachers, not vice versa. This is difficult to teachers who believe in self-contained schools where educators assume that the school is a closed institution neither affected by nor influencing families outside. SGB members need to be trained firstly on the importance of their involvement in school matters, and also educators should

also be trained on parental involvement so that parents will be positively accepted in schools. Taylor, Muller and Vinjevold (2003) emphasize that both SMT members (including educators) and SGB members (representing parents) are responsible for creating an environment that is conducive to a healthy culture of teaching and learning in the school.

Conradie (2000:85-86) points out that, in terms of accepted modern management theory and practice, certain functions of SGBs are clearly management tasks, therefore, SGB and SMT members should share ideas, support each other and work collaboratively as there will be no overlapping of roles.

2.5 Recommendations

Governing bodies are entitled to training. This should be provided by the provincial education department (Department of Education, 2002). In order to understand fully the working and responsibilities of an SGB, it is necessary to familiarise the SGB members with the South African Schools Act and other documents related to their role. For example, the treasurer should be familiarised with books of accounts and manual 4 and 5 of the SGB training manuals because these documents have information about SGB finance. Kader Asmal (Minister of Education) announced the implementation plan for his Tirisano (working together) education campaign (Educational Support Services Trust, 2002), to create conditions whereby SGBs can share experiences and expertise and get support from the SMT members. The SASA is very

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complicated for some SGB members to interpret, therefore they need assistance from SMT members and officials who are tasked to do the training.

The general purpose of SASA is to establish a partnership between all stakeholders who have interest in education i.e. state, parents, learners, educators and other members of the community in the vicinity of a school (Joubert and Prinsloo, 2001). The other key point set out in the SASA is that all stakeholders in education must accept their responsibilities concerning the organisation, governance and funding of schools. They are the new partners in education and must give whatever is necessary to ensure that schools provide good education and that they function properly (Department of Education, 1997). This study examined whether SGB members at RSP received the necessary training and whether this has increased their capacity to understand and perform their roles effectively.

2.6 Conclusion

This chapter has reviewed literature related to the role functions of SGB and SMT members in school management. First, policy related to school governance and teaching was reviewed. Second, literature related to the localized school governance was reviewed. What remains clear is that the pace of change in education makes it imperative that all stakeholders involved in education (i.e. from SGBs, School Management Teams and the highest officials of the education departments,) must develop new skills and styles of working. SGBs

have to learn how best to take responsibility for making decisions that affect their schools, and how to interact with the school management team in ways which offer support and guidance, balanced by thoughtful direction and control, Principals have to develop effective relationships with SGBs. They can no longer wait for instructions or decisions from the department. They must be able to interact with community and stakeholders both inside and outside system. Departmental officials will have to learn how to relate to SGBs in new ways which focus on empowering schools to improve quality of teaching and learning. They should be willing to provide assistance and be supportive rather than directive in their interaction and intervention in schools.

This study, therefore, examined the extent to which the two major role players in school governance, (i.e. the SGB and SMT), understand their roles and responsibilities, and the impact this understanding or misunderstanding has on the functioning of the school.

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

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this study was to examine the extent to which the School Management Team and School Governing Body members at a rural primary school understood their roles and responsibilities in the effective running of the school. This chapter aims to describe the research design and methodology used in this study to collect and analyse data.

3.2 Research design

A case study design was used to address the research question. One school, a rural primary school in Umbumbulu District, was selected for analysis. According to Best and Khan (1986) a case study is a technique the researcher uses to observe the characteristics of an individual unit e.g. a child, a class, school or community. Best and Kahn (1986) define the case study as a way of organising social data for the purpose of viewing social reality. They agree with Cohen (1989) in that a case study examines a social unit as a whole. Yin (1983;22) defines a case study as an inquiry that investigates a contemporary phenomenon in which multiple sources are used.

This research design has been chosen because it allows a researcher to use multiple methods of collecting data, and the information was gathered from people at different levels. It also enables the researcher to use the methods of participant observation where the researcher observes, listens to, and converses with the subjects in as free and natural atmosphere as possible. In this study, SGB and SMT members were observed during meetings, a selected sample was interviewed about the perception of their roles in school management and governance.

3.3 Methodology

Both quantitative and qualitative approaches were used to collect and analyse data. A quantitative approach was used in the administration of questionnaires to educator components, SMT members and the principal in the school in order to identify the level of participation of the SGB and SMT in school management. To add to this, qualitative approach was also used, This refers to a method of study observation that the researcher uses for the study of behavior in an educational situation and it, consists of participant observation and conversation (Cohen and Manion 1989). This approach involved the in-depth individual interviews with key stakeholders who are SGB and SMT members in the school, in which exploratory and descriptive questions were adopted to examine selected areas in detail. These stakeholders were interviewed on their roles and responsibilities in school management. According to Patton (1990:40),

'qualitative methods are ways of finding out what people do, think, and feel by observing, interviewing, and analysing documents'. He also points out that major advantage of qualitative methods is that they permit a researcher to study selected issues in depth.

3.4 Research Setting

The study is a case study that used one primary school in the Toyota Teach Primary Schools Project (TTPSP). A senior primary school in Umbumbulu, a rural district in the Durban South Region was selected. The school (RSP) had an enrolment of 1000 learners, twenty five educators including four HODs, one deputy principal and a principal. RSP is a senior primary school which accommodates learners who come from a poor community with a high rate of unemployment. Very few educators at RSP are from the local community, most come from the townships and suburbs around Durban. Two of the SMT members are studying for the Toyota Teach Advanced Certificate in Education (ACE) and are new in their posts. The Toyota Teach ACE aims to upgrade teachers' qualifications in the areas of Mathematics, Science, Language and Cognitive skills. The principal is a B.Ed. Honours student at the University of KwaZulu-Natal specializing in Curriculum studies. Other educators have M+3 qualifications and a few have M+4 qualifications.

3.5 Selection of participants

The chairperson of the SGB, two parents, two educator representatives and two of the co-opted members were interviewed as individuals. From the SMT, the principal, deputy principal and one HOD were also interviewed as individuals. The above were interviewed because they are key role players in the governance of the school. Each participant was interviewed once on and the interview took about thirty minutes to an hour. All interviews were audio-taped and later transcribed.

3.6 Methods of data collection

3.6.1 Interviews

To address the questions, individual interviews were used as means of collecting data. The parent and educator components in SGB were interviewed by means of person-to-person technique using a semi-structured interview schedule (See appendix A). The interview questions that were asked are related to their role perspective i.e.

What are the understandings of SGB members regarding:

❖ The roles and responsibilities of the SGB in the management of schools

❖ Common roles and responsibilities of the SGB and SMT members in the effective running of schools

❖ The barriers faced by the SGB members in their efforts to manage the school effectively.

All interviews were conducted in isiZulu, the parents' own language and the transcripts translated into English. Two parents, one educator component and one co-opted member were interviewed in the SGB.

The Head of departments', deputy principal and the principal's interviews (See appendix B) explored issues like their understanding regarding:

❖ The roles and responsibilities of SMT in the management of schools

❖ Common roles and responsibilities of the SGB and SMT in the management of schools

❖ The barriers faced by the SGB and SMT in their efforts to manage the school effectively.

The principal, deputy principal and the HOD were interviewed.

Individual interview method offers flexibility and thus allows for promoting and rephrasing questions, to ensure that the interviewees understand the questions (Cohen and Manion 1989). To provide flexibility for a variety of questions, semi-structured interviews were used to obtain data. According to Cohen and Manion (1989), semi-structured interviews are non-standardised yet they enable the collection of equivalent data questionnaires, observation, etcetera.

3.6.2 Observations

Observation was also used as a means of collecting data. Both SGB and SMT meetings were observed. The purpose of observation was to examine communication issues, collaboration and participation in the meetings and running of the school. An observation guide was used as the research tool. (See Appendix C)

3.6.3 Document Analysis

Document analysis was conducted in which educational policies related to school management roles of both SGB and SMT members are described (e.g. the School Governance Starter Pack of 1997 and PAM document). The research instruments were designed so that data could reflect the current situation and provide a profile of governing bodies and school management teams in RSP. The analysis included:

❖ The South African Schools Act of 1996, sections 16(1) and 16(13).

❖ Department of Education (1997) First steps school governance starter pack. A resource for school governing body members.

❖ KZN Department of Education (2001) Understanding School Governance, A resource for School Governing Bodies. (Section 1-7).

3.7 Data Analysis

Data analysis was continuous throughout the research process. Questionnaires were collected and sorted out. The responses were then coded and rated. Collected data from the questionnaires and the interviews were analysed both quantitatively and qualitatively, collated, and integrated with information gathered from the literature. Data gathered from documents were used to inform subsequent data collection from observation and interviews. For the latter, data was organised into themes that address major research question.

3.8 Limitations of the design

According to Nisbert and Watt's (1984) the weaknesses of case study are that one cannot generalize the results except where other readers or researchers see their application. They are not easily open to cross-checking, hence they may be selective, biased, personal and subjective and they are prone to problems of observer bias, despite attempts made to address reflexivity. The other limitation is that as a facilitator in the same school, the participants might not be honest with the researcher about the situation of the school especially to a person who comes from outside the school community. The management might not be happy about revealing everything about the school.

This study is aimed to contribute to a 'step to action' where the insights of the participants will be directly interpreted and put to use; for represented stakeholders or individual self-development, for feedback, for formative evaluation in the TTPSP and other school projects.

The next chapter presents the research findings from the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Introduction

The purpose of this study was to examine the extent to which the School Management Team and School Governing Body members at a rural primary school in the Umbumbulu area (referred to as RSP in this report) understand their roles and responsibilities in the effective running of the school. The study aimed to address the stakeholders' understanding of the following:

- ❖ The roles and responsibilities of the SGB in the management of school
- ❖ The roles and responsibilities of the SMT in the management of school
- ❖ Common roles and responsibilities of the SGB and SMT in the effective running of the school
- ❖ The barriers faced by the SGB and SMT in their efforts to manage the school

This chapter analyses both qualitative and quantitative data that was collected at RSP to address the above questions. All the data collected from the school including observation notes were analysed. Data that pertained directly to the roles and responsibilities of both SMT and SGB members were highlighted and extracted. The responses were grouped into themes. The researcher then checked the original data in order to ensure the relevance of the emerging

patterns and to validate the themes. The findings are thus presented according to these patterns in the school. First, findings related to the SGB are presented, followed by data related to the SMT.

4.2 Policy Framework

South African Schools Act (SASA) of 1996 refers to the need for all role players to be involved in school governance and the need for co-operation between all stakeholders to ensure education for all. This thinking comes from the Constitution of South Africa (1996), which, among other things, enshrines the rights of all people, particularly the rights to equality and access to education. The Constitution is based on democratic principles that include the promotion of fair representation for all members of our diverse society. Therefore it becomes desirable for all governing bodies to be fully representative of the communities that they represent (Understanding School Governance, Structure and Procedures, undated). SASA gives a list of functions of Governing Bodies, which includes management functions. Under the management function, it is stated that the governing body should help the principal, educators and other staff perform their professional functions. This study aimed to investigate how members of the SMT and SGB at RSP school understand and enact their roles and responsibilities in the running of the school.

According to South African Schools Act, 1996, regulations 4 and 5 of KZN Regulations, the SGB must promote the best interests of the school and ensure its development. One of the functions of the SGB is to develop compulsory school policies. Compulsory policies are broad policies, which should be adopted by the members of school governing bodies (e.g. the school constitution, mission statement, code of conduct for learners, language policy, religion policy finance policy and admission policy). Policies are usually plans that are used to achieve certain goals. They are guidelines for action in the day-to-day running of a school. Policies are useful in that they ensure fair methods, which all stakeholders know and agree to, of dealing with issues and problems (Understanding School Governance, Policies, undated). It is clear that schools cannot function properly without policies in place.

4.2.1 The Role of the SGB in Policy Development at RSP

Evidence is emerging that the functions of SGB are understood and enacted differently in different school contexts. According to the chairperson of governing body at RSP, all the compulsory policies (e.g. the constitution, vision and mission statement, admission policy, language policy, religion policy and financial policy) are in place at the school. All stakeholders were involved in the drawing of these policies. There is evidence that most of the policies are implemented.   Minutes of the SGB meetings indicate that school policies are revisited and reviewed every year, changes and amendments are made according to the current policy

of KZN Department of Education and Culture . This indicates that the SGB is putting a lot of effort in performing their expected roles. All the policies are in line with the school's vision and mission statement. In this regard,the SGB chairperson's comment was:

> 'Though the level of literacy in the parental component is a problem, everything is done in consultation with all the SGB members and their participation is satisfactory.'

One parent who was interviewed about the code of conduct for learners, which is one of the compulsory policies, confirmed this:

> 'We don't punish any learner but we refer them to the code of conduct which they all have and follow the disciplinary procedure accordingly.'

This displays a clear understanding of SGB's role in terms of policy development.

4.2.2 Policy Implementation

One of the responsibilities of SGBs is the financial management of a school. Governing bodies are charged with certain responsibilities regarding the funding of schools and also with the management of the funds they receive and collect (Joubert and Prinsloo 2001). SGBs are required to take all reasonable measures within their means to supplement the resources supplied by the state with the object of improving the quality of education provided for learners (Section 36 of SASA 1996). The means of schools to supplement the funds received from the state vary considerably from school to school depending on parental income. For example, schools whose parent body comes from middle class backgrounds

are able to charge higher school fees than those with working class and poor parents. RSP falls into the latter. The school charges R25-00 per year. To respond, the school tries to implement the SASA guidelines that govern the establishment and control of School Funds though they experience problems of large percentage of non-payment of school fees. For example, South African Schools Act allows the governing body to establish sub-committees. The finance committee is one of the SGB's sub-committees. Each sub-committee is chaired by a voting member of SGB. At RSP, the treasurer of SGB is the chairperson of the finance committee. According to the chairperson, although the treasurer does not have a basic knowledge of financial management, he is able to record and present financial reports to the SGB. In an interview, the treasurer complained about the insufficient training that the governing body receives. She claimed that as much as she is willing to perform her role as a treasurer, she feels frustrated because no guidance is given to governing body members on how to participate in terms of fundraising and other financial issues. When she was interviewed about her responsibility as a treasurer and the chairperson of finance committee, her response was:

> 'Although I don't have enough knowledge about finances, I am able to record and present financial reports. I would be pleased if I could get more knowledge so that I can also participate in budgeting and fundraising activities.'

The above response reveals that the treasurer lacks financial knowledge but is willing to learn. Lack of information could undermine parents' determination of involvement in school matters. One can conclude that a treasurer who does not

have sufficient information about finances would scarcely have the confidence to interact with other stakeholders in a purposive manner. It would thus be difficult for the treasurer if she felt that she is underskilled to perform her role effectively. Some parent members of the SGB who were interviewed expressed willingness to be involved in the school, and do not envisage any major problems as long as the school co-operated with them. Despite constraints such as lack of money, distance, lack of education, language of communication in SGB workshops, and flexible work schedules, the majority of the parents stated that they had no problems in interacting with the school to offer their services and to help at any given time.

4.2.3 The Role of the SMT in Policy Development at RSP

One of the roles of the SMT in the management of school is to develop academic policies and make sure that they are implemented. Examples of academic policies are learning area policy, phase policy, staff development policy, quality assurance, etcetera.

In examining minutes of SMT meetings at RSP, it became evident that the school had successful meetings of developing academic policies in which all educators were involved. However, according to them, lack of training hinders their ability to develop and implement good policies for the school. For example when one of

the SMT members was interviewed about his role in the management of school his response was:

> 'Since I was appointed as HOD two years ago, no one has bothered to educate or workshop us on our roles as HODs but I try by all means to apply the little knowledge that I have on management. As a chairperson of DAS (Developmental Appraisal system) I make sure that every educator is appraised though there is resistance from other educators. Meeting regularly with other SMT members helps a lot because that is when we share ideas and problems that we encounter in our phases.'

The above response suggests that the HOD is keen to learn and tries to perform his role even though he was not trained to do so. According to Joubert and Prinsloo (2001), the formal legal status of educators depends on their training, ability and professional post and effective education is dependent on the educator's professional attitude, which comprises capability, ability, a thorough knowledge of his or her subject and teaching competence (Joubert and Prinsloo, 2001). Poor training, therefore, places RSP staff at a great disadvantage and hinders their effectiveness in policy development and implementation, and ultimately, teaching and learning suffers.

4.2.4 The Role of the SMT in Policy Implementation

Subject to other provisions of the South African Schools Act of 1996 and provincial laws, a school's professional management is vested in its School Management Team. Professional management refers to the day-to-day

administration and organisation of teaching and learning at the school and the performance of the departmental responsibilities that are prescribed by law. It includes the organisation of all activities that support teaching and learning and protect learners' rights.

Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce the belief that they can make a difference (Employment of Educators Act 76 of 1998). The duties and responsibilities of SMT members are individual and varied, depending on the approaches and needs of the particular school. The main aim is to ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies. According to the Personnel Administration measures (PAM) document (1998), the role of SMT members is to organise activities that support teaching and learning and administering teaching and learning. SMT members perform professional functions and decide on intra-mural activities.

Interviews with members of the SMT at RSP indicate that they have a good understanding of their roles and responsibilities in policy implementation and the effective running of the school. Again, poor or lack of training hinders their ability and willingness to fulfil those functions. For example, most of the HODs complain that they do not get enough training on their roles and responsibilities. According to them, the principal is not involving them fully in management

activities; there are things that the principal wants to handle all by himself. This makes them not to understand clearly what their responsibilities are regarding the management of the school. To illustrate when one of the HODs was interviewed about his responsibility in the running of the school, his response was as follows:

> 'I am aware that my responsibility is to monitor learners' progress, motivate other educators and learners, do curriculum management and also induct and mentor new educators. As much as I like to do all my responsibilities, its difficult if I am not clear about what to do.'

All HODs are aware that one of their roles is curriculum management, where they get an opportunity to do class visits. In doing that they are able to identify learners and educators weaknesses as well as their needs.

4.3 Common Roles and Responsibilities of the SGB and SMT

According to Taylor, Muller and Vinjevold (2003), both SMT and SGB members are responsible for creating an environment that is conducive to a healthy culture of teaching and learning in the school. The SGB members do this by providing all the necessities while the SMT members ensure that educators teach and learners learn. For example, SMT and SGB members work hand in hand in drawing up the school's budget. The HODs submit their inputs to the finance committee, which is the sub-committee of SGB. Then the finance committee collates all the inputs of stakeholders to draw up the budget.

4.3.1 Perceptions regarding the Common Roles of SGB and SMT at RSP

In interviews with parents, it emerged that their perceptions of the common roles with the SMT in the effective running of the school varied. For example one declared:

> 'We both establish a suitable environment of teaching and learning and maintain standards in teaching and learning. We work together in fundraising for the school and we also solve disciplinary problems together.'

One parent expressed his unhappiness about school finances, complaining that there was no transparency at RSP, that the school's finances were handled by the principal alone. The perception of other parents were that they had less power in ensuring teaching and learning because they could not interfere with educators when they do not perform their professional roles. To illustrate, one case was highlighted of an educator who usually comes late to school being under the influence of alcohol.

Both parents and educators at the school emphasised the need for training which would ensure clarity of roles and effective participation of SGB members.

4.4 Barriers faced by the SGB and SMT in their efforts to manage the school

First, when parents were asked about barriers that they were facing regarding their role in the management of the school, respondents identified several challenges. For example, some parents felt that they were not doing enough because they did not fully understand their roles and responsibilities. The SGB training or workshops usually take place during weekdays, when parents are working and are not available to attend. Some parents live far from the school and the meetings are wrongly timed. A related factor was that workshops that are offered by the Department of Education are conducted in English because different racial groups are involved. Some parents at RSP are semi-literate, and become shy to ask questions if they do not understand in the meetings. A second challenge involved the high rate of non-payment of school fees due to the socio economic status of the area. Most parents are unemployed and many children live with grandparents and are depend on the old-age pension grant. The principal mentioned that he hesitates to inform parents about school fee exemption because he thinks all parents will apply for school fee exemption.

Second, data collected at RSP indicated several barriers that hinder the SMT's ability to manage the school effectively. One perception by some SMT members, was that some of their colleagues were not dedicated to their work, and felt that

leadership and management of the school was the function of the principal. One SMT member indicated that parents at the school were isolating themselves from the management of school, that they took very long to respond to the school's requests, such as invitations to help educators with learners' progress or to assist the school with minor repairs. He claimed that the educators were not doing their job properly (e.g. cascading of information from the SGB meetings to educators, and vice versa). He also felt that there should be at least an SMT representative in every governing body meeting.

4.5 Conclusion

Data analysed in this study indicates that both SMT and SGB have a relatively good understanding of their roles and responsibilities in the effective running of the school. However, their ability and willingness to perform these is undermined by lack of training in the development and implementation of policies. Thus, the responses from the respondents in this study indicate that there is still a need for the strengthening of SGB and SMT training if effective running of the school is to be realised. It is clear that the training the two groups receive in not enough, as many areas are not covered. SMT members need to be trained on their roles so that they can help the principals in the management of the schools. SGB members need to be trained in all the areas of responsibility so that they can perform their functions effectively.

In addition, both the SGB and SMT members need to support each other so that they perform their role effectively, to ensure that effective teaching and learning is taking place at the school. Both parties should work hand in hand in ensuring a healthy environment in schools.

The next chapter focuses on the analysis of the findings and draws some conclusions and recommendations for the school.

CHAPTER 5: DISCUSSION AND RECOMMENDATIONS

5.1 Introduction

This study investigated the role perceptions of school governing body (SGB) and school management team (SMT) members in one of theToyota Teach Primary Schools Project site. The study utilised both quantitative and qualitative data to address the research questions. The study utilised a case study design, in which SMT and SGB members from one rural primary school (RSP) in the Umbumbulu area were the main respondents.

First, findings from the study indicate that the two groups of stakeholders have a relatively good understanding of their roles and responsibilities in the school. These include policy development and implementation, financial management and fund-raising, supporting each other so that teaching and learning take place. However, according to them, their ability and willingness to perform these is hindered by poor training for both groups, and parent illiteracy and semi-literacy. Thus, the findings suggest that SGB and SMT members need to be trained in all the areas of responsibility so that they can perform their expected functions effectively. According to the findings, it is clear that the training the two groups currently receive is not enough. SMT members need to be trained thoroughly on their roles so that they can help the principals in the management of the school otherwise the school cannot function properly without the support of SGB.

Second, the school still has a problem in involving all stakeholders in its affairs. Policies are needed for encouraging involvement. According to the findings, some of the stakeholders still do not see the importance of their involvement in the school (e.g. the attendance of meetings is not taken seriously, which creates problems and also hinders progress and effectiveness of the school). Regular attendance of meetings would minimise problems in the school because everyone would know what is happening within or outside the school. In addition full participation would lead to a better functioning of the school. This is because planning together is very important, in which parents and educators are involved in, and they begin to have sense of responsibility and ownership for their school.

5.2 Discussion

It is evident from the data collected that the levels of involvement of SMT and SGB members in the running of schools is dependent upon a number of factors. These include the socio-economic context, parental education, school leadership etcetera. Each school has its own needs and circumstances. The ultimate benefit gained from SGB and SMT members' involvement is that they assist the school at different levels to improve teaching and learning. However, this is not always possible when stakeholders have a poor understanding of their roles and responsibilities and feel unempowered to perform these. Lack of training and the

socio-economic context of RSP act as barriers to the involvement of all stakeholders in the affairs of the school.

To illustrate, the difference between governance and management at this level is not always clear to all the participants in the SGB. The concepts are clarified in section 16 of SASA (1996:12): Governance, including the broad policies and control of school activities, is the function of the SGB; while management – the professional teaching activities of teachers is the function of the professional management, namely the principal, the deputy principal and the heads of departments. Parents, as members of the SGB, are involved in governance of the school, while the principal and the rest of the school management team are responsible for its management. Parents may not be directly involved with the professional management of the school, but they have a role to play. Principals and parents must clarify this relationship and make sure that every member knows the boundaries for their involvement. If this is not done, involvement may become an infringement, which may create relationship problems between principals and parents. To prevent this, adequate training must be provided for all parties to clarify these roles. Empowered and treated as equals, all stakeholders can make a large contribution to the management of the school, even if they are not highly skilled. Parents can initiate and implement change if they are given the chance.

5.2.1 The role of SGB and SMT in the Management of Schools

In the preamble to the South African Schools Act, 1996, it is stated that parents, educators and learners should accept co-responsibility for the governance, funding and organisation of schools. In section 16, this Act assigns governance of schools to school governing bodies. The principal as part of school management team, acting under the authority of the provincial head of education, is given the responsibility for the management of the school.

Unfortunately, the provision set above appears to create a neat separation between governance and management, but does not happen in practice. According to Du Preez (2003), SASA itself abounds in examples of grey areas between management and governance and does not appear to offer solutions for the possible conflict that may arise from a clash of interests, the most apparent of these probably being the fact that the principal is an ex officio member of the SGB and in the service of the department of education. At RSP, parents' level of literacy and poor SGB and SMT training meant that these two concepts were not clearly understood, leading to problems in the effective running of the school.

5.2.2 Involvement of SGB members in the Effective Running of the School

SGB members in many communities are often not actively involved in school activities. The involvement levels differ from school to school, and from one

community to another. The most important reasons for this are that parents do not know how they can be involved, or why. They may feel that teachers are trained to educate their children and that it is not their responsibility.

SGB members can only be active participants in school activities if they are empowered to do so. Empowerment should include taking part in decision making process of schools, gaining knowledge and skills to perform the required tasks and being given the opportunity to initiate and implement changes in schools.

It should be the responsibility of the school (SMT) to initiate the process of involvement of SGB members with the principal acting as a catalyst. SGB involvement and improved participation is not a once-off situation, but a continuous process, which never stops. This involvement should take place as early as possible so that SGB members will have a sense of responsibility and take ownership of the schools, and they will feel as partners in the process of education. At RSP the attendance of meetings is very poor, and it becomes difficult for the school to inform everyone about the school's plans. The SMT should work through the educator representatives in the governing body to invite the participation of parents.

5.2.3 Involvement of SMT in the effective running of the Schools

According to du Preez (2003), an educator is one of the most important persons in a life of a learner. Similarly, SMT members are the most important people in the lives of educators. The way in which SMT members manage their colleagues greatly influences their possible achievements. When educators are perceived as valuable, capable and responsible, the school becomes a place where everyone is involved in an attempt to see the positive potential in others. In addition, to achieve quality of education for all within a school, facilitative management is needed. A facilitative manager supports others in their participation, learning and achievement of their goals (Hopkins 1995: 54, 192). Findings from RSP indicate that there is poor stakeholder participation in the affairs of the school, particularly from the parent component. The reasons for this include lack of training, illiteracy, alienation of parents and community from the school. Thus, as the facilitative manager of the school, the principal at RSP needs to identify and implement strategies aimed at encouraging and sustaining stakeholders' participation in the affairs of the school. This includes planning together (e.g. policy development) aimed at promoting effective teaching and learning.

Hopkins (1995) states that when staff members work together in the planning process, they take ownership of the envisioned results and therefore do what it takes to be successful. Moreover, the SMT members are the people working on

a daily basis with academic issues, therefore they are in the best position to know what is needed. Effective management enables the staff to consider the implications of their decisions on the whole system, brings multiple viewpoints together and ensures that the planning is consistent with their vision and their values.

'For SMT members, creating an effective learning environment for all learners is simultaneously a challenge and an opportunity, which goes beyond the conventional goal of learning institutions to strive for excellent academic results' (du Preez 2003: 45-48). The goal is also to create an effective learning environment for educators engaged in the task. When educators are encouraged to reflect on their experiences, the process of learning continues. Principals together with SMT members play a vital role in this regard. The SMT should, therefore, consider ways in which they can facilitate the establishment of effective learning environment for all learners and educators at the school to benefit from. Findings from RSP indicate that SMT members are trying to implement the above strategy because it appeared that in the phase meetings, everyone is given a chance to reflect on daily activities. This helps the school to avoid repeating the same mistakes.

5.3 SGB and Management Tasks

Conradie (2000:85-86) points out that, in terms of accepted modern management theory and practice, certain functions of SGBs are clearly management tasks. The examples of those tasks are as follows:

❖ Policy Making – Promotion of the best interests of the school, adoption of a constitution, development of a mission statement and the acceptance of a code of conduct for learners.

❖ Motivation – Supporting the school's educators in the execution of their professional duties and encouraging educators, learners and parents to render voluntary services to the school.

❖ Organising – Determining school times, administering and controlling the school's property, recommendations regarding appointments and the creation of additional posts.

However, as evident in the findings for the study, some problems that do occur at the level of performing the roles and responsibilities of School Management Team and School Governing Body members may be attributed to the fact that SMTs and SGBs work in integrated structures. For example, when the principal is an accounting officer and the SGB member is the chairperson of the finance committee, this can result into a conflict when one is not clear about his or her role. The principal is an incumbent of a teaching post and also a member of the SGB. Integrated working structures are necessitated by provisions such as; both the principal in terms of the Personnel Administration Measures (PAM) and the

SGB (in terms of SASA) have duties regarding financial record keeping at the school. They both have duties regarding the grounds and property of the school and regarding the provision of education at the school. At RSP for example, findings reveal that financial management is not properly implemented because the principal is handling everything on his own. The reason is that the treasurer who is the chairperson of the finance committee lacks financial knowledge and there is no training that was offered to equip her with the necessary skills. Thus, the principal at RSP needs to support the treasurer by referring her to relevant workshops so that she can perform her role effectively.

5.4 Recommendations

The role understanding and the need for training (e.g. policy development and managing the school effectively) are key issues at RSP. First, introductory training where functions of SGB and SMT members can be clearly defined should be offered at an early stage. Second, because it is clear that the functions of the SGB and the SMT cannot be separated completely, it is recommended that certain strategies be considered to prevent conflict, among the different stakeholders (e.g. SMT and SGB). These include training to promote a clear understanding of roles and responsibilities for both parties. Third, the relationship between the SMT and the SGB should be regarded as an area of concern that should be properly and purposefully managed by the school. The two groups should purposely and expressly approach their tasks and relationship as a

partnership, which exists for the benefit of the school and the learners. Grobler (2003:15) states that 'powers should be viewed as specific functions to be exercised within the parameters of the authority of the state rather than as comprehensive powers to be exercised over others'. In instances where the functions of the SMT and SGB can be clearly distinguished and defined, the SGB and SMT should expressly attempt to respect each other's spheres. The different roles of the SGB and SMT should be clarified in consultation with each other and communicated to all role-players, and adherence to the roles should be rigorously monitored.

Lastly, in order to implement the above recommendations, it is essential that every time, when a new SGB or SMT is appointed, role clarification takes place. This will enable the participants to perform their role effectively. For example, at RSP, the stakeholders are willing to perform their role but are hindered by lack of training. SASA stipulates that the provincial Head of Department, out of provincial funds, must set up programmes to provide introductory training for newly elected governing body members to enable them to perform their functions; and provide continuing training to governing bodies to improve their performance or enable them to take on additional functions (SASA, 1996). It is suggested that some of the SGB training should be attended by both SGB and SMT members so that both parties can understand their roles clearly. This can also minimize the problem of overlapping of roles by both SGB and SMT members.

In addition, many school communities do not yet have the requisite skills and experience to exercise their new powers. In School Governing bodies, members; particularly parents' representatives differ according to the communities they belong to, and according to the jobs they do.

SASA requires provincial departments to facilitate the training of governing bodies for this purpose. This places great responsibility on provincial departments which are themselves experiencing capacity problems, hence, not much of the training has occurred. Unless capacity is built and a real understanding of what governance means is developed among all stakeholders/role players, the legislation will be meaningless (Howard 1997:2).

This has been a case study of one rural primary school in KZN. As such, the findings cannot be generalised to all schools in the province or even in the districts. However, as illustrated above, some lessons can be learnt from this case study which might assist in dealing with the same issues in similar settings. Further research including a wider sample is needed to investigate how SGBs and SMTs are working in different schools contexts to develop and run schools that work.

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Appendix A

SCHOOL GOVERNING BODY QUESTIONNAIRE

Give a detailed list of activities that you are supposed to carry out in your role

....

....

....

What is your role in school finances?

....

....

....

Do you encounter any problems regarding payment of school fees? If yes,

mention a few.

....

....

....

What do you do about parents who are unable to pay school fees?

....

....

....

....

Appendix B

SCHOOL MANAGEMENT TEAM'S QUESTIONAIRE

What role do you play in school management?

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....

....

Give a detailed list of activities that you carry out in your role

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....

....

What problems do you encounter regarding school management?

....

....

....

Do you do class visits? If yes, what support do you give to educators?

....

....

....

Appendix C

OBSERVATION GUIDE

How effectively is the SGB meeting chaired?

Members' participation at the meetings

Quality of decisions taken

Presentation of financial report

Attendance