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**SECONDARY SCHOOL PRINCIPALS' PERCEPTIONS OF
THE ROLE AND INFLUENCE OF SCHOOL GOVERNING
BODIES IN SCHOOL GOVERNANCE AND MANAGEMENT**

BY

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(B.A. Ed., B.Ed.)

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DECLARATION

I, Edwin Zanele Rabela, hereby declare that this mini-dissertation, titled

**SECONDARY SCHOOL PRINCIPALS' PERCEPTIONS OF THE ROLE AND
INFLUENCE OF SCHOOL GOVERNING BODIES IN SCHOOL GOVERNANCE
AND MANAGEMENT**

**is my own work, that all the sources used or quoted have been indicated and acknowledged
by means of complete references, and that this dissertation or research project was not
previously submitted by me for a degree at any other university or institution.**

Signed:

E.Z. RABELA

Date: 31 January 2002

SUMMARY

This research study presents an investigation into secondary school principal's perceptions of the role and influence of School Governing Bodies (SGB's) in school governance and management in the disadvantaged communities in South Africa.

The methodology employed in this investigation include a literature study on school governance and management, the duties of School Governing Bodies and school principals in this regard as well as all the possible management styles principals of secondary schools may employ in their day-to-day management of their respective schools. An opinion survey of secondary school principals' views of the role and influence of School Governing Bodies on their own day-to-day management of these schools was subsequently undertaken by means of a questionnaire that was completed by a relatively small sample of ten principals of secondary schools in the Mangaung area: An area occupied by a black community that is still referred to as previously disadvantaged..

The results of the survey were finally interpreted in terms of four research questions pertaining to the problem being investigated. The major conclusion the researcher has made, was that secondary school principals in the so-called previously disadvantaged communities are seemingly influenced by the way their respective School Governing Bodies govern these schools. It was therefore found that there is a relative relationship between the management styles employed by these principals and the way the School Governing Bodies perform their duties.

As far as the recommendations for this research study are concerned, the researcher was able to formulate a variety of recommendations for various stakeholders with either a direct or indirect influence on the management and governance of secondary schools in the disadvantaged communities in South Africa. These stakeholders include the principals of secondary schools as well as their respective SGB's. Recommendations for other education authorities at district, provincial and national level were formulated, while a number of general recommendations for all stakeholders were also possible.

Effective management and good governance are the corner stones for successful teaching and learning and therefore require concerted efforts of all stakeholders and interest parties.

KEY CONCEPTS

- 1 School Governing Body (SGB)
- 2 School principal
- 3 School governance
- 4 School management
- 5 Secondary school
- 6 Leadership style
- 7 Management style
- 8 Free State Department of Education
- 9 South African Schools Act (No. 84 of 1996)
- 10 Educational management

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

The democratization of education through the establishment of effective democratic structures of governance of schools is an essential process in the restoration of a culture of teaching and learning in South African Schools.

Under the new political dispensation the South African Schools Act no.84 of 1996 (RSA, 1996) provides for a uniform system for the organisation, governance and funding of Schools, thereby bringing to an end the former racially defined Education Departments in Apartheid South Africa.

The establishment of representative School Governing Bodies (SGB's) in all public schools, that ensures that stakeholders in schools will be empowered to participate meaningfully in decision-making was a product of the above Act. The implication is that schools require the active participation of parents, educators, learners, non-educating staff members and other members of the community.

Soon after the implementation of the 1996 Act, problems and tensions in the education system became apparent. Members of the school governing bodies as well as school management teams found themselves in "no-mans-land" not knowing what their roles and expectations should.

It is not disputed that the new structure of the school system must deal squarely with the inheritance of inequality and eventually ensure an equitable, efficient, qualitatively sound and financially sustainable system for all its learners. A coherent national pattern of school organisation, governance and funding is therefore absolutely necessary in order to overcome the decisions and injustices which have disfigured school provision throughout the South African history.

1.2 STATEMENT OF THE PROBLEM

The Roman Emperor, Marcus Aurelis, wrote in 180 AD: “We shrink from change; yet is there anything which can come into being without it? Is it possible for any useful thing to be achieved without change”? (Lofthouse, Bush, Coleman, O’Neill, West-Burnham and Glover, 1995:58).

Secondary schools, especially in black South African townships, have for many years experienced chaotic conditions. There have been class-boycotts and stay-aways, examination boycotts and a general lack of discipline among learners and educators. Educators are demotivated and in some cases disinterested in their work. Educators are usually in constant battles with the principals and one another. These can be attributed to various factors inside and outside the schools. The struggle for leadership also affected the schools as an external force. This actually eroded discipline inside the school. The situation was exacerbated by principals who headed the schools without the necessary managerial skills or appropriate management styles (Smith and Van Zyl, 1991:28).

The above-mentioned situation eventually rendered the schools ungovernable. Crucial questions that could be asked in this regard included the following: Could this ungovernability have been averted if principals were equipped with proper managerial skills to deal with the situation? If the principal had more knowledge of the different management styles, could they have handled the situation better? Could principals have created a positive and open climate if they were skilled in the aspects of a positive school climate? Does the atmosphere created by the institution of School Governing Bodies make it possible for school principals to utilise the management styles that are conducive for learning and teaching?

The researcher’s experience as a secondary school teacher and also a member of the School Governing Body (SGB), endorsed by the literature study of the management of schools by principals and their governance by the SGB’s have convinced him that the chaos, lack of interest and motivation, low moral and low output found in many schools can be attributed to the ungovernability of the schools. Furthermore, it seems as if the management style of the school

principal also impacts on the school climate. This has prompted the researcher to investigate the governance and management of secondary schools.

There is a need to investigate which management styles that principals might use and whether these styles might contribute to a positive school governance. It will also be necessary to consider the role and influence of School Governing Bodies as far as governance and management of these schools are concerned.

The problem investigated in this research study therefore centres around *problems experienced by school principals in their managing of schools and the atmosphere created in this regard by the way these schools are governed by the respective School Governing Bodies.*

1.3 SIGNIFICANCE OF THE RESEARCH

The results of this research could make a contribution to the body of knowledge in the field of Educational Management. The purpose of this study therefore, is to investigate the fundamental issues of governance and management in the secondary schools. It is anticipated that the improvement of school governance could lead to better management of these schools by school principals. Better management of schools could again lead to an improvement in the performance of educators and finally in the performance of learners. The latter have been unsatisfactory for too long. This process could therefore serve to restore the culture of teaching and learning that has been lacking for a considerable period of time.

1.4 AIMS AND OBJECTIVES OF THE RESEARCH

The main aim of this research was *to investigate the perception of the secondary school principals of the role and influence of their SGB's in the governance and management of their respective schools.*

In order to reach the aforementioned aim, the following objectives were set:

- To investigate the role and possible influence of the SGB's of selected public schools in the governance and management of these schools, particularly as far as the management styles used by the respective school principals are concerned.
- To investigate possible management styles that could be used by school principals in the management of their schools.

1.5 RESEARCH QUESTIONS

On the basis of the afore-mentioned objectives as well as the results of the literature study contained in Chapters Two and Three of this study the following research questions were eventually formulated:

- According to the South African Schools Act of 1996 (RSA, 1996), what should be the role of School Governing Bodies in South African public schools?
- What are the possible management styles that could be employed by principals of South African public schools?
- What are the major characteristics of secondary school principals and of secondary schools in the previously disadvantaged black communities in South Africa?
- Have the School Governing Bodies of the afore-mentioned secondary schools been constituted as stipulated in the South African Schools Act of 1996?
- Do these school Governing Bodies perform their duties as stipulated in the South African Schools Act of 1996 and how effective are they in this regard?
- Do the School Governing Bodies of these secondary schools by any means influence the way that the principals of these schools manage their schools on a day-to-day basis?

1.6 METHOD OF RESEARCH

The method of research for this investigation includes a literature study as well as a questionnaire survey of principals' perceptions of the role and influence of SGB's in school governance and management.

1.6.1 Literature study

For this literature study relevant literature from primary and secondary sources were consulted. Primary sources included the South African Schools Act of 1996 (RSA, 1996). Secondary sources included documents published by the Department of Education, books, journals, newspaper articles and reports. An interview with an educator was also used as a source of information in the literature study.

In the literature study the following aspects were investigated:

- The role of School Governing Bodies in the governance and management of public schools in South Africa.
- Theories of management and management styles that could be employed by principals of public schools.

1.6.2 A survey among school principals

In this investigation the role and influence of School Governing Bodies of secondary schools in the previously disadvantaged communities were investigated by means of a survey of secondary school principals' perceptions in this regard.

The research tool used to do the survey was a questionnaire (see Appendix A). This questionnaire contains both closed and open-ended questions. The reason for including the open-ended questions was to investigate the principal's own views as accurately as possible. The principals were therefore afforded the opportunity to express their own views in their own words and as detailed as possible. Thus, although surveys are usually classified as

quantitative research, the open-ended questions also provided for a “qualitative flavour” to this investigation.

1.7 DEMARCATION OF THE INVESTIGATION

The demarcated geographical area for the research will be Mangaung: A black township in the Bloemfontein area, characterised by overcrowding of schools, lack of educational resources, poverty in general, a culture and climate that is less conducive to schooling. This is typical of what is generally known in South Africa as a previously disadvantaged community.

To make the investigation possible the researcher opted to do the survey among the secondary school principals in the Mangaung area only. This was necessary because of financial constraints as well as the accessibility of the respondents to the researcher who himself is also an educator and SGB member at one of these schools.

As the significance of this study is to investigate how the role and influence of the School Governing Bodies in relation to the governance and management of secondary schools, this research study falls within the field of Educational Management.

1.8 LIMITATIONS OF THE INVESTIGATION

An investigation into the reliability and validity of the empirical investigation (see 4.4.5) clearly showed that it would be safe to regard the investigation as relatively reliable and valid. The major limitation, however, would be the external validity (generalisability) of the research.

The researcher is of the opinion that the information contained in this study does not suffice to conclude that the SGB’s have the same role and influence in all schools under the jurisdiction of the Free State Department of Education and Culture. Findings from the research will best serve disadvantaged communities like in Mangaung. However, the findings of the research project as well

as suggested improvements to enhance the school governance and management may be useful to schools country-wide.

1.9 DIVISION OF CHAPTERS

This research study consists of five chapters of which this chapter is the orientation to the study. In Chapter 2 the role and duties of School Governing Bodies and school principals in the governance and management of public schools are investigated by means of a literature study. Chapter 3 represents a literature study on theories of management and possible management styles school principals might employ in their day-to-day management of their schools. Chapter 4 reports on the results of the opinion survey among secondary school principals in the Mungaung area of the role and influence of School Governing Bodies in the management and governance of their respective schools. In Chapter 5 the results of the survey are interpreted in terms of the research questions that were formulated for the purpose of this investigation and final conclusions are drawn. With the final conclusions as a basis, a number of recommendations are then also drawn.

1.10 CLARIFICATION OF CONCEPTS

- *A School Governing Body (SGB)* is a group of people who govern a school. Its members are either elected, appointed or co-opted. Members of governing bodies represent the school and its community (Department of Education, 1997a:7).
- *Governance* means ‘the act of governing’. It means ‘guiding’ or ‘ruling’ an organisation. A School Governing Body is therefore responsible for the governance of a school (Crowther, Kavanagh and Ashby, 2000:515).
- *Management* is the act of seeing that the ‘guides’ or ‘rules’ provided are properly carried out. The principal of a school is responsible for the day-to-day management of the school (Crowther, Kavanagh and Ashby, 2000:712).

- *A school principal* is the head of a school. He/she is a person with the highest authority and plays the leading role at the school. The principal's job is to see that decisions of the Department of Education and of the School Governing Body are properly carried out (Department of Education, 1997a:7).
- *A secondary school* is a school for learners who are between the ages of approximately 13 and 18. Learners complete five years' of schooling at a secondary school, namely Grades 8 to 12 (Hawkins, 1988:469).
- *Perception* refers to a point of view or someone's way of thinking or seeing things (Hawkins, 1988:381).
- *Role* refers to a person's or organisation's function (Department of Education, 1997a:7).
- *Influence* refers to the ability to produce an effect, especially on character, beliefs, or actions. A person or organisation with this power is able to exert a change on somebody else or on something else (Hawkins, 1988:266).

1.11 SUMMARY AND CONCLUDING REMARKS

This chapter serves as an orientation for this research study and therefore focuses on the various aspects to be investigated in this study. The need for the transformation in the education system in South Africa and the subsequent introduction of the newly-structured School Governing Bodies (SGB's) was explained first. It has also been explained that the problem to be investigated in this research study is the apparent influence of the SGB's on the management styles of these principals. The significance of the problem was also explained.

The research aim was subsequently formulated. This led to the statement of a number of objectives to be attained by means of this research study. On the basis of these objectives a number of research

questions were also formulated. A demarcation of the investigation was provided. It was subsequently indicated that a survey among secondary school principals was done by issuing questionnaires to a number of secondary school principals in the Mangaung area and that this survey contains both characteristics of qualitative and quantitative research study. The possible limitations of the research were also explained. A division of chapters was provided and the core concepts contained in the title were finally explained.

The next chapter contains a literature study about school governance and management in public schools in South Africa as well as the expected role of School Governing Bodies (SGB's) in this regard.

CHAPTER TWO

GOVERNANCE AND MANAGEMENT OF PUBLIC SCHOOLS IN SOUTH AFRICA

2.1 INTRODUCTION

The South African Schools Act (Act 84 of 1996) provides for a uniform system for the organization, governance and the functioning schools, which requires the active and innovative participation of educators, parents, learners and members of the community (Manganyi in Free State Department of Education s.a.(a) 1).

By making use of the analogy of the human mind that controls the body it is said that the governing body, consisting of a group of people, is the directing mind of the school. Likewise, a school's governing body can be compared to the directors of a company. Just like the directors of a company, the members of the governing body are charged with making decisions concerning the school's "business". And this "business" is the provision of high-quality education to all learners at the school (Department of Education, 1999:8).

The purpose of this chapter is to give an overview of the position of a governing body of a school in the educational structure in South Africa. Because the governing body's position is bound to certain legal provisions, legal aspects that have a bearing on the tasks of the governing body will also be addressed (Southworth and Lofthouse, 1990:214).

2.2 HISTORICAL DEVELOPMENT OF SCHOOL GOVERNANCE IN THE MANGAUNG AREA

The development of school governance policies for South African schools has come a long way. In the Mangaung area, for example, there were various structures, which were based on ethnic grounds, as the School Boards clearly demonstrate (Mofokeng, 25 October 1999). For example, for the Tswana speaking people the Board was called Mocwedi with its head-offices at Sehunelo Senior secondary School and South Sotho speaking people the Board was called Tiyang with its head-offices at Lereko Senior Secondary School.

Because the School Boards were not all inclusive, the then Department of Education and Training decided to replace the School Board with the all-powerful School Committees, which enjoyed absolute powers (Mofokeng, 25 October 1999). Educators at schools became more aware that they also had rights, which were ignored by the school committees. Therefore, Parent Teachers Associations (PTA), which were relatively inclusive, came into being (Mofokeng, 25 October 1999).

The very last structure to be formed by the erstwhile Department of Education and Training was the Parent Teacher Students Association (PTSA). This body was more inclusive and also somewhat more democratic in nature (Mofokeng, 25 October 1999).

The South African Schools Act (Act no. 84 of 1996), which came into effect on 1 January 1996, ushers in a new era for the South African Education System. The Act provides for a uniform system for the organization, governance and funding of schools thus bringing to an end the past system based on racial inequality and segregation (Bengu in Department of Education, 1997a.:2).

Parents gradually became more involved with the governance of schools. Educators and the department of education officials realised that they could make better use of the expertise of the parents of the school. It was also considered a matter of principle that the voice of the parents should

be heard clearer and louder regarding school matters (Nkonka in Free State Department of Education, s.a. (b): 4).

2.3 AN INVESTIGATION INTO THE CONCEPTS GOVERNANCE AND MANAGEMENT

2.3.1 Governance

The word govern means to rule, control or direct the public affairs of a city, country or a school. The meaning of this word is too broad. Another meaning which is closer to this context is, influence decisively or determined. Governance is very relevant to the South African Education System (Hawkins, 198:224; Thody, 1992:21).

There is no doubt that the revolution of education is gaining momentum in South Africa. The new democratic Constitution makes it imperative for all of us to cultivate a new sense of thinking. For some this is a complete paradigm shift. Educational governance is a process whereby co-operative endeavour in a human situation is effectively arranged (Free State Department of Education, 1998:10).

2.3.2 Management

This is yet another very broad concept. For educational purposes this concept implies that, to be in charge of or run/manage a shop, a department or a school. Relating this concept to education, one will find that the principals are the managers of schools. The management of activities is routine, but should be considered a necessary part of the job of the principals to improve learning and teaching (Sybout & Wendel, 1994:16; Bottery, 1992:69).

Professional management refers to the administration and organisation of all the school activities that must be performed as prescribed by the departmental circulars and by law

(Department of Education, 1998:10). Management subsumes a host of factors, such as quality improvement via mission, values, goals, policies, process improvement, financial support, measurements, communication, supervision, training, reward recognition and above all, participatory management (Riley, 1994:3).

2.4 THE ROLE OF THE SCHOOL GOVERNING BODY

A governing body is a group of people who govern a school. They are either elected or appointed. Members of the School Governing Body represent the school and its community. Amongst others, the role of the governing body is to promote the best interests of the school and to ensure that the learners at the school receive the best education possible (Department of Education, 1997a:7).

The main function of the governing body is to help the school principal to organize and to manage the school's activities in an effective and efficient way. In other words, it must help the principal to *govern* the school well (Department of Education, 1997a:7).

The *governance* of a public school is vested in its governing body that stands in a position of trust towards the school on behalf of the school community and in the interest of the learners at the school (Bisschof, 1997:65).

Under the new dispensation the South African Schools Act no. 84 of 1996 (RSA 1996:161), stipulates that the School Governing Body is in charge of a public school, while the professional management of a school must be undertaken by the principal under the authority of the Head of Department of Education (HOD).

It is essential for a school governing body to make sure that it does not interfere with the professional duties of the principal. The school governing body must also be clear about its legal and functional position in order to ensure the smooth running of a school. It is of crucial importance to be aware

of the legal stimulations for determining a vision, mission and the duties related to the governance of a school (RSA, 1996: Section 162).

2.4.1 Legal provisions

The school governing body is regarded as a legal subject or juristic person (an entity capable of or a bearer of rights and duties)(Department of Education, 1998:1). In the SA Schools Act, the term “person” does not only refer to a human being. A group or association of human beings can form a new kind of juristic person that exists independently from its members. This means that the juristic person (the school) has rights and duties in its own name as if it was a natural person and not in the name of the people associated with the school (Free State Department of Education, 1998:11).

The SA Schools Act makes provision for the establishment of the governing body of a public school. A governing body therefore exists because of a specific legal provision and can only perform such acts that it is allowed by law to perform (Department of Education, 1999:9). In the same way the governing body of a school is subject to the law and can do only those things which the law allows it to do on behalf of the school (Bisschof, 1997:66). Thus the law plays a very important role in determining the functions and duties of a governing body. Besides emphasising issues of staff management (Leighton, 1992:77), the law also stipulates what a governing body may do and lay down rules on how this is to be done. These rules are found not only in the S.A. Schools Act but also in provincial legislation and in other applicable laws (Bisschof, 1997:66). Each province should ensure that all its schools establish School Governing Bodies (SGB's). This is a way of trying to close the gap between the schools and the Department of Education. A governing body represents the school when it communicates with the provincial Department of Education. It also represents the school in its interaction with the outside world. An example is where the governing body enters into a contract on behalf of the school with someone to provide goods or services to the school (Department of Education, 1997b:27).

2.4.2 The South African Schools Act

The South African School Act, Act 84 of 1996, (RSA, 1996) and its amendments is clearly of vital importance to the governing bodies of all public schools. In this section, reference is made only to certain recent changes to the SA Schools Act provided by the Education Laws Amendment Act (Act 100 of 1997) that pertains to governing bodies and which all governing bodies should be familiar with.

The changes to the SA Schools Act entail the following:

- A public school may establish posts for educators and non-educators and employ such persons if certain requirements are met. This means that the school, acting through its governing body, becomes the employer of such persons and must pay their salaries.
- The principal of a school for learners with special education needs must also be a member of the governing body. This was not previously the case.
- A school must provide all reasonable information that is required by the Head of the Provincial Department of Education as well as the Director-General of the National Department of Education (Department of Education, 1999:18).

The S.A. School's Act (RSA, 1996) provides some rules and stimulations that guide and determine the manner of electing the members of the School Governing Bodies (SGB's).

2.5 ELECTION AND MEMBERSHIP

Essentially, school governors are people from the community and, in essence, anyone can qualify to be a member. This refers to women and men, young and old or black and white. All members of a school governing body should share a deep concern for their school and for education. The different members should ideally present special interests and be able to bring their expertise to the

working of the governing body (Department of Education, 1999:9). Apart from the school principal (who is automatically a member) members are either elected or co-opted from the community.

2.5.1 Members of School Governing Bodies

Elected members of the school governing body form the biggest group of the governing body. This group consists of:

Parents:

The inclusion of parents in the school governing body most probably rests on the issue of parental rights. The term parental rights in education could be said to be concerned with the ability of parents to extend the control they are able to exert within the family to their child's formal education, thus protecting their interest in the child (Harris, Pearce and Johnstone, 1992:60). Parents of officially enrolled learners at the school, and who are not employed at the school are therefore eligible to serve on the SGB. Parents represent and are elected by other parents. In order to represent their constituency, they need to find ways of consulting and reporting back to other parents in the school.

According to the provisions of the Act a parent is regarded as either:

- a parent or guardian of a learners; or
- a person who has legal custody of a learner; or
- a person who is in charge of the learner's school education (Department of Education, 1997a:12).

Co-opted members:

A governing body may invite other members of the community to be a members of the school's governing body. They are called co-opted members. Co-opted members help the governing body to fulfill its functions but they do not have the right to vote. They are there

to widen the experience of the governing body, so that it reflects the local community (Free State Department of Education, s.a.(b):3).

If a school is on private property, then one of the co-opted members will be the owner of the property or someone the owner nominates as his/her representative. A school that provide education for learners with special needs should have at least one-co-opted member who is an expert in this area (Department of Education, 1997a:13). Each such provider may have its own regulations or measure about co-opted members.

Although governing bodies are made up of different people with different skills and interests who represent different groups/constituencies, it is however, important to remember that the governing body is a team. It must always act as a group. Once a decision is reached by the School Governing Body, all members are bound by the decision and they must stick to their decision. Individual members do not have the power to speak on behalf of the School Governing Body unless they serve as chairperson or asked to do so (Department of Education, 1997a:13).

Educators:

Educators (teachers) who are employed at the school are eligible for election. There should be three educators on the School Governing Body. They represent and are elected by other educators of the school. Educators bring their knowledge of teaching and learning to the governing body. They may represent a united educator's view on certain issues. They should report back to the staff after governing body meetings and ensure that information is shared between members and educators (Free State Department of Education, s.a.(b):3).

Learners:

Officially enrolled learners, of a level not lower than the eighth grade, are eligible for election. There should be two learners if the total roll is less than 900 learners. Otherwise, if the total roll is more than 900, there should be three learners. Learners who serve on the

governing body have to be elected to serve on the governing body by the School's Representative Council of Learners (RCL). They bring to the governing body the thoughts and views of the learners. They should also make sure that information is shared between the governing body and the learner community (Free State Department of Education, s.a.(b):3).

Non-educators:

A non-educator is anyone who is employed at the school as a member of staff and who is not an educator. There should be one non-educating staff member on the School Governing Body. He/she represents and is elected by the non-educating staff of the school is eligible for election. Non-educators are employed by the school or department and are part of the school team. Their views, which have often been neglected in the past, are also important (Free State Department of Education, s.a.(b):3).

2.5.2 Constituting the governing body

In the same way as there are rules about who can become a member, so too there are rules about nominations and election. Nomination and election are more or less the same for parents, educators and non-educators. Learners are elected as class representatives to the Representative Council of Learners, which in turn elects its representatives to the governing body (Department of Education, 1997a:14).

The Member of the Executive Council (MEC) for Education decides in each province how elections take place. Members of school Governing Body (SGB), however need to know some crucial aspects before they can be elected. That includes that members of the School Governing Body should be knowledgeable about the school, the former SGB and the legal provisions regarding SGBs of schools (Bisschof, 1997:68; Warner and Palfreyman, 1996:66).

The S.A. School's Act (Act 84 of 1996) (RSA 1996:14) stipulates that the parents are of significant importance in the governing body, hence they should be in majority to other stakeholders combined. This means that the number of parents in a School Governing Body must be more by one person to the half of all school-governing members with the right to vote. For example, a school with more than 900 learners and a School Governing Body (SGB) consisting of 17 members. This means the parents must be in majority (i.e. nine members must be parents), while there may be three educators, three learners, one non-teaching staff member plus the principal as an automatic member. The Chairperson of the School Governing Body should be a parent not employed by the school. All the School Governing Body members have a right to vote, except for the co-opted members.

The School Governing Body members should have a detailed understanding of the Education Employment Act (Act 76 of 1998) as this Act applies to educators at public schools who are employed by the state. The Act provides principles with regard to matters such as the following: the conditions of service appointments, promotions and transfers of educators; termination of services of educators and the capacity and misconduct of educators. These matters are obviously of importance to governing bodies in their interaction with educators. Members of the governing bodies should also know that Section 37(1) of the S.A. Schools Act states that the Governing Body of a public school must establish a school fund and administer it in accordance with directives issued by the Head of the Department of Education. As a result of this stipulation, the Free State Department of Education has drafted financial regulations. These regulations state in section two (2) that its purpose is to set the minimum requirements for financial management and control at a public school. It also states that it is the prerogative of a public school to implement a more elaborate system of recording and controlling finance, provided that such a system shall comply with the minimum requirements set by the S.A. Schools Act (Act 84 of 1996)(Free State Department of Education, 1998:2).

At local level each Governing Body must at least take the required steps to set up a financial management system to implement the prescriptions of the departmental regulations. The basis of the financial management system should be described in the constitution of the governing body. However, it should be emphasized that the School Governing Body is not responsible for the day-to-day financial management of the school. This is the task of the principal and his/her staff. In section one (1) the regulations of the Department stipulate that the principal is the accounting officer of the school. To ensure sound day-to-day management of the school, the principal should draft financial management directives. Such directives should expand on the Departmental regulations to spell out in detail how financial matters should be handled in the school. For example, the directives should indicate how money received should be handled to ensure proper control which will eliminate, or at least limit, the chance of theft. The drafting of financial directives is an extensive task. Although it is the responsibility of the principal as an accounting officer, it would be sound practice to entrust this task to the Financial Committee of the Governing Body (of which the principal is a member) with the help from a financial consultant to give expert assistance and advice (Free State Department of Education, 1998:3).

2.6 DUTIES OF THE PRINCIPAL AS A MANAGER

According to different authors it is the duty of the principal to:

- Carry out professional (i.e. management) functions. His/her professional qualifications and experience give him/her the necessary experience/skills to be in charge (Bisschof, 1997:32).
- Attend to the day-to-day administration and organisation of teaching and learning at the school. As an organisation, the school needs someone who will ensure and facilitate the culture of teaching and learning as expected by the Department of Education and Culture (Department of Education, 1997b:14).
- Organize all the activities that support teaching and learning.

- Uplift the well-being of the school.
- Set academic goals for the schools.
- Function as an instructional leader.
- Be a forceful and dynamic leader.
- Consult with others.
- Create order and discipline.

Use time effectively and evaluate the result (Atkinson, Wyatt and Senkhane, 1993:2).

The above-mentioned are, in fact, just a few of the many professional management functions that must be performed by the principal in his day-to-day management of the school.

2.7 DUTIES OF THE SCHOOL GOVERNING BODY

As mentioned earlier on, the School Governing Body (SGB) has to ensure a smooth running and governance of the school. This implies that:

- The School Governing Body must promote the best interest of the school. In other words, this means that the School Governing Body must do their very best to see to it that their school counts among the best in all spheres (Department of Education, 1998:1-6).
- The School Governing Body members should include some individuals from the community who are progressive in their approach. They should ensure the development of the school by providing quality education (that is, of a high standard) for all learners at the school. (Free State Department of Education, s.a.(b):3).
- According to the S.A. School's Act (Act 84 of 1996) the School Governing Body must adopt (accept) a constitution. In practice this would imply that the national and provincial government would at least guide the school in this regard.

- One of the bedrocks of any School Governing Body is to ensure it develops the mission and vision statements of the school, which refer to what the school wants to achieve. This entails its vision and courage to take some calculated risks at times (Free State Department of Education, 1998:1-6).
- It is also one very important function for the School Governing Body to adopt a code of conduct that refers to rules of behaviour for the learners at the school. This will serve as a guide for learners to toe the line and remain within the expected and accepted way of line for that particular public school (Free State Department of Education, 1998:1-6).
- The School Governing Body should always be viewed as an umbrella body that embraces all the educational aspects of a public school. The School Governing Body needs to support the principal, educators and other staff in carrying out their professional and management functions (Free State Department of Education, 1998:1-6).
- As mentioned earlier on, the School Governing Body must always be guided by the School Act (Act 84 of 1996) and by the constitution. This will help them to be able to decide the opening and closure times for the school.
- Control is one of the most important aspects of a school as an organization. The governing body is also bound to control and maintain school property, buildings and grounds (Department of Education, 1997b:50).
- According to the Education Act (Act 84 of 1996), the School Governing Body should recommend and advise the Free State Head of Department (HOD) on the appointment of educators and non-educator staff.
- The provincial curriculum policy should guide the School Governing Bodies when it comes to the choice of subjects, buying of textbooks and educational materials or equipment for the

school. This body should also decide on the extra-curricular activities offered at the school (Department of Education, 1997b:50).

- School finance is one of the most sensitive issues when one deals with school matters. Therefore, the School Governing Body should ensure a sound financial stature of the school. This can be done by adding to the funds supplied by the state to improve the quality of education in the school. Fund-raising can be one of the crucial ways to save the school from bankruptcy (Free State Department of Education, 1998:4). All the funds of the school should be deposited in one bank account. This entails a wide variety of issues such as starting and administering a school fund, opening and maintaining a bank account for the school, preparing an annual budget and planning the school finances for the next year. The School Governing Body should also submit a budget to parents and ensure that school fees (school funds to be paid by the parents of learners) are collected according to decisions made by stakeholders. The financial records of the school should be safely kept by the School Governing Body (Free State Department of Education, 1998:4).

2.7.1 School governance and meetings

- Meetings should be held at least once a term.
- According to the S.A. School's Act (RSA, 1996: Section 43(5)) the chairperson will determine the date, time and place of a meeting and the secretary of such a body shall at least, 14 days prior to the meeting, notify each member in writing thereof. The chairperson of the governing body may however, when necessary, give only 24 hour's notice of a meeting.
- Anybody may, at the invitation of the governing body, be present at the meeting of such a body and take part in the discussions, but shall have no vote and shall leave the meeting when the governing body so decides (Department of Education, 1997b:23).

- A member of the School Governing Body needs to be committed to his/her duties. For example, a member must be a good attendee of meetings of the School Governing Body. This body may require any delegate or any of its members to perform a certain duty relating to the functions of the governing body. A quorum consists of half of the members plus one other member (RSA, 1996: Section 16:2).
- The School Governing Body should always be unbiased and impartial. To ensure this, a member of the School Governing Body must withdraw from a meeting for the duration of the discussion and decision-making on any issue in which such a member has a personal interest. School Governing Body must also follow the normal procedure for meetings (Department of Education, 1997b:17).
- The secretary of the School Governing Body should be a very diligent person in his/her task. He/she should keep minutes of the proceedings of every meeting and shall present the Head of the Department of Education, at his/her request, with a copy of such minutes (RSA, 1996: Section 16(2)).
- The minutes of the proceedings of every meeting of a Governing body or committee thereof must:
 - be submitted for approval at the next meeting of the School Governing body or committee thereof, as the case may be;
 - be open for inspection by the members and the Head of the Department of Education (RSA, 1996:Section 16(2)).
 - upon the dissolution of a governing body or the expiry of its term office, hand all minutes and other documents of such a body or any committee thereof to the principal concerned (RSA, 1996: Section 16(2)).
- The minutes of the School Governing Body and other documents are very important and should be treated and handled in the same way. Therefore, at a closure of a school, the principal shall hand in all minutes and other documents of the School Governing Body or

any committee thereof at the district office concerned for safe-keeping (Department of Education, 1997b:20).

- Democracy and transparency should always be the key words of any School Governing Body. A School Governing Body must, at least twice per school year, render a report on its activities to parents, learners, educators and other staff (RSA, 1996: Section 43(5)).
- Any member of the School Governing Body, who is absent without a written apology for three consecutive meetings, will no longer be regarded as a member and a by-election will be held to fill that vacancy.

2.7.2 School governance and physical assets

- Outside organisations should get permission from the School Governing Body to use the school premises and buildings (RSA, 1996: Section 20(1)).
- The School Governing Body should take a personal interest in beautifying the school premises. The School Governing body should also encourage parents, learners, educators and other staff members to render voluntary services to the school (RSA, 1996: Section 20(1)).

2.7.3 School governance and educator management

- The School Governing Body should play a crucial role in the employment of educators. For example, the School Governing Body has to recommend to the Head of the Department of Education, the appointment of educators subject to the Educators Employment Act and the Labour relations Act. The Chairperson of the School Governing Body should also visit the school at least fortnightly or as arranged by the principal to sign leave forms, amongst other responsibilities (Department of Education, 1997b:17).

- The School Governing Body should by no means interfere or impose itself on professional school matters. The professional school matters include, amongst others, class visits and so on (Department of education, 1997b:17).

2.7.4 School governance and the use of committees

- The Governing body may:
 - establish committees, including an executive committee; for example, a finance committee, a fund-raising committee, an entertainment committee, and so on; and
 - appoint persons who are not members of the governing body to such committees on ground of expertise, but a member of the governing body must always chair each committee (Department of Education, 1997b:17).

2.7.5 School governance and financial management

- The governing body must establish a school fund and administer it in accordance with directives issued by the Head of Department. Budgeting should be part of the planning process, ensuring that all learners receive quality education. The budget should not be difficult to interpret and understand and also has to be transparent and democratic. The financial information that is compiled, interpreted and used, should be democratised (Bisschof, 1997:10).
- A financial committee of the School Governing Body should open and maintain a banking account. A balance has to exist between democratic legitimacy and expertise – this is possible through co-option (Bisschof, 1997:134). The finance committee should also be functional and accountable.
- All monies received by the school, including school fees and voluntary contributions, must be paid into the school's bank account. The school, not the Governing Body, owns the

money and all movable property (RSA, 1996:158). This property is also referred to as school assets. Note that the money referred to does not belong to the parents, the state, the learners or the governing body . It belongs to the school only and may therefore only be used or controlled as permitted by the Schools Act or any other applicable law (Free State Department of Education, 1998:37).

- A sound bookkeeping system, with income and expenditure clearly indicated, should be kept. All financial matters should be discussed at every governing body meeting. The chairperson should see all income and expenditure logs on a monthly basis (Bisschof, 1997:134).
- The school fund, all proceeds thereof and any other assets of the school must be used only for:
 - educational purposes, at, or in connection with the school,
 - educational purposes, at, or in connection with another public school, by agreement with such other public school and with consent of the Head of the Department of Education (Bisschof, 1997:134).
- The governing body must prepare a budget each year during their last meeting (before 31st October) and which shows the estimated income and expenditure of the school for the following year. Before the governing body approves the yearly budget, it must be presented to a general meeting of parents convened on at least 30 days notice, for consideration and approval by a majority of parents present (by voting). School fees must be determined and may only be charged by the governing body after a majority of parents have adopted a proposal in this regard at a parents meeting (Department of Education, 1997b:48).
- The governing body of the school may, by process of law, enforce the payment of school fees by parents who are liable to pay in terms of section 40 of the Act (Department of Education, 1997b:45).

2.7.6 Other important duties to be performed by the School Governing Body

The Schools Governing Body must:

- Keep records of funds received and spent by the school as well as of its assets, liabilities and financial transaction; and
- As soon as practicable, but not later than three months after the end of each financial year, draw up annual financial statements in accordance with the guidelines determined by the Member of the Executive Council (MEC) of the provincial legislature. A budget is a planning instrument; hence budgeting should be seen as an activity that facilitates the educational process. It should not be regarded as an extra burden for administration, but as part of the smooth running process of the school. This is clearly diagrammatically illustrated by Coleman, Bush and Glover (1994:382) in figure 2.1:

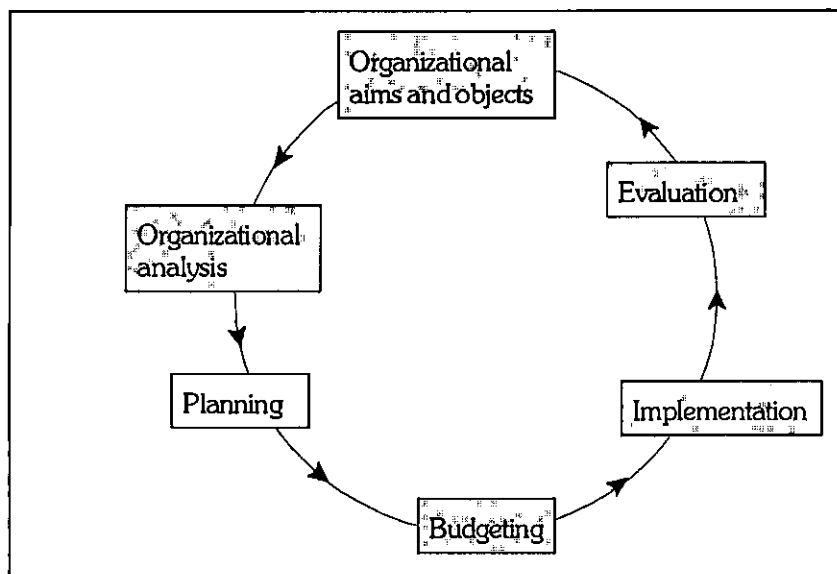


Figure 2.1 The educational management cycle

The following aspects also need to be mentioned:

- The financial year of the school commences on the first day of January and ends on the last day of December of each year.
- The governing body must submit to the Head of the Department of Education, within six months after the end of each financial year, a copy of the annual financial statements, audited or examined in terms of Section 43 of the South African Schools Act.

The following table summarises the duties of the chairperson, secretary and treasurer of a School Governing Body:

Table 2.1: The duties of Chairpersons, Secretaries and Treasurers of School Governing Bodies

<p>The chairperson controls meetings of the governing body and is the representative of the body. He/she:</p> <ul style="list-style-type: none"> • Authorizes meetings arranged by the secretary. • Calls the meeting to order and leads it. • Follows the agenda. • Ensures that decisions are reached and recorded. • Facilitates meetings and controls who is speaking. • Informs the body of any urgent action taken since the previous meeting. • Ensures information for the meeting is available. • Confirms minutes of the previous meeting. • Represents the governing body at school functions and other activities. • Work out the dates for the next meeting. 	<p>The secretary is concerned with the running of meetings and will need to work with the chairperson and the principal. He/she:</p> <ul style="list-style-type: none"> • Arranges meetings. • Prepares the agenda. • Arranges the place of meeting. • During the meeting the secretary should: <ul style="list-style-type: none"> – write down the names of members and those who have sent apologies. – check that everything on the agenda is dealt with. – records minutes of the meeting. – write down who has taken responsibility for what. • After the meeting the secretary should: <ul style="list-style-type: none"> – Collate the minutes – Give each member a copy 	<p>The treasurer is in charge of all financial matters and should have some bookkeeping skills. He/she:</p> <ul style="list-style-type: none"> • Controls the school budget. • Keeps an accurate record on what is spent on whom. • Should be informed about money denoted or raised. • Compiles a balanced financial report.
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2.8 SUMMARY AND CONCLUDING REMARKS

With the institution of democracy in South Africa it has become absolutely necessary to also transform education in accordance with the values and principles of the new South African Constitution. Transforming the education system includes making it democratic. The democratisation of education includes the idea that stakeholders like parents, educators, learners and members of the community should be able to participate in the activities of the schools (Department of Education, 1998:1-6).

The right to education and the duty to transform education mean that all stakeholders have new rights and responsibilities. They have rights and responsibilities that have to do with the way schools are run and the way that education takes place.

The first and foremost duty is to provide the best possible education for all learners. Parents and members of school communities are often in the best position to know what their schools really need and what problems are experienced in these schools (see 2.7).

Secondly, democratisation of education means that stakeholders, such as parents, educators, learners and members of the community, must have the right to have a say in making decisions about ways in which schools are run and do their business (see 2.7).

The School Governing Body and the principal must work hand-in-hand. The day-to-day running of the school is still very much the responsibility of the principal. The organisation of teaching and learning at the school is also the responsibility of the principal. But the SGB should guide the principal about the school policy and the direction of the school (see 2.7).

In this chapter the role of School Governing Bodies (SGB's) in the governance and management of public schools was investigated. This included a literature study on the historical development of school governance in the Mangaung area; the concepts governance and management; and legal provisions as far as the role of SGB's are concerned. These provisions include the constitution of

SGB's; the election of members of SGB's, the duties to be performed by SGB's in the governance and management process as well as the duties that are to be performed by school principals of public schools. In essence the conclusion that could be made was that the SGB's of schools are mainly responsible for the governance of the schools whereas school principals are responsible for the day-to-day management of these schools.

The previously disadvantaged secondary schools are known for their lack of resources, shortage of classes and incompetency as far as governance and management are concerned. Moreover, most of their school principals are males. The following two questions therefore may come to the fore:

- Are the SGB's in these schools constituted as it is stipulated in the South Africa Schools Act of 1996?
- Is it possible for these schools to avoid the stipulated procedures and to subsequently to enable them to manipulate their SGB's?

It may also be possible, however, that SGB's may influence the way in which secondary school principals manage their schools on a day-to-day basis. In this regard the management styles employed by these principals may be influenced by the atmosphere created by the involvement of their SGB's in the governance and management of their respective schools. For this purpose a literature study on the different management styles school principals may choose to employ in their day-to-day management of their schools needs to be performed. This is done in the next chapter of this study.

CHAPTER THREE

THEORIES OF EDUCATIONAL MANAGEMENT AND LEADERSHIP STYLES

3.1 INTRODUCTION

According to Crawford, Kydel and Parker (1994:251) there have always been opportunities for creative management in secondary schools. Every leader or manager has his/her own particular way of leading or managing the people and/or institution in his/her care. This way of leading or managing is called his/her leadership or management styles to manage educators, learners and parents when they perform the management tasks of the school (Paisey, 1981:115; Bolton, 2000:135).

The effective performance of these tasks will be determined by the management style(s) the principal uses. There are various management styles in literature. The first group of styles is known as traditional management styles and are classified as autocratic, laissez-faire, democratic and altruistic. The second group are *models* which have been developed to describe management styles. Such models are based on a two-factor theory. The first factor emphasizes production and means the ability to produce good results and implementing policy aimed at making sure that these results are achieved. The second factor emphasizes morale, interpersonal relationships and how to deal with personality related problems (Paisey, 1981:115).

The purpose of this study is to explore the relevance of theory to management in education. Emphasis is also put on the relationship between theory and practice and the nature of theory in educational management. Management is usually regarded as a practical activity. The tasks of defining aims, making decisions and evaluating effectiveness all involve action (Bush, 1986:33).

Simply repeating these actions might be thought to lead to managerial excellence: “Practice makes perfect”.

3.2 THEORIES OF EDUCATIONAL MANAGEMENT

Theory provides a rationale for decision making. It helps managers by giving them a basis for action. Without a frame of reference decisions could become purely arbitrary. It is not sufficient simply to note facts of a situation and to make a decision based on these facts. All such evidence requires interpretation and interpreting events (House, 1981:20; Saran and Trafford, 1990:156).

Theories are most relevant when they provide fresh insight into events and problems (Bush, 1986:35). These theories can identify new ways of understanding practice, lead to a significant reduction in the theory/practice divide and can therefore not be dismissed as irrelevant to the needs of educators. There is, however, no single all embracing theory of educational management. This is because theory comprises a series of perspectives rather than an all-embracing scientific truth: “Theories describe or operate in a social or political world that is itself changing. The perspectives rest more upon a professional consensus of what is possible and relevant and valued than upon a scientific consensus as to what is true. The perspective is the ‘way of seeing’ a problem rather than a rigid set of rules and procedures” (House, 1981:20).

Each theory has something to offer in explaining behaviour and events in educational institutions. It also means that educational management theories tend to be normative or prescriptive in that they reflect the theorists’ views or preconceptions of how schools are, or should be managed. These perspectives are sometimes advocated so zealously that they tend to obscure rather than illuminate reality (House, 1981:20).

Students of educational management who turn to organizational theory for guidance in their attempt to understand and manage educational institutions will not find a single, universally applicable

theory but a multiplicity of theoretical approaches each jealously guarded by its particular epistemic community (Reddin, 1980:223; Davies and Ellison, 1997:144).

According to Reddin (1980:223) the many existing perspectives may be presented as five distinct theories of educational management. These are bureaucratic, collegial, political, subjective and ambiguity theories.

3.3 TRADITIONAL MANAGEMENT STYLES

Traditionally, management styles were classified into three main categories, namely the autocratic, laissez-faire and democratic styles of management (Wood, Nicholson and Findley, 1985:60). Later research suggested that these management styles can be classified in a bipolar manner, namely democratic and autocratic, participatory and authoritarian (Dennison and Shenton, 1987:39).

Gorton (1980:262) views the latter classification as helpful but he expresses concern about the terms democratic, autocratic and laissez-faire. He believes that these terms are prejudicial. Every leader sees himself as democratic and would like to be regarded as democratic (Gorton, 1980:265). Autocratic management has always been perceived as negative and democratic management as a superior way of managing schools. Researchers such as Landers and Myers (1977:386) therefore believe that the "either or" approach to management styles is too simplistic. These concerns have since led to the development of what is known as situational management.

The following traditional management styles will be studied subsequently: autocratic, democratic, Laissez-faire and altruistic. Attention will be paid to the characteristics, advantages and disadvantages of each style.

3.3.1 The autocratic management style

The autocratic management style centres around authority with the principal who passes orders down the line to subordinates who has to follow them (Wood, Nichol森 and Findley, 1985:80).

(a) Characteristics of the autocratic management style

Authors identify the following characteristics of the autocratic management style:

- The principal dominates the behaviour and thinking of educators (Wood, Nicholson & Findley, 1985:80).
- The principal unilaterally determines the role of each educator (Wood, Nicholson & Findley, 1985:80).
- The principal alone sets the goals and the ways and means by which these goals will be achieved (Wood, Nicholson and Findley, 1985:80).
- Educators play a very small role in decision making. The principal, for instance, decides which topics, issues or problems the educators will discuss. The final decision solely rests with him (De Wet, 1980:184).
- Communication is one way and very poor. The principal communicates with the educators only when he/she gives instructions. He/she often communicates through an instruction book and circulars. Educator's inputs are allowed in so far as they do not affect decisions already made (Wood, Nicholson and Findley, 1985:60-61).
- Delegation is minimal. Everything centres around the principal. The principal is the master of ceremonies at school functions, gives main speeches and delivers the vote

of thanks. In cases where the principal delegates, he continually interferes to see to it that things are done his/her way (Wood, Nicholson and Findley, 1985:80).

- The principal uses his/her position of authority to control and evaluate work with the aim of “watching” the wrong doers and “policing” the would-be wrong doers (Wood, Nicholson and Findley, 1985:80).
- The principal does not tolerate group and individual initiatives. The principal does not accept the individuality of group members and therefore is in constant conflict with individual staff members (Buchel, 1993:2-4).

(b) Advantages of the autocratic management style

According to Calitz *et al.* (1992:9) and Gorton (1980:264) the autocratic management style has the following advantages:

- It is best used where there is a high degree of relationships and very low output. The principal demands high output from educators by setting objectives and making sure that they are achieved,
- It can also be used when the principal trains inexperienced educators. The principal may direct these educators by setting objectives for them and making decisions;
- This style can be used in a disorderly situation where the principal’s authority is constantly questioned by educators who do not want to work and therefore are afraid of an orderly situation.

(c) Disadvantages of the autocratic management style

According to Calitz *et al.* (1992:9) and Gorton (1980:264) the autocratic management style has the following disadvantages:

- Educators are demotivated and do not see themselves as part of the school. This results in them being denied the opportunities to participate in school matters.
- Team work may be non-existent. The principal is viewed as an authority figure aloof from the team.
- Educators may lack decisiveness when they carry out their tasks. Educators are not used in making decisions without the interference of people in authority.
- Educators may lack initiative and this may lead to educator redundancy.
- Educators may pretend to be dedicated and committed to their work when the principal is around. There is therefore no intrinsic motivation.
- Educators may end up being disloyal and uncooperative towards their leaders and their word.
- In cases where this management style is used blatantly, a tense atmosphere may prevail which may result in a lack of a teaching and learning culture.

3.3.2 The democratic management style

At the core of this type of management style is the role which the principal plays together with his staff in an attempt to set goals for the school and to achieve these goals. According to Gronn (1999:87) foresight, long purposes and high ideals are the basis for the persistence of co-operation and are therefore important in the democratic management style.

(a) Characteristics of the democratic management style

Authors identify the following characteristics of a democratic management style:

- The principal using this style is still a superordinate but he/she shares his/her authority with his/her staff to the limits of their individual capacities (Gorton, 1980:263).
- The principal plans and sets goals together with his staff. He/she then delegates responsibilities to individuals or groups to try and carry out the plans. In the meantime he/she assists, stimulates and motivates these people in their work. He/she gives information, suggestions or alternatives that might assist where there is stagnation (Gorton, 1980:263).
- The democratic leader uses his/her authority wisely. “He/she tries to influence the group but does not attempt to dominate its thinking or behaviour” (Gorton, 1980:263). The principal influences his/her subordinates so that they function better and achieve the set goals. De Wet (1980:184) puts it as follows: “Wanneer die skoolhoof in interaksie is met sy personeel, is dit deel van sy bestuursaak om hulle te lei om as groep beter te kan funksioneer ten einde hulle doelstellings te bereik”.
- Decisions are made in consultation with staff members. The principal leads the discussions, weights inputs, allows positive criticism and jointly takes decisions with the staff members. The principal sees to it that decisions are implemented and uses his authority to encourage group members to keep in mind what was decided upon whenever they are astray (Buchel, 1993:204).
- Communication is multilateral. The principal communicates important matters to the different educators in the form of announcements and meetings. Educators in turn

initiate discussions, meetings and caucuses with the principal on matters related to the school (Buchel, 1993:204).

- Control and evaluation is still the responsibility of the school principal. Control is carried out with the aims of checking whether the staff members are still on track in the attempt to achieve set goals, or furnishing the necessary assistance to groups or individuals who may be derailed and not working according to certain work specifications as well as encouraging self-evaluation by members. According to De Wet (1980:184): “Voortdurende self-evaluering is nodig om vas te stel of the doelwitte van die groep nog geldig nagestreef word, of menseverhoudings nog eerbiedig word, of the stappe in die groeeproses nog gevolg word en of daar nie te vinnig beweeg word vir die groep nie”. Control and evaluation are without doubt needed in democratic management. The involvement of educators in control and evaluation and the perceptions they have to these aspects of management are vital.

(b) Advantages of the democratic management style

According to Calitz *et al.* (1992:4-5) and Gorton (1980:263-264) the following are the advantages of the democratic management style:

- Educators see themselves as part of the school because they share in the authority of the school.
- Educators see their principal as the leader they should look up to in times of problem and trouble. The principal always assists and gives guidance.
- Decisions are more binding if they are taken by a group because everyone contributes to the making of decisions.

- Maximum contributions in ensuring the achievement of school goals are brought about by multilateral communication.
- Educators genuinely participate and work hard without fear. Educators do not do their job in fear of punitive measures that may be taken against them or fear of the principal who might be offended, but they work hard even though they make mistakes. The principal is tolerant towards mistakes and he/she controls and evaluates in order to help correct mistakes.

(c) Disadvantages of the democratic management style

According to Calitz *et al.* (1992:4-5) and Gorton (1980:263-264) the following are the disadvantages of the democratic management style:

- Majority decisions cannot necessarily be viewed as the best decisions simply because of the number of people involved in making such a decision.
- The principal remains accountable for whatever takes place at school. The principal may, however, be influenced to be lenient at times because he wants to involve many people.
- Democratic management may also silence the initiatives of the minority in a school.
- Consultation may sometimes take up too much time, especially if problems that need immediate attention are encountered.
- Democratic management works well where educators are determined to work and assist in achieving school goals. If they are not well motivated, the democratic style will fail.

3.3.3 The Laissez-faire management style

The principal's laissez-faire management style assume that educators have the necessary skills, knowledge and ability for each one to determine his own goals (Calitz *et al.*, 1992:5; Lomax, 1996:47).

(a) Characteristics of the Laissez-faire management style

According to Wood, Nicholson and Findley (1985:61), “riding the fence, and hands off policy” are two characteristics of this leadership. In practical terms this entails the following:

- There is no person of authority in the school; everyone is a law unto himself/herself.
- The principal does not make decisions but abides by decisions he/she thinks are “popular”. There is “complete freedom” to either work or not (Gorton, 1982:264-265).
- There is no guidance or assistance given to the new educators. The principal is satisfied with whatever route the new educator take (Gorton, 1982:264-265).
- There is no setting of goals and objectives by the principal. He/she believes that the staff members can determine their own goals and objectives. Guiding the staff would restrict their effectiveness (Gorton, 1982:264-265).
- There is no control and evaluation of work. The principal assumes that the educators are qualified and are professionals, so there is no need for evaluating their work. Every work plan, decision making, organization and implementation are decentralized to a point that the principal has absolutely nothing to do., This

decentralization style of management may cause teachers to completely withdraw from broad educational policy (Gorton, 1982:264-265).

(b) Advantages of the Laissez-faire management style

- This style can be used well in a situation where there is an overemphasis on production at the expense of human relations (Gorton, 1982:264-265).
- It can also be wisely used in a situation where educators are highly experienced and require greater decision making powers (Gorton, 1982:264-265).

(c) Disadvantages of the Laissez-faire management style

According to Buchel (1993:2-3) the following are the disadvantages of laissez-fair management style:

- At first there is a sense of enjoyment and satisfaction when people may be given unlimited freedom. However, as time goes on, people may be unable to deal with the responsibilities of having almost no boundaries to their freedom. Educators are no exception.
- Conflict may arise if everyone makes decisions. The educators may consequently lose their trust in and respect for the principal and may start looking at him as an ordinary educator.
- Educators may get frustrated and insecure because of a lack of guidance. Human beings, intuitively, like an orderly situation where there are leaders and those who are led. The absence of order often causes uncertainty and unhappiness.

3.3.4 The altruistic management style

The core of this management style is the principals' indecisiveness and overemphasis on personal relationships. This management style is very similar to the laissez-faire management style. The difference is that the principal is motivated by different reasons in the use of these styles (Buchel, 1993:3).

(a) Characteristics of the altruistic management style

The principal using this style assumes that being "everyone's friend", that is, being afraid to come up strong against wrong doers, will affect performance and relationships positively. The principal using this style is therefore a person who "buys" educators by not correcting and reprimanding them where it is necessary. The principal is scared of making "unpopular" decisions because he does not want to offend his "friends" (Buchel, 1993:3).

(b) Advantages of the altruistic management style

This style can be used in a situation riddled with conflict. The principal must be seen to be everyone's friend and not take sides. The principal must solve a conflict by not being part and try to persuade everyone to go for a win-win approach (Buchel, 1993:3).

(c) Disadvantages of the altruistic management style

The main disadvantage of this style is the inability of the principal to make decisions without feeling intimidated by the fact that he might lose friends. This leads to poor management and consequently to a negative school image. The principal ends up having no say in the running of the school because every educator will be angered by being reprimanded (Buchel, 1993:4).

3.4 MODELS OF MANAGEMENT STYLES

In this chapter the following models of management styles will be discussed:

- The first model is Likert's four system models of governance. This model uses the terms "job centred" and "employee centred" to describe the four management style systems (Bowers, 1976: 104-105).
- The second management style model uses the terms "concern for people" and "concern for production". This model is based on Robert Blake and Jane Mouton's managerial grid (Blake and Mouton, 1985:12).
- The third model of management style uses the term "task orientation" and "relationship orientation". This model is known as Reddin's 3-D model and it identifies the following styles: separated, related, dedicated and integrated (Reddin, 1980:27).
- The fourth model was developed by Paul Hersey and Kenneth Blanchard and is known as the situational theory of leadership. Their contention is that situations in schools are very complex and often differ. A particular management style must be used according to the demand of the situation or situations at hand (Blanchard, Zigarmy & Zigarmy, 1987:12-16).
- The fifth model is based on Vroom and Yetton's normative leadership model. They developed a taxonomy of five leadership styles (Luthans 1977:458), namely autocratic process; consultative process; group process; seven situation issues and a decision-process flowchart.
- The sixth model is that of Tannerbaum and Schmidt. They developed four management styles which can be posited on a continuum and they differentiate the manager who tells, sells, consults and/or joins (Dennison and Shenton, 1987:41). When studying the leadership patterns of primary school principals, Nian also developed three styles, based on

Tannerbaum and Schmidts model. These styles are the passive, the bourbon and the positive style (Dennison and Shenton, 1987:42).

- The last model is represented by a two-dimensional diagram which was developed by Torrington and Weightman (1989:24) who identified four different types of management styles. This model consists of a two-dimensional diagram with one horizontal line crossing the centre of a vertical line. The horizontal line can be called the X-axis and the vertical line the Y-axis. The positive X-axis is labelled control and the negative X-axis is labelled autonomy. The positive Y-axis is called conflict and the negative Y-axis is called consensus. The X-axis, that is control-autonomy, is related to the degree of central control of structural things such as finance. The Y-axis, that is conflict/consensus, is related to the degree to which ideas and approaches are shared. The four different types of management style identified by Torrington and Weightman on this diagram are as follows: Anarchy; collegiality, leadership and prescription.

3.4.1 Likert's system models of governance

Unlike the afore-mentioned traditional management styles, the following discussion will be approached in a slightly different manner.

Rensis Likert developed four management systems after extensive research which lasted for more than thirty years. His intention was to identify the human factors that influence the ultimate effectiveness of organizations to achieve their goals (Owens, 1987:306). Initially Likert paid attention mainly to industrial firms but later also included schools, universities, healthcare organizations, public agencies and military organizations in his research. The results of his research suggested that there was a significant relationship between the management styles, the characteristics of an organization's interaction-influence system and the effectiveness of the organization (Owens, 1987:307).

Likert's research enabled him to derive four management systems from the data gathered. These system models differentiate between job centred and employee centred behaviour. The four systems represent management styles principals can use. They are: System I: Authoritative coercive; System II: Authoritative benevolent; System III: Consultative; and System IV: Participative (Paisey, 1981:115).

3.4.1.1 System I: Authoritative coercive

- Characteristic to this style is the principal's rule by fear. Fear is instilled by the frequent use of punitive measures against wrongdoers. The principal has a hostile attitude towards his subordinates. He sees his subordinates as lazy people who from time to time need to be monitored and reminded of the actions that will be taken if they act inappropriately.
- Educators see their principal as the person who implements raw policies without taking into consideration implications such as lack of cooperation and negative attitudes towards the task. This leads to educators mistrusting their principal. The principal does not trust the educator to have the best interest of the school at heart. Educators are, therefore, always dissatisfied with their work, the evaluation of their work by their immediate seniors and the general setup of school (Luthans, 1977:456-457).
- There is little upward communication. Suggestions by subordinates are seen as threats to the principal and also as an agenda to oust him from his position. Downward communication is viewed with suspicion. There is also a lack of teamwork. Educators are tools intended to be used to achieve desired ends. They have to perform their work but have no say in how the work should be done (Blanchard, Zigarmy & Zigarmy, 1987:12-16).

- Decisions are made by the principal and are 'forced down the throats' of educators. Decisions are based on little information which may be very inaccurate at times. Decisions are always informed by policy rather than the nature of the matter at hand. The negative implications of decisions are often not considered.
- The principal often sets goals and expects educators to work hard and to attempt to achieve these goals. Because educators are driven by fear there is overt acceptance on the part of the educators, but covert resistance. They undermine the process by having many excuses whenever they have to carry out their responsibilities. This leads to informal cliques against a common 'enemy' for a common 'cause' (Bowers, 1976:104-105).
- Educators may deliberately distort the messages, instructions and circulars. This is done because communication is seen as serving the interests of the principal (Blanchard, Zigarmy & Zigarmy, 1987:12-16).
- This style of management may bring about disastrous results for the school. The distance between the principal and educators becomes immense (Paisey, 1981:115).

3.4.1.2 System II: Authoritative benevolent

Authors characterise this system as follows:

- The principal is still authoritative but allows little participation by staff members (Erickson, 1977:455-456).
- The attitude of staff is sometimes hostile but at other times positive. This is probably the result of the little participation they are afforded (Erickson, 1977:455-456).

- The principal using this style more often attributes the successes attained by the school to himself. Subordinates also attribute success to the principal (Erickson, 1977:455-456).
- Subordinates are often dissatisfied with their job and their motivation is very low. Lack of involvement results in educators seeing themselves as not part of the school (Erickson, 1977:455-456).
- There is no teamwork between those who are led and the leaders. The educators only carry out orders when the principal is in sight. There is subtle resistance by educators (Erickson, 1977:455-456).
- Communication between the principal and his staff is mainly downwards. There is very little upward communication. Upward communication is often viewed with suspicion by the principal. Subordinates view orders given to them as nothing but a way of giving them lots of work and putting them under unnecessary pressure (Erickson, 1977:455-456).
- Educators sometimes deliberately distort the information given to them. Educators see themselves as not having any responsibility of passing the correct information to their colleagues (Desai *et al.*, 1979:239-40).
- Policy decision-making is mainly top-down. Educators can only make decisions when implementing the stipulations of the school's policy. This must also be done through the approval of the school principal (Desai *et al.*, 1979:239-240)..
- Control is also top-down. Educators are only given feedback afterwards. There is no prior information as to why control has to be done (Paisey, 1981:115 and Owens, 1981:206).

3.4.1.3 System III: Consultative

Authors characterise this system as follows:

- The principal consults with his subordinates on more issues pertaining to the running of the school. The administrative issues are handled by the principal (Barth, 1988:639-642).
- Subordinate have positive attitudes towards the school, the principal and their work. They see themselves as part of the school (Barth, 1988:639-642).
- Responsibility is moderately high as joint decisions bind subordinates to work responsibly. Subordinates feel morally obliged by their contribution in goal setting (Cooper, 1982:51).
- Subordinates are further motivated by the opportunity they have to influence the management of the school from the bottom up (Cooper, 1982:51).
- The principal issues orders after consulting with subordinates on broader policy issues of governing the school. These orders are most of the time overtly and covertly accepted (Stogdill, 1976:411). There is, however, covert resistance from subordinates who feel that enough consultation has not taken place. This kind of resistance usually manifests itself into insubordination if the principal decides on majority rule principles (Owens, 1981:207).
- Communication is usually two-way; there is upward and downward communication. The principal properly consults through relevant channels with his/her subordinates. They, in turn, consult with him on matters they would like to bring to his attention (Brownwell, 1985:39-44).

- Broad policy guidelines are made at the top by the principal and the management team of the school. Subordinates are given a chance to make a contribution through relevant structures in the school, for example, the sports committee, the finance committee and the cultural committee. This kind of cooperation develops trust between the principal and his subordinates. The principal demonstrates trust by giving them the chance to make contributions and the subordinates demonstrate their trust by implementing the final outcomes (Johnson and Johnson, 1975:247).
- Control is primarily at the top. Middle management usually involve delegated tasks to control subordinates at lower levels. This control has to do with appraisal, evaluating and supervision. Subordinates view control as a way of maintaining set standards (Ukeje, 1992:105-106).

3.4.1.4 System IV: Participative

This style is the last of Likert's system models of governance. It features subordinates' involvement in the management of the school. Educators are involved in the setting of goals, decision making, control and free communication (Paisey, 1981:115). This system is characterized, according to authors, by the following:

- It taps all major motives except fear. These major motives include amongst others, money, ego motives, responsibility and accountability (Paisey, 1981:115).
- Attitude between the principal and his/her subordinates are reciprocally that of trust. Subordinates feel part of the school and exercise a high degree of responsibility (Paisey, 1981:115).
- There is a great deal of team work. This is primarily because everyone, from the principal to the official at the lowest level, participates fully in the activities of the

school. Everyone contributes in making the school a better place to live in. This team spirit ensures that the following essential elements of an effective team are achieved (Johnson & Johnson, 1975:104-105):

- Positive interdependence which means one cannot succeed unless others do.
 - Individual accountability whereby assessment is done of each member of the team so as to help members to contribute better to the team.
 - Face to face interaction whereby members form smaller groups to enable more participation by members of the group.
 - Collaborative skills which have to do with socialization of group members to develop a common working understanding.
 - Group processing which has to do with the evaluation of a team.
 - There is overt and covert acceptance of the set goals and there is a deliberate attempt to achieve these goals (Bowers, 1976:105).
- Communication is free and information flows freely and accurately in all directions. This happens because the principal and his/her subordinates are jointly involved in decision-making, goal setting and other aspects of management. This deepens cooperation and trust between the principal and the subordinates. This also promotes a situation whereby the principal deals with a team whose combination, perspectives and persuasive powers can contribute enormously to the well being of the school and make participation a way of doing things in the school (Lysaught, 1984:101-127).
 - Decision-making is an integral part of the participative system. It is a process of choosing alternatives (Gorton and Schneider, 1991:64). This style involves

everyone and that is why this type of decision-making is known as participative decision-making. Individuals who participate, contribute information to the group in order to reach an informed decision (Duncan, 1974:10). This process of decision-making is aimed at goal attainment. The decisions are products of intense discussions and contributions by educators. Besides being creative, decisions based on a consensus between the principal and subordinates contribute to the spirit of team work and better communication (Wood, Nicholson & Findley, 1985:81-83). The principal, however, still assumes responsibility for whatever decision is taken.

- Control means evaluating whether goals are achieved or not. It also deals with evaluating progress made towards the attainment of these goals (Badenhorst., 1987:52). Van Schalkwyk (1988:210) says that control has to do with steps taken to ensure that goals and objectives are achieved. In the participative management style, control is widespread and easy, because the principal is a team leader and his team knows without doubt that for team goals to be achieved, control has to take place (Cloete, 1986:185). These team goals have to be planned first and thereafter be put into action. Control therefore balances the planned activities (Vegter, 1980:267). The best time to exercise control by a principal using the participative management style is while the task is being done. This should be done within the context of team work (Marx, 1981:290-291). The team members will realize that control is done with the intension of improving their performance. This will facilitate the attainment of school goals and objectives (Allen, 1964:324-364).

3.4.1.5 Concluding remarks

In conclusion, the managerial system models identified by Likert are based on managerial tasks such as planning, decision-making, communication, controlling and evaluating. These tasks form the framework for defining the four managerial systems from which four management styles are derived (Hoy and Forsyth, 1986:167-168). In other words, a

principal is categorized as authoritarian, consultative, participative or benevolent-authoritative based on how he/she communicates, makes decisions, organizes and carries out other management tasks.

3.4.2 Blake and Mouton's managerial grid

Robert Blake and Jane Mouton developed a managerial grid with the aim of helping leaders to analyse their concern for people and concern for the work that must be carried out in the organization (Frase and Hetzel, 1990:15-16). This grid has thus been very helpful in describing and differentiating management styles which leaders, especially principals of schools, can use. This grid can also be used as a yardstick to evaluate a principal's management style (Bernardino and Alvarez, 1976:84-91).

The principal works with educators (concern for people) to ensure that the learners get the best education (concern for production). On the management grid Blake and Mouton represent concern for production as on the *X*-axis and concern for people on the *Y*-axis. They utilize scales of one(1) to nine(9) to produce a matrix of potential management styles (Dennison & Shenton, 1987:40). The grid includes inventories which illustrate where on the set of axes an individual style would be represented (Fiddler and Bowles, 1989:271).

The following management styles can be identified from the Blake and Mouton's grid: Style 1.1 is called the *impoverished style*; Style 1.9 is called the *people oriented style*; Style 5.5 is called the *balanced style*; Style 9.1 is called the *task-oriented style* and Style 9.9 is called the *integrated style* (Blake and Mouton, 1985:11).

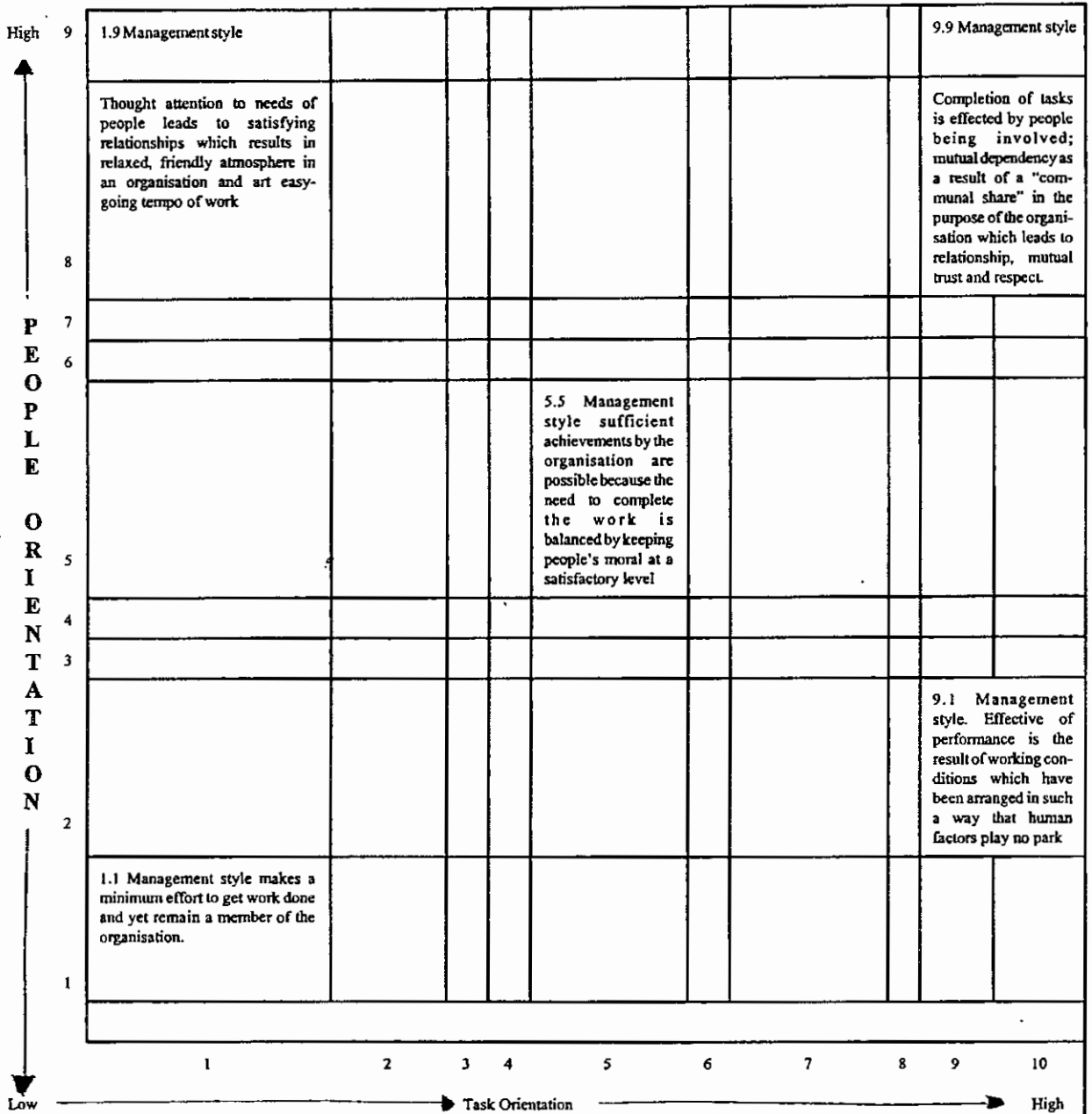


FIGURE 3.1: Blake and Mouton's management grid

3.4.2.1 Style 1.1: The impoverished management style

In the case of an impoverished management style, the principal has little to contribute, hence his management is impoverished. This management style is low on concern for people and low on concern for production, and it is characterized as follows:

- The principal using this style sees himself/herself as a clearing house. He/she passes information from his/her superordinates to the subordinates. The principal has, therefore, no influence at all over his/her subordinates (Ukeje, 1992:199).
- Minimum effort is made to get the work done and motivation is at its lowest. The principal lacks concern for educators. The little concern he/she has for educators is just to sustain the school (Ukeje, 1992:199).
- According to Owens (1987:132), “the principal is going through the motions”. This implies that the principal is impoverished both as a leader and as individual. He/she has nothing to offer.
- Atkinson, Wyatt & Senkhane (1993:6) state that the principal who uses this style may be viewed as belonging to the “hired retired”. This implies that the impoverished principal goes nowhere and he/she is trying to take everybody with him/her. This style may be found in a situation where an educator is promoted to principalship without the necessary experience and management skills. The principal consequently gets frustrated by his/her inability to perform his/her duties and thus gives little performance.
- The principal’s inability to manage effectively may lead to conflict at interpersonal level. For example, educators who want to work hard may be in conflict with

educators who like a situation where there is no leader and therefore no work (Paisey, 1981:115).

3.4.2.2 Style 1.9: People oriented management style

This style is also referred to as the *country club management style*. In the case of a country club management style, the principal is happy, educators are happy, everyone is happy and this situation must be maintained at all costs. This principal has a one (1) degree of concern for production and nine (9) degree concern for people (Atkinson, Wyatt & Senkhane, 1993:20).

Authors characterise a country club management style as follows:

- The principal believes that if the educators are kept happy and there is harmony, a reasonably amount of productivity will be achieved. In the word of Atkinson, Wyatt & Senkhane (1993:20), “People are pretty much like cows and if you keep them content they will produce”. The principal also believes that a happy educator will not cause him/her trouble (Frase & Hetzel, 1990:18).
- The principal using this style is little concerned with the learners’ learning and the parents who may be expecting the school to deliver results. The principal devotes much of his time satisfying and maintaining relationships (Frase & Hetzel, 1990:18)
- The principal also spends much time covering for educator’s inability to perform in class. He/she rarely observes educator’s performance in classrooms and seldom checks whether learners perform or not (Davis & Thomas, 1989:29).

- The principal further covers up for frequent late-coming at work, educators who are frequently absent themselves and educators who do not even give reasons for their continual absenteeism (Davis & Thomas, 1989:29).
- Parents are often rebuked and their complaints are usually ignored when they complain about educators who waste learner's time by not attending to their classes. The principal acts in this way expecting educators not to say anything if he/she is away from school or if he/she is seen not carrying out his responsibilities. The principal 'buys' educators, by allowing them not to do their work so that they must keep quiet when he/she in turn fails to do his/her work. Frase and Hetzel (1980:18) describes the situation as follows: "This style is one of if you protect me, I'll protect you".
- Conflicts are not dealt with. The principal would avoid conflict by organizing parties and dinners (Ukeje, 1991:199).
- The result of this style is low work tempo but a friendly atmosphere. This friendly atmosphere is however, short lived because sooner or later the educators realize that the principal does not have their interest at heart. They lack experience in matters related to their work and suffer later when they are promoted to higher positions (Hanson, 1985:211).

3.4.2.3 Style 5.5: Balanced management style

This management style is also referred to as the *middle of the road management style*. The basic assumption of this management style is that there must be moderate balance between relationships and production. The principal using this style of management usually shifts between his emphasis and concern for production and people (Hanson, 1985:211).

Authors characterise this style of management as follows:

- Production is emphasized moderately to maintain the morale of subordinates at a satisfactory level (Hanson, 1985:211).
- The principal is satisfied with anything that is 'not bad' even if it is not good. This style is sometimes called pendulum management because of this characteristic (Hanson, 1985:223).
- The principal using this management style is devoid of conviction. It means the principal does not have a clear vision for the long-term goals of the school. The principal is satisfied with the day-to-day successes or failures (Atkinson, Wyatt and Senkhane, 1993:22).
- Principals who are middle of the road managers are basically task managers at heart, but they are influenced by reading books or attending courses in which they are taught not to be too rough on people. They, therefore, adopt a compromise approach (Atkinson, Wyatt & Senkhane, 1993:21).

3.4.2.4 Style 9.1: Task oriented management style

Blake and Mouton (1985:12) call this style *authority-obedience*. These two concepts form the crux of this style. Maximum production can only be achieved if there is a very strong authority who sees to it that rules and regulations are obeyed. The principal using this style has nine (9) degrees concern for production and his/her management style has a task orientation towards his/her educators (Owens, 1987:129).

This style of management is characterized by the following:

- The principal is extremely task oriented and has very little concern for his educators and other subordinates (Owens, 1987:129).
- The principal knows his work well and directs his/her subordinates to accomplish the school goals (Owens, 1987:129).
- The principal organizes his/her work and that of his/her educators in such a way that the human element has minimum interference (Owens, 1987:129).
- Communication channels are structured such that nothing personal or pleasurable comes into the way of work. Communication is always done by means of instruction books. Everything is done according to a time-table. Educators have to do work as the policy states and carry out instructions to the letter. The policy is an end in itself (Owens, 1987:129).
- The school is viewed as a place of work. Educators and other subordinates are not allowed to bring personal problems to work. They should respect their work and not contaminate it with their problems. People are viewed as machines and machines do not have emotions and seldom encounter problems, especially problems related to their jobs (Frase and Hetzel, 1990:16).
- Since educators are paid to do their work, enquiries into the aspects of that work are seen as insubordination (Frase & Hetzel, 1990:16).
- In cases where educators are in interpersonal conflict, the principal intervenes through disciplinary action (Frase & Hetzel, 1990:16).

- The principal sees conflicts as counterproductive and detrimental to the 'spirit of work' he/she has created. Disciplinary actions are carried out to ensure that conflicts cease and subordinates concentrate on their work. The principal does not serve as a conflict resolving facilitator. He/she is a judge (Blake, Mouton and Williams, 1981:238-240).
- Frase and Hetzel (1990:16) also indicate that the principal may even go to the extent of giving directives as to when and how staff parties should be celebrated.
- Douglas McGregor developed two theories in an attempt to explain certain natural aspects of human being, which are related to their work. These theories are the *X* and *Y* theories. McGregor (1960:37-57) describes his Theory *X* assumptions as follows: "The average human being has an inherent dislike for work and given a chance he/she would avoid working. Secondly, because of this dislike, most people must be coerced, controlled, directed or threatened with punishment to get them to put enough effort towards the achievement of organizational objectives. Lastly, the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all". It is clear from what McGregor (1960:37-57) says that the emphasis in this case is on work and relations are incidental. The main concern is production. To achieve optimum production, there has to be close supervision of subordinates. Interaction has to be strictly official (Ukeje, 1992:199).

3.4.2.5 Style 9.9: Integrated management style

This management style is also referred to as the *team management style* and represents nine (9) degrees of concern for production and nine (9) degrees of concern for people. The principal and his/her educators team up to create an excellent situation for work in which all the stakeholders will benefit.

According to Atkinson, Wyatt and Senkhane (1993:21) a team management or integrated style is characterised by the following:

- The principal believes that a situation may be created whereby educators can best satisfy their needs and attain their objectives by working towards the objectives of the school.
- Problems are solved through involvement of educators.
- The principal delegates to educators and educators are given the freedom to operate and use their freedom to achieve set objectives.
- Emotional problems are dealt with by the principal together with the educators to create an atmosphere free of tensions.
- Creativity is often encouraged by the principal to promote both individuals and groups within a team.
- The principal believes control is more effective if it is done by educators themselves. That is, self-imposed control, instead of top-down control.
- This style is based on Theory *Y* of Douglas McGregor. Theory *Y* entails the following (cf. Everard & Morris, 1990:29; Frase and Hetzel, 1990:13):
 - Firstly, work is natural as play if the working conditions are favourable.
 - Secondly, control of one's work is often indispensable in achieving organizational gains.

- Thirdly the capacity for creativity in solving organizational problems is widely distributed amongst the members.
 - Fourthly, motivation occurs at all levels, e.g. ego, social, self-realization, physiological and security.
 - Lastly, people can be self directed and creative at work if properly led.
- Blake and Mouton (1964:10) assert that work is accomplished by committed people. This means that principal and educators have a common stake in school goals and objectives. Interdependence amongst all those involved in an attempt to achieve school goals leads to the beliefs in the school mission and to relationships of trust and respect (Frase and Hetzel, 1990:18).

3.4.3 Reddin's 3-D model

In addition to concern for people and concern for production, William J. Reddin added another dimension to Blake and Mouton's grid. He called this dimension 'effectiveness' (Hoy and Miskel, 1991:288). Reddin (1970:43) analyses the three dimensions of his model as follows:

- Firstly, *task orientation* has to do with how the principal directs his subordinates' efforts towards the attainment of school goals and objectives. The principal wants tasks to be carried out so that children must pass well (Hoy and Miskel, 1991:288).
- Secondly, the *relationship orientation* has to do with how the principal interacts with subordinates which results in mutual trust, respect for ideas and consideration of feelings (Hoy and Miskel, 1991:288).

- Lastly, *effectiveness* refers to the degree of success or failure of the principal in the achievement of goals and objectives for which his/her position is responsible (Hoy and Miskel, 1991:288).

Similar to Blake and Mouton's managerial grid, Reddin's 3-dimensional model identifies *four basic management styles* (Owens, 1981:170). The *separated style* is low on task and low on relationships, whereas the *related style* is low on task and high on relationships (Reddin, 1970:94). The *dedicated style* is high on tasks and low on relationships. The *integrated style* which is high on tasks and high on relationships. These four styles result from the combination two dimensions, namely, relationship orientation and task orientation and they are called the basic styles.

The third dimension again produces *two other groups* of styles. The first group may be called *effective styles* and the second group *ineffective styles*. The effectiveness or ineffectiveness of a style will largely depend upon a situation in which the style is used (Reddin, 1970:27). There are, therefore, four effective and four ineffective management styles.

The four *effective* styles are called the *executive, benevolent autocrat, developer and the bureaucrat*. The *ineffective* styles are called the *compromiser, autocrat, missionary and the deserter*.

3.4.3.1 The basic management styles

(a) The separated management style

The principal who uses this style is usually cautious, careful, conservative and disorderly. He/she is orientated to paper work, procedures and facts. He/she manages by already established principles and bases his/her principles on the book. That is, he/she emphasizes the administrative aspects of management. The principal likes to examine the work of

his/her subordinates, to administer through given instructions, to control work and to maintain the status quo (Paisey, 1981:116). The principal using this style is a perfectionist. He/she does not allow room for mistakes. He/She believes in accuracy when tasks are performed. This principal has a steady, deliberate, patient, calm and modest personality (Paisey, 1981:116).

(b) The dedicated management style

According to Van der Westhuizen (1991:98) the principal using the dedicated style puts much emphasis on hard work and very little emphasis on his/her subordinates. Paisey (1981:116) says their principal is an individual who is determined, aggressive, confident, busy, driving and initiating. He/She is determined to achieve the objectives and goals of the school. The principal plans tasks, delegates these tasks and evaluates whether standards are met/maintained. Rewards are given primarily for carrying out tasks. Principals using this style are oriented towards organizing, initiating, directing and evaluating (Paisey, 1981:116 and Van der Westhuizen, 1991:98).

(c) The related management style

This style represents a situation where people are highly considered but very little attention is paid to the task to be performed (Van der Westhuizen, 1991:98). The principal using this style values educators and endeavours for their personal development. The situation is formal and educators do not feel obliged to carry out tasks. The principal and his/her subordinates enjoy long conversations and are sympathetic towards one another. The principal is ever approving, is afraid to question educators or let them account for their wrong deeds. The educators might feel angry and not satisfied with him/her. Principals using this management style prefer to trust, to listen, to accept, to advise and to encourage (Paisey, 1981:116). The principal does all this for the sake of good relationships.

(d) The integrated management style

This style is characterized by high task orientation and people orientation. People are allocated meaningful tasks that will stimulate and motivate them. The principal derives his authority from agreed upon aims, ideals, goals and policies. He/she values integration of individual educators or groups of educators into the school and their participation. Objectives and goals are set mutually. The team strives for the attainment of these goals. The principal often motivates subordinates to work hard without sacrificing the need for shared goals and intentions. The principal's behaviour is oriented towards achieving participation, interaction, motivation, integration and innovation (Paisey, 1981:116-117 and Van der Westhuizen, 1991:98).

3.4.3.2 Effective management styles

(a) The executive management style

This style results from the effective use of the integrated style. The principal has a great concern for both tasks and subordinates. He/she is a good motivator, he/she sets high standards, recognizes individual differences within a team and uses team management. He/she gives opportunities for his/her subordinates to participate in decision making. The style becomes appropriate in a situation where subordinates are relatively independent and are free to interact when they carry out their task. The principal is also a member of the team (Ukeje, 1992:201-202 and Luthans, 1977:451-452).

(b) The benevolent autocrat

This is a product of the effective use of the dedicated management style. The principal gives maximum concern to the task and minimum concern to people. The principal using this style knows exactly what he/she must do, how to do it and how to get others to do their work without causing resentment. The effectiveness of the principal will be seen when the performance of his/her subordinates is measured. The principal using this style possesses superior knowledge of the task which he/she uses in extensive planning, organizing and

directing. This is done to enable his/her subordinates to successfully complete the task (Ukeje, 1992:202 and Luthans, 1977:452).

(d) The bureaucrat

This management style is a product of the effective use of the separated style. This style is low on both task and people. The principal who uses this style is mainly interested in the rules and wants to maintain and to control the situation by using these laws. The subordinates see their principal as a conscientious person. This management style succeeds only where work is relatively easy and people are expected to follow prescribed procedures. Subordinates just do their work and the principal is satisfied with the minimal effects of the educators (Ukeje, 1992:202 and Luthans, 1977:452).

3.4.3.3 Ineffective management styles

(a) The compromiser

This style is a product of the *ineffective* use of the *integrated* management style. It emphasizes a great deal of concern for both task and people. The principal uses this style in a situation which requires emphasis either on work or on people. It can therefore be concluded that the principal using this style is a poor decision-maker. He/she misreads and misjudges situations and often makes uninformed and inappropriate decisions. When under pressure, the principal compromises his/her principles and bows to pressure. He/she does all these even if they affect goal achievement and progress that has been made. The principal lacks the necessary managerial skills to offer leadership to his/her staff in times of turmoil (Ukeje, 1992:202 and Luthans, 1977:452).

(b) The autocrat

This management style is the product of inappropriate and *ineffective* use of the *dedicated* management style. This management style emphasizes maximum work and has minimum concern for people. The principal mistrusts his/her subordinates and often sees them as

tools which must be used to do work. He/she has no confidence in them and he/she does not appreciate the efforts put in by his/her subordinates. He/she constantly is unpleasant when he/she has to deal with problems related to relationships. He/she is thus viewed as insensitive by his/her subordinates.

(c) The missionary

This style is the result of the *ineffective* use of the *related* management style. This style is high on people and low on production. The situation in which this style is used does not require such a style. The principal for example, may emphasize relationships where there is harmony, motivation and people rearing to work and achieve goals. These people, however, may be lacking the necessary maturity of carrying out their work. The related style, therefore, has not been appropriately used. The principal is typically the 'do gooder' who values harmony and good relationships as ends in themselves. The school ultimately drifts without achieving its goals (Ukeje, 1992:202 and Luthans, 1977:452).

(d) The deserter

This management style is a product of the *ineffective* use of the *separated* management style. The principal using this style give minimum concern to a task and to people. He/she is uninvolved and is afraid to take responsibility. The principal let things take their 'normal' course and he/she is happy with whatever outcome materialises. The principal is a deserter because of the abdication of his/her responsibilities. He/she is a spectator in a situation where he/she should be in control (Ukeje, 1992:20 and Luthans, 1977:452).

3.4.3.4 Concluding remarks

Reddin (in Vaill 1986:91) maintains that there is no one best style. Styles are effective or not, depending on the particular situation. Individuals in a school are different and are motivated or demotivated by different factors. The application of multiple styles is actually recommended. A principal who is a learner at all times and who is purposeful in his/her

endeavours will help his/her subordinates. He/she will lead them to be committed in their work (Vaill, 1986:97). The maturity level of subordinates actually plays a very important role in the choice of an appropriate style.

3.4.4 Hersey and Blanchard's situational theory of leadership

Situations in schools are different, complex and dynamic. These situations demand from the principal implementation of the management style that fits the situation rather than to try and force all situations to fit a particular style of management (Hoy and Miskel, 1991:291).

In an attempt to address the above issue, Paul Hersey and Kenneth Blanchard developed a three dimensional theory of leadership. They based their theory on the work of the Ohio leadership studies and work of Blanchard and Mouton (Hoy and Miskel, 1991:291). The Ohio leadership studies served as a guideline for research whereas the situational theory served as a vehicle for management training. It was intended to train principals and leaders in general. The purpose was to enable these leaders to be flexible in their styles and to base their styles on the needs and the drives of their subordinates (Schein, 1965:65).

Situational leadership theory attempts to provide the principal with the match between an effective management style and the level of maturity of his/her subordinates. Hersey and Blanchard (in Hoy and Miskel, 1991:291) recognizes the importance of many other variables that affect styles. They, however, emphasize maturity of the subordinates as the situational variable that moderates between styles and effectiveness.

Situational leadership theory has two most important characteristics:

- Firstly, it applies to both individuals and to groups.
- Secondly, it addresses hierarchical and collegial relationships.

It can therefore be applied where one attempts to influence the behaviour of subordinates, superordinates or colleagues. Through these situational management styles the maturity level of individuals or groups can be increased with time. This may in turn necessitate the principal to change his/her management style (Blanchard, Zigarmy and Zigarmy, 1987:12–16).

Hersey and Blanchard (1982:151) define *maturity* as: “The capacity to set high but attainable goals, the willingness and ability to take responsibility and the experience of an individual or a group”. An individual or a group is not *mature* or *immature* in a general sense. An individual is mature or immature in performing a specific task.

Maturity is composed of two interrelated factors. These factors are job maturity and psychological maturity. *Job maturity* asks whether an individual is competent in his/her work or not, whereas *psychological maturity* means whether an individual is motivated and willing to accept responsibility or has the necessary experience or not (Hersey and Blanchard, 1982:150-158). This, therefore, determines the maturity levels of individuals or groups in the school.

Hersey and Blanchard (1982:151) discuss four management styles that are based on the orientation of the principal and maturity levels of his/her subordinates. These situational management styles are called directing, coaching, supporting and delegating respectively. Situational management theory uses maturity as a variable to analyse the nature of the situation which can then be indicated on the level of maturity-immaturity continuum. There are four types of situations based on the level of maturity. These types of situations range from M4 which represents maturity to M1 which represents immaturity (Hersey and Blanchard, 1982:151).

According to the situational management theory, *effectiveness* is promoted by matching the management style of the school principal with the appropriate situation. This means that the increase in the level of maturity in terms of accomplishing specific tasks will enable the principal to change his/her management style to a more relationship oriented style (Hersey and Blanchard, 1977:163).

Four general propositions can be deduced from this model:

- When the subordinates are very immature (M1), the principal can use a task oriented management style effectively (see 3.5.4.1).
- When the subordinates are moderately immature (M2), that is, when subordinates have increased their level of maturity, the principal can effectively use dynamic/coaching management (see 3.5.4.2).
- When subordinates are moderately mature (M3), the principal can use the supportive management style (see 3.5.4.3).
- When subordinates are very mature (M4), the principal can use a delegating management style (see 3.5.4.4) (Hoy and Miskel, 1991:295).

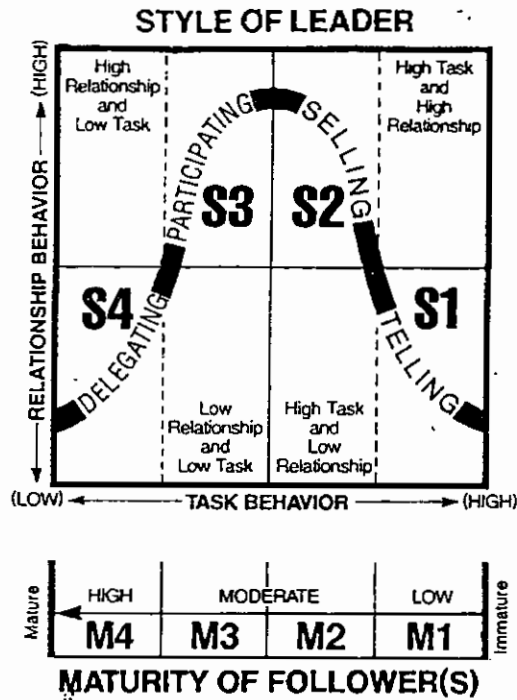


Fig. 3.2: Hersey and Blanchard's situational leadership model

3.4.4.1 Directing (telling) management style

This management style comprises high task orientation and low relationship orientation. It is best used when subordinates lack both job and psychological maturity. The principal who uses this style sets goals, defines and directs activities and supervises work closely. Communication between the principal and his/her subordinates is one-way. Problem-solving and decision-making processes are initiated by the principal and he/she solely announces solutions and decisions to problems and how they should be implemented (Blanchard, Zigarmy & Zigarmy, 1987:12-16).

3.4.4.2 Supportive (participating) management style

This management style is low task oriented and high relationship oriented and is best used when the subordinates have high job maturity and low psychological maturity. This style may be used with highly creative subordinates who have attained competence and self-confidence. Decisions are made by the principal and the educators. The principal supports

the educator's efforts towards performing tasks while giving attention to motivating them. The principal using this style gives recognition to the subordinates' problems. The principal acts as a facilitator in problem-solving and decision-making processes. Communication is two way because the principal listens and provides support for his/her subordinates (Blanchard, Zigarmy & Zigarmy, 1987:12-16).

3.4.4.3 Coaching (selling) management style

The coaching management style is both high on task and high on relationship. This management style is most effective when subordinates have low job maturity and high psychological maturity. The principal using this style helps his/her subordinates to acquire the necessary skills. This style is usually used for subordinates who have two or three years' experience. As a result they have gained some confidence and competence in their teaching ability. The principal still directs the educators. He/she explains the decisions he/she has taken and asks for their suggestions and thus two way communication is increased. Educators are given the opportunity to comment and add some information to the decision taken. The final decision remains the principal's prerogative (Atkinson, Wyatt & Senkhane, 1993:8).

3.4.4.4 Delegating management style

This management style is characterized by its low task and low relationship orientation. It is used most effectively in a situation where educators have both a high job maturity and psychological maturity. These educators can carry out the duties beyond the normal acceptable job performance. Innovations are encouraged by the principal and the principal demonstrates trust and confidence by supporting the educator concerned.

3.4.4.5 Concluding remarks

In conclusion, the success of this model depends largely on the ability of the principal to accurately diagnose the maturity of his/her subordinates. The principal should know when to be task oriented and when to be relationship oriented. This should improve performance but only if the principal matches the appropriate style with the situation prevailing. Good results will, however, not be yielded by merely matching the management style with the situation. The principal should rigorously engage him/herself in increasing the maturity of subordinates. The problem with this model is that the principal may tend to prematurely thrust responsibility on educators without adequate preparation (Hoy and Forsyth, 1986:137-139). This also means that the principal should have a better understanding of his/her colleagues. To be able to make a good judgement about a colleague, the principal should be a dynamic leader.

3.4.5 Vroom and Yetton's normative contingency theory

Victor Vroom and Phillip Yetton (in Owens 1981:167) have developed a contingency model, which is intended to specify how leaders might behave in order to be effective in specific contingencies. This model is not prescriptive like Blake and Mouton's managerial model, but rather closely related to Hersey and Blanchard's situational theory. Some situations may demand the principal to be autocratic while others may demand him to be democratic (Owens, 1981:167).

Vroom and Yetton developed the autocratic process, consultative process and group process management styles. These styles have to be used in certain situations. They also eventually identified seven situation issues.

3.4.5.1 Autocratic process management styles

There are two management styles in the autocratic process. They are Autocratic I and Autocratic II (their codes are AI and AII) respectively.

- **The AI management style**

The principal using this style base decisions on information at his/her disposal. He/she does not, however, verify the information in an attempt to solve the problem. The principal makes unilateral decisions (Owens, 1987:144).

- **The AII management style**

The principal using this style bases decisions on the contributions made by subordinates in an attempt to solve problems. The principal secures the necessary information from the members of the group. The decision is still unilateral because it is made by the principal (Owens, 1987:144).

3.4.5.2 Consultative process management styles

The consultative process include two management styles. They are Consultative I (CI) and Consultative II (CII).

- **The CI management style**

The principal consults with individual members of a group to get their ideas and suggestions without bringing them together as a group. The decision is therefore based on different sources of information, alternatives and values. The principal is the last to make decisions (Owens, 1987:144-145).

- **The CII management style**

The principal using the CII style involves members of his/her staff as a group and shares the problem with them. The principal then bases his/her decision on their inputs (Owens, 1987:144-145).

3.4.5.3 The group process management style

The group process includes only one style of which the code is GII. The principal using this style acts like a chairperson in a meeting where a group of people discusses issues. The principal shares the problem with the group. The principal allows them to come with inputs and acts like a facilitator to help the group reach consensus. Finally the principal and the group come to a group decision. The principal does not manipulate decisions by covert means (Owens, 1981:167).

3.4.5.4 The seven situation issues

Vroom and Yetton (Dennison and Shenton, 1987:41) have described seven situation issues which the principal can analyse by answering “Yes” or “No” to questions asked (see figure 3.3). This will enable the principal to make appropriate decisions:

The following questions are asked.

- Does the problem possess a quality requirement? One quality might be time. Other quality factors might be the desirability of stimulating team development or keeping people informed through participation.
- Does the leader have sufficient information to make a good decision? The leader can have either personal information or information from inputs by subordinates.
- It is necessary for others to accept the decisions in order for it to be implemented?

- If the principal makes the decisions alone, how certain is he/she that others will accept it? Is the decision a routine decision or a new complex decision that may need the principal alone or inputs from subordinates?
- Do subordinates share the organizational goals that will be attained by solving the problem?
- Are the preferred solutions to the problem likely to conflict among others in the group? (Dennison and Shenton, 1987:41).

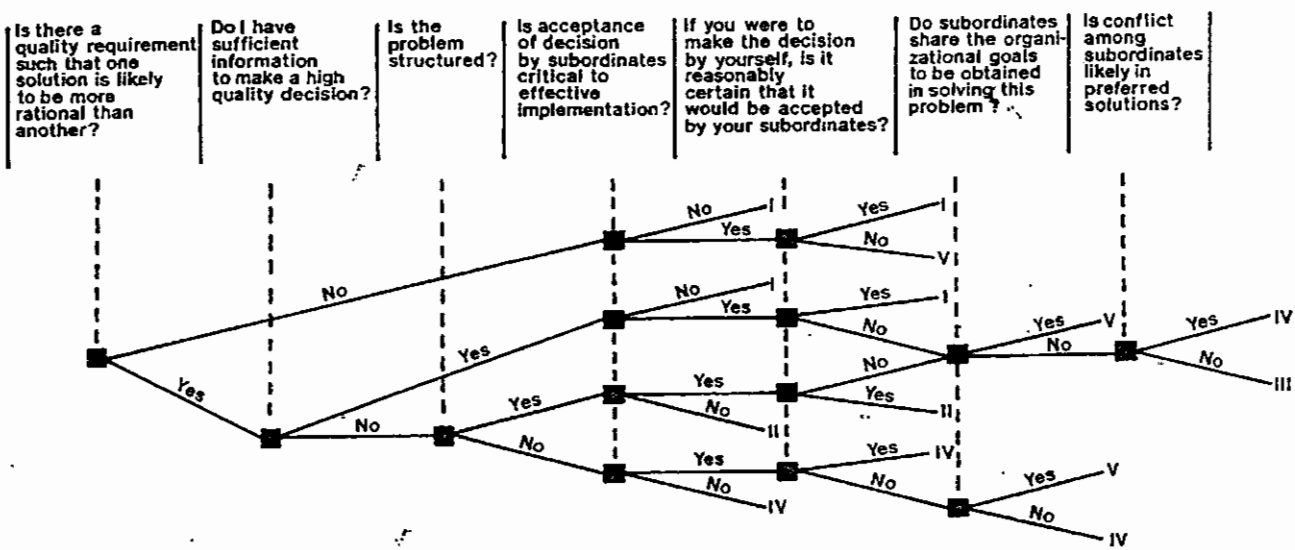


Fig. 3.3: Vroom and Yetton's normative leadership model

3.4.5.5 The decision-process flowchart

A flowchart is used to diagnose the situation contingencies by answering "Yes" or "No" to the above questions (see figure 3.3). These questions are written above the decision process flowchart. "Yes" or "No" answers to the above questions suggest the use of a certain style. The flowchart suggests that there are valid reasons why management styles are used in different situations in an attempt to solve various problems (Owens, 1987:145).

3.4.5.6 Concluding remarks

In conclusion, it should be noted that there is no single best style of management. The success of a management style is actually based on various quality factors such as those that have been mentioned above. The leader should be someone with sufficient information for sound decision-making. It is also of paramount importance that there is enough consultation with the subordinates. The principal should by no means try to make decisions alone. The inputs from subordinates are also essential. The subordinates should feel that they are part of the institution and share the organizational goals.

3.4.6 Tannerbaum and Schmidt's management styles

Tannerbaum and Schmidt (Dennison and Shenton, 1987:41) identify four management styles on a continuum. These styles are based on the decision-making process followed by the principal. On the one end of the continuum is the *telling* style and on the other end is the *joining* style.

3.4.6.1 The telling style

The principal uses his/her expertise and position to make decisions. When the principal is satisfied with his/her own decision, he/she tells the staff. The staff must implement and abide by his/her decisions (Dennison and Shenton, 1987:41).

3.4.6.2 The selling style

This style is similar to the first one. The only difference is that the principal makes a decision and then sells it to the staff. This means that he/she motivates, with reasons, why he/she arrived at such decisions. He/she then persuades the staff to 'buy' the decision by

indicating their approval. At the end of the day the decisions are still the principal's (Owens, 1987:145).

3.4.6.3 The consulting style

The principal listens to advices and does not make decisions until the staff has had an opportunity to make inputs. The staff does contribute in the discussion of the issue at hand. The decision, however, rests with the principal. All these are done with the intention of setting very high professional standards. The principal weights various comments and alternatives put forward and bases his/her decisions on them (Owens, 1987:145).

3.4.6.4 The joining style

The principal using this style delegates to his/her staff the right to make decisions. He/she then joins with his/her inputs as a team member and assists in reaching a particular decision. The principal remains accountable for whatever decisions were taken (Dennison and Shenton, 1987:41).

3.4.6.5 Concluding remarks

In conclusion, it should be stated that the above methods can be used depending on the situation. The first two styles (telling and selling) are similar in that the decisions are actually made by the principal. The remaining two styles (consulting and joining) differ vastly from the first two in that decisions are based on the advice and inputs of the staff members as well. The problem with the first two styles therefore lies in the issue of one-way decision-making. This may be counterproductive in the context of school management.

3.4.7 Nian's three management styles

Nian developed three styles after studying the leadership pattern of primary school principals. These styles include (1) the passive, (2) the bourbon and (3) the positive (Dennison and Shenton, 1987:41).

(a) **The passive style**

The principal using this style gives his/her staff more freedom than they actually desire. The principal assumes that educators are mature and if they are free, they will do their work better. Nian discovered that the passive principals are not only inaccessible but seem unable or unwilling to support young educators (Dennison and Shenton 1987:42).

(b) **The bourbon style**

The principal believes that to maintain a social distance from his/her staff will make his/her staff see him as their authority. He/she only discusses formal work issues with his/her staff and believes that personal issues should never mix with work issues. Nian discovered that the overbearing and authoritarian manner of the principal using this style aroused displeasure amongst the educators (Dennison and Shenton 1987:42).

(c) **The positive style**

The principal using this style consults with his/her staff members, allows them to make inputs, delegates certain roles, guides and evaluates their work. All these are done with the intention of setting very high professional standards. Nian discovered that principals using this style are both visible and accessible. They demonstrate a very high level of personal involvement in the work (Dennison and Shenton, 1987:42).

3.4.7.1 Concluding remarks

In conclusion, it should be clear that principals may assume different approaches to leadership. As far as the passive style is concerned, the principal believes that freedom is necessary and that it is a prerequisite for maturity. It is, however, often a problem for young educators to be left on their own. The bourbon style, on the other hand, is characterized by principals who believe that to maintain a social distance from his/her staff will make his/her staff see him/her as an authority figure. There is actually no room for personal issues, only formal work issues are discussed. The positive style is characterized by the principal who allows staff members to make inputs, delegate certain roles, guide and evaluate their work. This type of principal is easily accessible and is actually there for everybody.

3.5 SUMMARY AND CONCLUDING REMARKS

This chapter is mainly concerned with various theories of management as well as models of management styles that could be employed by the secondary school principals. It therefore contains an exposition of as many leadership and management styles for the principals as possible. It is also explained that there is no single perfect style of managing schools. The development of situational theories, however, may have brought researchers closer to the solution of problems facing managers of secondary schools. The biggest problem is still the definition of situation because it is a complex issue.

Throughout history researchers have endeavored to describe managements styles. Their aim was to improve on the ways of managing people and resources. There are many more ways of describing and classifying styles which were not discussed here. Those which were discussed have similarities and dissimilarities. Most of these styles are situational.

There are styles which are similar as far as the emphasis on production is concerned. These styles may differ on how the principals using them emphasize production. However, the bottom line is that they emphasize *production* and *task orientation*. The following models fall in this category:

- The traditional model: The autocratic style
- Likert's system: The authoritative coercive.
- Blake and Mouton's model: Style 9.1, (Authority obedience).
- Reddin's basic styles: The separated style.
- Reddin's effective styles: Bureaucratic styles.
- Hersey and Blanchard's model: Directing style.
- Vroom and Yetton's model: Autocratic I styles.
- Tannerbaum and Schmidt's model: Telling styles.
- Nian's model: Bourbon styles.
- Torrington and Weightman's model: Prescription.

The principals using these styles emphasize/work and make/unilateral decisions in as far as planning, delegating, communication and other aspects of management are concerned.

There are also styles which are similar with regard to emphasis *on relationships* and *people*. The following styles fall in this category.

- The Traditional model: Laissez-faire styles.
- Likert systems: Participative styles.
- Blake and Mouton's model: Style 1.9 (Country club).
- Reddin's effective styles: The developer.
- Hersey and Blanchard's model: The supportive style.
- Vroom and Yetton's model: The CII style.
- Tannerbaum and Schmidt's model: Joining.
- The Nian model: The Passive style.

- Torrington and Weightman's model: collegiality.

Other styles which are similar have one or two characteristics in common. It must be noted that all the styles which are said to be similar also differ from one another. The differences lie mainly in the way of the principal applies these styles.

Some styles (like the democratic, integrated and the coaching style) are products of the extreme styles which were discussed earlier. These styles, however, are different from the extreme styles in the sense that they are synthesis of extreme styles. For example, the autocratic and laissez-faire styles can be synthesized to form a democratic style.

There is no one perfect style of managing schools. The development of situational theories brought researchers closer to the solution of problems facing managers of schools. The biggest problem is still the definition of situations which is a complex issue.

The management styles discussed in this chapter should serve as a basis for understanding the process through which the secondary schools that were included in this investigation are governed and managed by their SGBs and principals respectively. In the next chapter the researcher subsequently discusses a survey done among the principals of these schools.

CHAPTER FOUR

A SURVEY OF SECONDARY SCHOOL PRINCIPALS' PERCEPTIONS OF THE ROLE AND INFLUENCE OF SCHOOL GOVERNING BODIES IN THE GOVERNANCE AND MANAGEMENT OF THEIR RESPECTIVE SCHOOLS

4.1 INTRODUCTION

The governance and the day-to-day management of secondary public schools in South Africa are the responsibility of School Governing Bodies (SGB's) and school principals respectively (see 2.4, 2.6 and 2.7). The possibility exists, however, that any of the aforementioned entities may overstep their terrain irrespective of the regulations laid down in the South African Schools Act of 1996. If a School Governing Body for instance either interfere with the principal's day-to-day management of a school or fails to exercise the duties that have been assigned to it by the law, this may influence the way in which the principal chooses to manage the school. In such instances the principal may be forced to adjust his/her management style.

In chapters 2 and 3 of this study the duties of School Governing Bodies and school principals as well as the variety of management styles school principals may opt to use in their day-to-day management of schools were investigated by means of a literature study. It has therefore become necessary to investigate the relationship between the role played by School Governing Bodies and the styles of management employed by school principal. The purpose therefore is to assess the current status of the aforementioned relationship as it manifests itself in secondary schools in the South African context. To reach this aim the researcher has to investigate the current situation at secondary schools

by selecting a sample of such secondary schools and then either perform case studies or do a survey of the current situation at these schools. A case study could be performed by means of qualitative research methods such as observations and/or open-ended interviews. If a survey is selected, the attitudes, beliefs, values, demographics, behaviour, opinions, habits, desires and ideas of respondents are usually investigated by means of structured questionnaires. Surveys are therefore very relevant when perceptions are investigated (McMillan and Schumacher, 2001:34-36). In the case of this research study the researcher eventually opted for a survey of the perceptions of secondary school principals and the role and possible influence of School Governing Bodies in the governance and management processes at their own schools. For this purpose a sample of secondary school principals of the Mangaung area in the Free State Province was selected and they were eventually offered the opportunity to report on their perceptions in this regard by completing a questionnaire.

4.2 QUANTITATIVE AND QUALITATIVE RESEARCH

All research are usually categorised as one of two types of research, namely quantitative and qualitative research respectively. The distinction is basically made in terms of the way the research data obtained are analysed interpreted and reported (McMillan and Schumacher, 2001:301-31).

Quantitative research usually involves an investigation of a single reality that can be measured by a particular instrument and a presentation of the research results in statistical form (i.e. in terms of numbers). Quantitative research therefore is based on some form of *logical positivism* which assumes that there are stable, social facts with a single reality that can be separated from the feelings and beliefs of individuals. It also tries to maximise objectivity on the part of the researcher by using numbers, structure and experimenter control. Quantitative research can, however, also be classified as non-experimental if its main purpose is to describe, explore and explain existing situations or to investigate relationships without manipulating the contexts in which a reality occurs. Examples of non-experimental quantitative research include descriptive research, comparative research, correlation research, surveys and *ex post facto* research. It is therefore obvious that surveys are

mainly classified as non-experimental quantitative research (McMillan and Schumacher, 2001:15;30-34).

Qualitative research on the other hand is more concerned with understanding social phenomena from the perspectives of the respondents who partake in this type of research. Research data obtained in qualitative research are not reported in terms of numbers but rather in terms of detailed narrations. In other words qualitative research results involve detailed (also called *thick*) descriptions by making use of words in stead of numbers. The main aim with qualitative research is to search for context-bound generalisations, if possible. In qualitative research the researcher is usually also a participant in the lives of those persons who are being investigated. Thus objectivity is less important in qualitative than in quantitative research. Qualitative research usually occurs by means of open-ended, in-depth questionnaires and interviews, observations, the analysis and interpretation of existing documents as well as sound and video recordings. Because of the detailed nature of qualitative research reports samples taken from a population are relatively small and this usually restricts the researcher to a case study of a particular school or situation. If open-ended and in-depth questionnaires or interviews are employed as qualitative research tools, the questions asked are usually open-ended to allow for participants' own perceptions (McMillan and Schumacher, 2001:15;31;35-39).

4.3 THE AIM OF THIS INVESTIGATION

The aim of this investigation is *to investigate, by means of a survey, the perceptions of secondary school principals of the role and influence of School Governing Bodies in the governance and management of their respective schools.*

The researcher therefore intends to interpret and evaluate the results of this investigation in conjunction with the literature study on SGB's as well as principals' management styles in order to reach particular conclusions on the basis of which final recommendations can be made. On the basis of the aforementioned literature study certain preconditions for the proper governance and

management of secondary schools can be formulated. These preconditions are therefore listed below in terms of a number of research questions that should serve as a basis for drawing conclusions from the investigation:

- What are the major characteristics of secondary school principals and of secondary schools in the so-called previously disadvantaged black communities in South Africa?
- Have School Governing Bodies (SGB's) for these secondary schools been constituted as stipulated in the S.A. Schools Act of 1996?
- Do the SGB's of these secondary schools perform their duties as stipulated in the S.A. Schools Act of 1996 and how effective are they in this regard?
- Do the SGB's of these secondary schools by any means influence the way that the principals of these schools manage their schools on a day-to-day basis?

4.4 RESEARCH DESIGN FOR THIS INVESTIGATION

Although this research study involves a survey by means of a questionnaire (see 4.3.1 and 4.3.2) containing more than 40 closed questions, respondents were also required to motivate their choices in their own words. Furthermore, particular open-ended questions were also included so as to afford the respondents the opportunity to describe their own perceptions, and identify their own problems and so on. This way the researcher tried to establish an understanding of the respondents own unique situations. Thus, although most of the questions in the questionnaire were analysed and interpreted in terms of numbers, the remaining questions required of the researcher to encode respondents' answers just like this would be done in the case of qualitative research. The researcher is therefore of the opinion that the survey conducted by means of the questionnaire can be classified as mainly quantitative in nature although aspects of qualitative research can also be identified in the research.

4.4.1 A survey of secondary school principals' perceptions of the role and influence of school Governing Bodies in school governance and management

In survey research the investigator selects a sample of respondents and administers a questionnaire. The data gathered by means of the questionnaire are then used to describe the characteristics of a particular entity or situation that is being investigated. Surveys are used frequently in/by business, politics, governments, sociology, public health, psychology and education because accurate information about issues such as perceptions, attitudes and so on can be obtained for a large population by making use of a small sample of respondents (McMillan and Schumacher, 2001:34; 304-305).

Survey research is usually employed for a variety of purposes, including descriptive or explanatory purposes and/or to explore possible relationships (McMillan and Schumacher, 2001:304). On the basis of the following reasons the researcher is therefore convinced that a questionnaire survey is the appropriate research method for this type of investigation:

- The investigation focuses on the *perceptions* of secondary school principals of the role and influence of School Governing Bodies,
- The researcher wishes to *describe* and *explain* the processes of school governance and management in secondary schools,
- The researcher also wishes to *explore* the possible influence of SGBs on the day-to-day management of schools by these principals (which is in essence an investigation of the relationship between these two entities).

4.4.2 The questionnaire

The questionnaire applied in this survey (see Appendix A) consists of more than 40 closed questions for secondary school principals relating to general information about the respondents themselves; their schools; duties performed by their SGB's and staff members at the school; their own perceptions about the role, influence and effectiveness of their SGB's in the governance and management of their schools; as well as their own perceptions regarding their own management styles as principals of these schools. In most of these cases respondents were required to motivate their choices/answers and/or to specify certain information. A few more open-ended questions regarding the problems they have experienced as well as their own perceptions about their SGB's and their own management styles were also included. In the case of these open-ended questions it was hoped that the respondents would come up with their own ideas and perceptions in a detailed format and that they would answer these questions as honestly as possible.

To this effect the questionnaire contained detailed instructions, including an assurance to the respondents that they would remain anonymous and that neither they nor their schools would be identified in the report. In the compilation of the questionnaire the researcher attempted to keep items as clear and as relevant as possible. Questions were formulated in the shortest and simplest terms possible and any possible bias within the questions was avoided as far as possible. None of the questions were formulated in a negative format. The researcher was also convinced that all the respondents were totally competent to answer the questions included in the questionnaire. The only problem detected when respondents had answered the questionnaire was that two of the questions were found to be double-barreled (i.e. referring to more than one issue at the same time; see questions 3.15 and 3.16 in Appendix A). Except for the latter problem the researcher was therefore satisfied that the questionnaire complied with the

guidelines for questionnaires as recommended by McMillan and Schumacher (2001:259).

4.4.3 The selection of subjects

Being classified mainly as a quantitative research method, a survey is usually done by applying either probability sampling (which is random) or non-probability sampling. Because of financial constraints as well as constraints regarding the size and scope of this investigation as well as the accessibility of secondary school principals to the researcher, he had no other option than to rather opt for non-probability sampling. Non-probability sampling does not include any type of random sampling. The researcher rather uses subjects who happen to be accessible or who may represent certain types of characteristics (McMillan and Schumacher, 2001:173-174).

Because of the afore-mentioned constraints the researcher had to reduce the total population of secondary school principals to a sizable proportion. Taking into account that the School Governing Bodies are also relatively new in the context of previously disadvantaged black public schools, the researcher eventually opted for a survey among the so-called previously disadvantaged secondary schools in the Mangaung area in the Free State province. The researcher himself is an educator and SGB member of one of these schools and could therefore relatively easily contact school principals in this area and request them to partake in the survey. The type of non-probability sampling therefore employed in this investigation can be classified as a combination of what McMillan and Schumacher (2001:175-176) call *purposeful and convenience sampling*.

The Mangaung area has 13 secondary schools that are all situated within so-called previously disadvantaged black communities. Although all 13 the secondary school principals in the area were approached, only 10 of them eventually agreed to take part

in the survey. Thus the sample of secondary school principals included in this investigation is relatively small. On the one hand this made the analysis of the questionnaires very easy. On the other hand, however, this reduced the possibility of generalising the research results to all previously disadvantaged secondary schools in South Africa.

4.4.4 The status, role and objectivity of the researcher

The researcher is a 34 year old male educator at a secondary school with mainly black learners from a previously disadvantaged community and who has nine years' experience as an educator. At the same time he is also a member of the school's SGB. In this regard his own experience can be viewed as conducive for the interpretation and understanding of the situation these schools and their SGB's find themselves in. However, being part and parcel of the reduced population included in the investigation the researcher's objectivity may also be questioned.

While acknowledging the fact that no participant researcher/observer can actually be totally objective in any type of research, the researcher, however, hereby declares that he deliberately attempted to remain as objective as humanly possible in the analysis and interpretation of the research data.

4.4.5 Reliability and validity of the research

McMillan and Schumacher (2001:244) and Kruger and Muller (1990:158) describe *reliability* of research as the degree of consistency with which an instrument measures what it is supposed to measure. It therefore refers to the extent to which the results obtained by means of the research instrument will be similar over different forms of the same instrument or at different occasions of data collection. In the case of this investigation the researcher believes that any previous or any future survey of this

nature will (have) produce (produced) similar responses from the principals. This is evident from the *common problems* identified by the 10 respondents as far as their experiences under the guidance of their SGB's are concerned (see 4.5.5).

As far as the *validity* of research is concerned, McMillan and Schumacher describe it as the extent to which inferences made on the basis of the research results are appropriate meaningful and useful. According to Kruger and Muller (1990:158) validity refers to the extent to which a research instrument measures what it is supposed to measure. In other words, validity also refers to the degree of accuracy of the research results.

There are two types of design validity in both quantitative and qualitative research, namely internal and external validity (McMillan and Schumacher, 2001:186;193). *Internal validity* refers to the extent to which any extraneous factors could have influenced the research results (McMillan and Schumacher, 2001:186;326). In this regard the researcher can report that only five of the 12 possible extraneous factors mentioned by McMillan and Schumacher (2001:327) may have influenced the research results obtained in some or other way. These include unplanned or extraneous events that may have occurred while respondents were completing the questionnaires (also referred to as *history*); the relative small sample of respondents that were selected (*selection*); and problems experienced with the formulation of questions or the time span required by the respondents while completing the questionnaires (*instrumentation*). Two other possible threats that may have influenced the results are aspects such as the race, gender and status of the researcher (*experimenter effects*) and the possibility that respondents may have contacted each other to discuss the questionnaire they had to complete (*diffusion of information*). Most of these threats to internal validity could, however, not be confirmed at all. The only definite threat to the internal validity of the research that could be identified was *instrumentation* (the ambiguity of questions 3.15 and 3.16 in the questionnaire).

The *external validity* of research refers to the *generalisability* of the research results to the larger population. In other words as far as this investigation is concerned, its external validity refers to the extent to which the results and conclusions made can be generalised to other secondary schools principals and SGB's of disadvantaged Black communities other than those in the Mangaung area. In this regard the researcher can report that only three of the nine possible threats to external validity as identified by McMillan and Schumacher (2001:328) could have jeopardized the generalisability of the results. These include the *selection of subjects*; the limitation of the investigation to secondary schools in the disadvantaged black communities of Mangaung (also referred to as *description of variables*) and the time the research was done, namely December 2001 when schools were on the verge of closing for the December holidays (*time and measurement*).

In light of the aforementioned arguments, the researcher therefore concludes that the research results obtained during this investigation are *relatively reliable and valid* with the most important negative factor the limitations as far as its external validity is concerned.

4.4.6 Analysis and interpretation of the data

The data obtained from the closed questions contained in the questionnaire were tabled, counted and reported in terms of numbers. Thus each item was analysed and interpreted in terms of the number of responses (anything from one to ten) representing a particular answer. In the case of these questions the results are also reported in terms of the numbers of responses but with some kind of interpretation and/or elaboration (see 4.5.1 to 4.5.6) in many cases.

The data obtained from the open-ended questions in the questionnaire were coded, tabled and compared in order to find general patterns of responses provided by the

responses. In these cases, the results were interpreted and subsequently reported the form of in words and not in terms of numbers (see 4.5.6). The next section contains the report of the results of the survey conducted at secondary schools in the Mangaung area.

4.5 SECONDARY SCHOOL PRINCIPALS' PERCEPTIONS OF THE ROLE AND INFLUENCE OF SCHOOL GOVERNING BODIES IN THE GOVERNANCE AND MANAGEMENT PROCESSES AT THEIR RESPECTIVE SCHOOLS IN THE MANGAUNG AREA

In this report the results obtained from an analysis and interpretation of the data obtained from the questionnaires that were completed by 10 of the 13 secondary school principals in the Mangaung area, are discussed. Results are reported more or less in the same order as the order in which the closed and open-ended questions appeared in the questionnaire.

4.5.1 General information about the respondents.

Despite the fact all the secondary school principals in the Mangaung area were approached and assured of their anonymity as well as that of their schools, three of these principals chose not to take part in the investigation.

Of the 10 respondents who completed the questionnaires, only one was female. It is therefore apparent that senior management of the secondary schools in the Mangaung area is dominated by males. Furthermore, three of the 10 respondents were only acting as principals. The remaining seven respondents were permanent appointments.

Of the three acting principals, one had been acting as principal for three years already. The other two acting principals only had four and five months experience respectively and could therefore be viewed as novices in their positions. It should be borne in

mind, however, that irrespective of their acting status and/or their lack of experience, these acting principals were expected to perform their management duties at the school in the same way as the seven permanently appointed principals of secondary schools. At the time of the investigation the experience of the remaining seven respondents as school principals ranged from one and a half years' experience to a total of nine years' of experience.

4.5.2 The nature of the schools included in the investigation

All ten the schools included in this investigation are secondary schools situated in the Mangaung area and are therefore characterised by a school population of learners from the previously disadvantaged black communities. Two of the ten schools had a total number of learners less than 900. The other eight schools all had a total number of more than 1 000 learners each. The smallest school had a total number of 692 learners while the largest one had a total of about 1 500 learners at the time of the investigation. The *average number of learners* of the 10 schools included in the investigation was approximately 1 140. It should therefore be obvious that the secondary schools in the Mangaung area are relatively large.

As far as the staff components of the schools were concerned, the number of educators per school reported were more or less in line with the number of learners each school had. The same can be said about the number of deputy principals, Heads of Department (HODs) and non-educating staff, although a few discrepancies could also be detected from the data provided. For example, the school with the relatively low learner enrolment of 692 had the same number of educators as a school with a learner enrolment of about 850, namely 21 educators. The school also had one deputy-principal, one HOD and three non-educating staff members more than the latter. Discrepancies like these are, however, possible in light of the right of School Governing Bodies to appoint and pay additional staff members themselves (see 2.4.2)

4.5.3 The constitution of the School Governing Bodies of the secondary schools involved.

As explained in 2.5.2 the constituencies to be represented on the School Governing Bodies of all schools include the principal, parents or guardians of the learners, educators, non-educating staff members and learners. The number of parents to be elected on an SGB should be half the number of SGB members plus one, leaving parents in the majority of all constituencies.

The total number of SGB members at the 10 schools involved in this investigation ranged from 13 to 17 with six of the SGB's involved also appointing co-opted members (the latter have no voting rights, however; see 2.5.2). One of the SGB's showed a shortage of at least four parent members while another one had one parent member too many. Furthermore, two of the 10 SGB's also showed a shortage of one learner member each.

As far as the positions of Chairperson of the respective SGB's were concerned, nine of the respondents reported that the Chairpersons of their SGB's were parents. The tenth respondent indicated that the Chairperson of his/her SGB was a relative of a learner. Taking into account the fact that a relative of a learner may also act as the guardian of that learner, it is accepted that this situation is in fact acceptable (see 2.5.2).

All ten the respondents indicated that their respective SGB's have their own *constitutions*. Of interest, however, is the fact that only seven of the respondents clearly indicated that these constitutions were drafted by the SGB members themselves. An eighth respondent indicated that "all stakeholders" were involved. At one of the schools the constitution of the SGB was, however, drafted by the "parents, educators and learners" and at the remaining school only "parents" were reported to be responsible for drafting the constitution of the SGB. The latter three responses could,

however, also imply that these “stakeholders”, “parents”, “educators” and “learners” could have been members of the SGB’s as well. The researcher is therefore not in a position to assume that any of these constituencies did indeed overstep their terrain.

4.5.4 Duties performed by the School Governing Bodies and staff members at the school

The data discussed in this section relate to the duties of SGB’s as identified in paragraph 2.7 as well as the duties of principals, educators and other stakeholders (also see 2.6). Although most of the duties reported are governance and management duties of the SGB’s and the school principals respectively, an interpretation of the data provided by the respondents should always consider the possibility that some of these duties may have been delegated by the SGB’s and/or the relevant principals to the principals, SMT members and/or other staff members of the relevant schools. It is therefore very difficult to conclude that certain constituencies have indeed overstepped their authority or terrain.

Five of the respondents indicated that their SGB’s hold a minimum of four *SGB meetings per year* while the other five respondents indicated a larger number of SGB meetings ranging from eight to twelve meetings per year.

Respondents also reported different levels of commitment by SGB members. When requested to provide an estimation of the *average attendance of SGB meetings* by SGB members, one of the respondents provided an attendance rate of only 8 % and ascribed this poor attendance rate to the attitudes of educators, learners and parents. Two of the respondents reported an estimated 50 % attendance rate but did not provide any significant reasons for this poor attendance rate. The remaining respondents reported attendance rates of 70 %, 75 %, 80 %, 90 %, 90 % and 95 % respectively. The principal reporting an attendance rate of 70 % ascribed the relatively low rate to the

fact that learners sometimes fail to hand over notices to their parents or the fact that some parent members “do not bother to come”. The other respondents view their reported attendance rates as relatively high and ascribe that, amongst others, to high commitment among parents and/or learners. At one of the schools punitive measures were taken against non-attendants. The respondent who reported an attendance rate of 95 % ascribed the (relatively low) non-attendance of SGB members at their school to work commitments of the members.

Three of the respondents indicated that their SGB's convene a minimum of two *parents' meetings per year* and another indicated only three parents' meetings per year. The rest of the respondents reported a minimum of four parents' meetings and a maximum of five parents' meetings per year at one of the schools. The purposes reported for these parents' meetings include informing and providing feedback to parents about developments and progress at the school, reporting on the financial position and presenting annual budgets of the school, the discussion of examination results and reporting and discussing problems and/or other emergencies at the school.

Whereas two of the respondents indicated that two of the *parents' meetings* convened by their respective SGB's are *earmarked* for discussion/approval of their schools' *annual budget*, the remaining eight respondents reported that at least one of the parents meetings were utilised for budget purposes, usually during October of each year.

All the respondents indicated that their schools had *mission statements*. However, the persons responsible for the drafting of the mission statements differed from school to school. One of the respondents did not identify the drafters of the mission statement while two others indicated that their mission statements were drafted by the SGB only. Two respondents assigned the responsibility to “staff members”, while another two respondents reported that the mission statement was drafted by educators only. One respondent identified both educators and parents, one identified the staff and the SGB

of the school while the tenth respondent indicated that this was the responsibility of both the School Management Team (SMT) and the SGB. It should therefore be clear that in most cases the SGB's of the schools actually delegated the duty of drafting the mission statement to their SMT's and/or educators and staff members at the school.

As far as a *code of conduct for learners* at the school was concerned, all ten the respondents indicated the existence of such a code of conduct at their schools. As was the case with the mission statements, the data obtained showed that the task of drafting the code of conduct for learners was delegated to constituencies such as the schools' SMT's, educators, parents and learners. At two of the schools the code of conduct was drafted by the SGB itself only, while at four of the schools the task was performed (jointly) by the SGB as well as the SMT, the educators and/or the learners of the school. At two of the schools the code of conduct was drafted by educators and learners with no involvement of the SGB. At another school this was the joint task of educators and parents of the school while the code of conduct was drafted by the Representative Council of Learners (RCL) and their guardian educator at another school. It could, however, not be established from the data obtained whether the task of conducting a code of conduct for the learners was indeed delegated by the SGB to the other stakeholders mentioned above or not.

A significant difference was detected as far as who determined the *arrival and departure times of educators*. In two of the cases this decision was taken by the SGB alone. In one of the cases this was the prerogative of the school principal alone while at four other schools the decision was taken by the SMT of the school (including the principal, of course) without any involvement of the SGB. At two other schools the decision was taken jointly by the SGB and SMT members. Only at one of the schools the decision was jointly taken by the SGB, the SMT as well as all the educators. In cases where the SMT and/or educators were involved in the decision-making process it

was argued by some respondents that these stakeholders are more knowledgeable about departmental guidelines than SGB members.

All ten the respondents acknowledged and reported that it was the prerogative of the SGB to recommend the *appointment of educators* to the Department of Education. The major reason mentioned in this regard was that this was provided for through legislation.

As far as the *management of the implementation of curricula* at the secondary schools was concerned, two of the respondents indicated that this was done by their SGB's only because it was one of their functions stipulated by law. Five respondents indicated that this management task was performed by the SMT of the school (including the principal) while two others indicated that it was done by the principal only. Reasons for the latter two situations included that the principal and SMT members have been professionally trained to manage curricula, that the principal and/or the SMT are the ones responsible to supervise and/or *manage* (as apposed to govern) schools and that this was necessary for the sake of good organisation. A tenth respondent indicated that the SMT (which obviously includes the principal) and the educators of the school jointly managed the implementation of curricula at the school. The researcher tends to agree with the latter argument because SMT members and educators are actually the ones who have been professionally trained to implement curricula. The SGB may, however, *govern* the implementation in the sense of overseeing that the implementation of curricula occurs according to departmental guidelines.

As far as the question who determines the *subject options* at the school was concerned, the respondents also answered the question in various ways. At two of the schools this duty apparently was the sole responsibility of the SGB whereas it was indicated as the sole responsibility of the SMT at two other schools. Two of the respondents indicated

that it was the joint duty of both the SGB and the SMT. A reason mentioned for the latter arrangement was that the SGB and SMT of a school is usually knowledgeable of the capabilities and the needs of the learners and the educators. The remaining four respondents indicated that the SMT and the educators jointly decided about the subject options offered at the school. Reasons mentioned for the latter arrangement included that the manpower situation at the school always had to be taken into account, that educators' talents and skills are decisive in the matter and that all stakeholders need to be included in the decision-making process.

According to two of the respondents their SGB's decided on *extra-mural activities* to be offered at their schools simply because the SGB represented all the stakeholders. Two others indicated that this decision was taken jointly by the SGB and the SMT. In two further cases this was indicated as a joint decision by the SGB and all the educators at the school. Reasons mentioned include that everybody needs to be involved in this process and that this way the needs of the community could also be attended to. Two respondents indicated that the decision on what extra-mural activities need to be offered at their schools was taken jointly by the SMT and other educators and another that it was a joint decision of the SMT, the educators and even the learners. In one instance it was indicated that the educators decided about this issue by themselves, because their talents and skills actually determined the situation.

As far as the *school time-table* was concerned, seven of the respondents indicated that this duty was performed by their respective SMT's. Reasons mentioned for this state of affairs included that the SMT had all the necessary information at hand and that this was actually a management duty. At an eighth school the drafting of the time-table was done by the SMT but with involvement of some educators and at two others schools there were special time-table committees, one of which consisted of the deputy-principal and other educators.

To the question who assumes the final responsibility for the *day-to-day management of the school* only four of the respondents acknowledged that this was their own responsibility. Three others however, although acknowledging that this was their responsibility, also included the SMT here. Another two only indicated that the SMT carried the final responsibility for the day-to-day management of the school. One of the respondents saw it as a joint responsibility of the SGB and the SMT while the tenth one assigned this responsibility to the SGB with only guidance by the principal. The various ways in which this question was answered may be indicative of the fact that some principals are not really knowledgeable that this should be the final responsibility of the principal of the school (see 2.6).

A situation in which principals could have misinterpreted questions was found in questions 3.15 and 3.16 of the questionnaire. For this reason it is necessary to remind the reader that governance is the duty of the SGB whereas management is the final responsibility of the principal and his SMT. Being asked who *controls, maintains and governs or manages the usage and improvement of school property* at their schools, respondents reacted in various ways. Three of the respondents acknowledged that this was the sole duty of the SGB because it was a task assigned to them by law. Another three respondents indicated (perhaps rightfully if the question is scrutinised carefully – it refers to both governance and management of school property) that this was the joint responsibility of the SGB and the SMT of their schools. One respondent assigned this duty to his/her SMT whereas two others indicated that this was the joint responsibility of the SMT and the other educators at the school. A tenth respondent indicated that this duty was exercised jointly by committees consisting of members of the SGB, the SMT as well as other educators at his/her school. As mentioned above, this question can be viewed as double-barrelled and may have caused some confusion among the respondents. Most of the respondents, however, did not seem to view the question as double-barreled and tended to assign the duties concerned to a single entity.

The same applies to the question who *governs or manages the purchasing of text books, equipment and educational material* (question 3.16). One respondent assigned this duty to his/her SGB only, three to their SMT only and two others jointly to the principal and the SMT. One respondent indicated that this was the joint responsibility of the SMT and the other educators at the school; two that the SGB and educators were involved; and another one that it was the joint responsibility of the SGB, the principal and the respective financial and curriculum committees at the school. This variety of answers may therefore be indicative of some misinterpretation.

Although all ten the respondents indicated that the *Chairpersons* of their respective SGB's did *visit* their schools, the *frequency* indicated varied considerably. Vague indicators such as "any time", "as the need arises", "many times", "regularly", "as often as she can" and "as frequently as needed" were provided by six of the respondents. The other four indicators provided by the respondents ranged from "once a week", "once a fortnight", "once a month" to "once a term". It is therefore obvious that many Chairpersons of SGB's apparently visited their schools as they see fit.

The *duties performed by SGB Chairpersons during their visits to the schools* and that were mentioned by the ten respondents differed considerably but included, amongst others, the following:

- To enquire about the "state of the school".
- To assess the development of projects envisaged.
- To ensure that plans made during SGB meetings are implemented.
- To sign cheques or contracts and complete documentation.
- To visit educators who do not perform.
- To talk to and motivate educators and learners
- To arrange meetings
- To attend committee meetings

- To attend disciplinary hearings of learners
- To monitor the discipline of learners.
- To attend workshops.
- To meet with the Representative Council of Learners (RCL).
- To check financial records.

Respondents also listed a variety of *roles for their SGB's in the event of school disturbances*. This includes, amongst others, the following:

- Intervention
- Investigation
- Disciplinary action
- Mediation, guidance, motivation and information
- Pacification/calming down the people involved
- Attempts to solve the problem

Although all ten the principals indicated that their SGB's have *finance committees*, only eight of them indicated that they themselves were also members of these committees. The sizes of the finance committees reported ranged from three to seven members each.

One of the respondents indicated that his/her schools' SGB does not yet have a *finance policy*. All nine the others did indicate the existence of such a policy although these policies were apparently drafted by various stakeholders. Whereas five respondents indicated that the finance policy was drafted by their SGB's solely, three others indicated that the policy was actually drafted by finance committee members (with some influence by the SGB or some of the educators in two of the latter cases). A tenth respondent indicated that the policy was drafted by an SMT member but that it was approved by the finance committee.

At six of the schools included in this investigation it was indicated that the *schools' annual budget was drafted by SGB members*. In most of these cases this was the responsibility of the finance committee. At one of the schools the budget was drafted by one person only after which it was approved by the SGB. In two other cases this duty was the joint responsibility of the SGB and the school principal and in another instance it was indicated as the joint responsibility of the SGB, the principal and the finance committee. At a tenth school it was said to be the joint responsibility of the SGB and the SMT because these were viewed as entities that should always work hand in hand.

At only four of the tens schools included in this investigation it was indicated that the *schools' financial statements were audited by an outside auditing firm*. In three other cases this duty was performed by the SGB itself whereas in two further cases it was done jointly by the principal and the SGB. A tenth principal was uncertain whether any auditing was being done at all. This state of affairs is obviously far from the ideal and would require urgent attention in future.

Keeping financial records of expenditure obviously is an issue of critical importance and the various schools seemingly had different ways of handling this issue. Although six of the respondents mentioned that this duty was performed by a non-educating staff member (also referred to as a financial clerk), the context within which this was done differed somewhat from school to school. In three of the former cases it was indicated that the financial bookkeeper was responsible to the SGB or the principal and/or the treasurer of the SGB. In two other instances bookkeeping was considered to be the responsibility of the SGB'S financial committee while another respondent merely reported that this was the responsibility of the SGB in general. A tenth respondent indicated that he/she was solely responsible for bookkeeping in his/her position as principal of the school.

In accordance with the regulations for those responsible for the governance and management of public schools seven of the schools included in the investigation adhered to the rule that a school should only have *one bank account* (see 2.7; the major reason provided by these respondents was that this was required by law). Disturbingly, however, three of the schools did not abide by the rule and had two separate bank accounts. In the one case a separate account was kept for donations from private sponsors and in the other case the reason stated was that two separate accounts were necessary for keeping school funds and funds obtained by means of fund-raising projects.

The requirement that the Chairperson of an SGB should always be a *signatory of cheques* (see 2.7) is also not adhered to by all schools. Only two of the respondents clearly indicated that this was the case at their schools. Four other respondents indicated that members of the SGB as well as the principal were responsible for assigning cheques whereas one of the principals indicated that he/she was the only authorised signatory of cheques. At the two schools where the Chairpersons were clearly indicated as one of the signatories, the treasurer also had to sign at one of the schools while at the other school the principal was also mentioned as a signatory. At another school the signatories mentioned were the SGB treasurer, the principal and the Chairperson of the finance committee. One respondent indicated that the principal plus two other SGB members were signatories while another respondent indicated that the only requirement in this regard was that the signatories had to be members of the finance committee who were available at the time required.

An additional requirement that the Chairperson of the SGB should also be a *signatory of all contracts* made by the school were adhered to by at least eight of the ten schools included in the investigation. Four of the relevant respondents identified the Chairpersons of their SGB as the sole signatories, however. A further respondent identified both the Chairperson of the SGB and the principal; another the Chairperson

of the SGB; and yet another an SGB member and the principal of the school as the signatories of contracts. Surprisingly three of the principals partaking in this investigation admitted that they were the only signatories in this regard. The major reason mentioned for the latter discrepancy was that the principal usually was the most knowledgeable and/or responsible person to take up this important responsibility.

When asked what their schools' *primary source(s) of income* was/were, only two of the respondents indicated that their income consisted of departmental subsidies, school fees, donations and fund-raising projects. Four other respondents named the same sources of income with the exception of donations, however. Another school that did make use of departmental subsidy only had school fees as an additional source of income. Three of the schools did not make use of the departmental subsidies that were available to their schools on the basis they were classified as previously disadvantaged schools. One of these three actually only depended on school fees as a source of income; a second school depended on both schools fees and fund-raising projects; while the third also included donations as an additional source of income. It was not clear, however, why the latter three schools did not make use of the opportunity to claim departmental subsidies.

4.5.5 Principals' perceptions of the role, influence and effectiveness of their respective SGB's in the governance and management of their schools

In the questionnaire the secondary school principals taking part in the survey were asked to *identify attributes that they would assign their respective SGB's* during the year in which the research was done (i.e. 2001). The following attributes were listed in the questionnaire: democratic; transparent; effective performance of their duties; overstepping their terrain; effective governance; representative of all stakeholders; reflective of changing times; knowledgeable of the S.A. Schools Act; achieved most of the aims/objectives they set out to achieve; and supportive.

All ten the respondents characterised their respective SGB's as *democratic* and *transparent*. Nine of the respondents indicated that their respective SGB's were *representative of all stakeholders* and nine that they were *supportive*. Seven respondents said that their SGB's have *performed their duties* and seven that they *governed* their schools *effectively*. Six of them indicated that their SGB's were *reflective of changing times* and six that their SGB members were *knowledgeable of the S.A. Schools Act*. Only five respondents, however, indicated that their respective SGB'S have *achieved most of the aims/objectives* they set out to achieve during the year. Only one of the respondents indicated that his/her SGB had *overstepped its terrain*. It was alleged that this SGB sometimes interfered with professional matters. The reason for this, according to the respondent, was that SGB members showed a "lack of education" and were therefore "not able to differentiate".

The respondents were, however, requested to *motivate both the attributes they have identified and those they would not assign* to their respective SGB's. In this regard the respondents who did *not* feel that their SGB's had performed their duties well indicated that the SGB members did not attend meetings very well and that their duties were not performed in a proper manner. The respondents who felt that their SGB's did *not* govern their respective schools very well referred to the fact that parents were not educated well enough; that they lacked the necessary education and guidance that should have been provided by the Department of Education; and that they showed "limited participation". The respondent who felt that his/her SGB was not representative of all stakeholders mentioned that parents did not attend SGB meetings regularly.

The respondents who did *not* think that their respective SGB's were reflective of changing times ascribed this to the fact that parent members were not educated well enough; that SGB members had problems to cope with transition; that they were not conversant with their own role and with changing times; and that the SGB seldom pays

attention to learners' concerns. The major reason why some SGB members were typified by some respondents as *not* being knowledgeable of the S.A. Schools Act was that they were not well educated and informed and therefore needed some "brush-ups". The five respondents who indicated that their respective SGB's did *not* achieve most of the aims/objectives they set out to achieve, indicated that limited or no participation of members hampered progress; that the parent component of the SGB was not well disciplined and that they were "slow" or showed a "low" work rate; that time constraints could be blamed for this fact; as well as that one of these SGB's only managed to attain its fund-raising objectives. The single respondent who felt that his/her SGB was *not* supportive indicated that some members were supportive but others not.

Being asked *which of the constituencies represented on the SGB had performed well* in terms of the governance of their school and their respective mandates, *all* the respondents felt that they themselves performed well as principals of their schools. Eight of the respondents assigned this attribute to educator members; seven to parent members and non-educating staff members and only five to learner members. Of the six respondents whose respective SGB's had one or more co-opted members only three felt that their co-opted members performed well.

The *motivations provided why some of the aforementioned constituency members did not perform their governance and mandates as SGB members well* include, amongst others, the irregular attendance of meetings by some parent, educator, non-educating staff and learner members. One of the respondents was of the opinion that the non-educating staff member serving on his/her SGB was also not cooperative while another indicated that, although this non-educating member did not perform well he/she would, however, at least give an input when asked for it. Some respondents also indicated that their learner members were "not serious enough" or showed a "halfhearted commitment". Another respondent ascribed the insufficient performance of the

learners serving on his/her SGB to the fact that they did not yet understand their role as SGB members. In several cases the respondents failed, however, to provide reasons/motivations why they felt that certain SGB members did not perform well. The three members who felt that the co-opted members serving on their respective SGB's did not perform well did not provide any reasons for this at all.

Seven of the principals/acting principals taking part in this survey felt that *they had been empowered working under their respective SGB's* during the year the research was undertaken, mainly due to the support and encouragement provided by their respective SGB's. Two of the respondents were uncertain whether they were at all empowered. Another respondent felt that he/she was not empowered at all, however. The latter respondent indicated that he/she could not handle some issues without the approval of the SGB. He/she also felt that some SGB members were neither knowledgeable about activities at their school nor their expected role at the school.

The respondents were requested to *list all the problems they (as principals) had experienced during the year while working under their respective SGB's*. The major problem (which was mentioned by no less than six of the ten respondents) was the *poor attendance of meetings* by some of the SGB members which in turn led to these meetings being postponed or even aborted. Two of these respondents specifically mentioned the *work commitments of parents* as the major reason for this poor attendance rate. The other problems listed by the respondents include the following (one respondent identified no problem at all, however) :

- The “half-hearted commitment” of some SGB members.
- Work assigned to or decisions taken by the SGB that were either not done or not carried out.
- The untimely withdrawal of SGB members before elections or resignations of members at times when the SGB actually had to “deliver”. This required of

SGB's and other responsible entities to re-organise training for newly elected members.

- The apparent lack of support for school principals and SGB's from the side of departmental officials (In one case the SGB actually wanted to resign because of this lack of support).
- The "delimitation of SGB powers": SGB's may recommend the appointment of educators at their schools but are not allowed to discipline these educators.
- SGB members that are sometimes unemployed.
- The "low work rate of [SGB] members".
- SGB members who are *not* able to "draw programmes"; conduct meetings; write minutes; address meetings; "know any finance issues"; and do not "even come to school and see progress".
- The alleged "arrogance" of some SGB members or Chairpersons of SGB's.
- The leaking of confidential information by some SGB members.

The respondents were however, also asked *to list all possible examples of "successes" attained at their respective schools under the guidance of their SGB's*. In this regard the most popular example of "successes" listed by the six of the ten respondents was the *increase in parent involvement and cooperation* that was mainly ascribed to the influence of the respective SGB's. In three of the afore-mentioned cases it was indicated that an improvement in the attendance of parents' meetings could also be reported. Other "successes" reported by the respondents include the following:

- An improvement in financial matters and successful fund-raising activities.
- An improvement of the school environment (e.g. improved cleanliness, the acquisition of equipment such as computers, the reparations of faulty equipment or buildings as well as a reduction in school vandalism) and financial support for school functions.
- The appointment of additional staff members (SMT members, educators and non-educating staff members).

- Improved learner and educator morale and improved learner discipline (mainly ascribed to the existence of a school mission and/or a code of conduct for learners).
- Improved academic results among learners.
- Improved conflict resolution (e.g. among educators and learners) and the maintenance of order at schools.
- Improved communication with departmental officials such as School Management Developers (SMD's).

Five of the respondents also indicated that *none* of their respective SGB's have yielded any of their decision-making powers to the SMT during the year. Three others were uncertain about the question and only two indicated that their SGB's indeed yielded some of these powers to the SMT's of the two schools involved. These powers yielded to the SMT's ranged from the organisation of meetings; the drawing of SGB and executive programmes; to decision-making about the school's banking account. One of the respondents actually indicated that all his/her decisions were automatically accepted by the SGB.

As far as the *yielding of the rightful decision-making powers of schools principals to their respective SGB's* is concerned, five of the respondents once again indicated that they did not yield any of their powers. Three respondents were uncertain and one did not answer the question. One of the respondents indicated that he/she "forced" the SGB to take drastic steps against learners who had been ill-disciplined and had influenced other learners to boycott the paying of school fees.

4.5.6 Principals' perceptions of the possible influence their respective SGB's might have had on their own management styles

The principals/acting principals taking part in the survey were requested *to describe*, as honestly and as detailed as possible, *their own management styles* as principals/acting

principals of their schools. Guidelines provided indicated that the information required included their relationships with their sub-ordinates; their task orientation; the communication procedures they followed; and the decision-making structures that were used.

One of the respondents did not answer this question, however. Four other respondents indicated that their management styles could be typified as *democratic; collective; participative; transparent and /or consultative*. An analysis of these responses clearly indicate a high relationship orientation among the four respondents. Terms used by these respondents in their written responses, namely “co-operation”; “transparency”; “all stakeholders”; “listen to”; “give an opportunity”; “honesty”; “negotiations”; “consultation”; “engagement”; “discussion”; “consensus”; “supportive”; “sensitive”; “sound relationships”; and “open door” are all evident of this conclusion. Surprisingly however, one of the aforementioned four respondents admitted that, although he/she applied a “democratic” management style, he/she realised late in the year that he/she had been rated by his/her subordinates as being “unapproachable by members of staff” despite an his/her “open door” policy.

One respondent vaguely indicated that his/her SGB had “influenced participation of SMT and educators”; that year planning “involved SGB members”; that “learners were disciplined forthright with the help of the SGB; and that communication (with parents) “on issues concerning all stakeholders” always occurred during meetings: To the researcher it was not clear whether this respondent indeed understood the question, however. Two of the respondents indicated that they had adopted a *situational management style*. Whereas one of these two respondents merely explained that “the maturity level of subordinates” determined the management style he/she would adopt in a particular situation, the other respondent provided a more detailed explanation for his/her situational management style. He/she indicated that the reason for the application of this style of management lay in the fact that educators “differ in their job experience, task readiness and willingness”. He/she also indicated that the level of

experience of an educator would determine the method of communicating instructions and that he/she was “open with learners”, although he/she had to be “firm on matters of policy”.

The two remaining respondents admitted that they were rather *task oriented or autocratic*. The respondent who admitted to be “totally task oriented” indicated that this was necessary because, in his/her own words, “things need to be in order for me to operate properly”. He/she also indicated, however, that he/she had no hidden agendas and that he/she delegated as much of his/her powers as possible. He/she also indicated that he/she believed in communication and that he/she believed that his/her relationship with educators and learners was “friendly and accommodative but strict when necessary”. In case a decision was to be taken quickly, he/she would do so with “full responsibility”. His/her belief that “everybody is always giving his/her best” have, however, left him/her “in disappointment” in the past. The other respondent clearly indicated that he/she was used to making decisions him/herself because of the “lack of knowledge by SGB members, particularly the parent component”. He/she has therefore dealt with educator issues and has “taken risks on issues pertaining learners” without consulting the SGB. He/she has also “used school property without their knowledge”.

Being asked *whether their respective SGB's, through their role in the governance and management of their schools, could have had an influence on the general styles of management employed by them* three of the four respondents who typified their management styles as democratic, collective, participative, transparent and/or consultative answered positively. One of these respondents, however, did not clearly motivate his/her answer. He/she only indicated that he/she was accountable to the SGB and that he/she had to convince the SGB that he/she was the “right” man/woman for the “job”.

Another respondent assigned the influence the SGB had on his/her management style to the fact that the SGB had always been “open and frank” to him/her and that this “has made it possible for [him/her] to be able to stick to the basic principles”. The third respondent ascribed the influence of the SGB to the assistance of the SGB to create “a spirit of togetherness among all stakeholders”; the support provided by the SGB in achieving the objectives that were set; as well as the creation of order at the school through the restructuring and implementation of the schools’ code of conduct for learners. The fourth respondent indicated that he/she was uncertain whether it was the SGB who has influenced him/her or whether they have actually adapted to his/her style. What he/she could report, however, was that the SGB seemed “to like and appreciate” the way he/she did things.

The two respondents who indicated that they applied situational styles of management at their schools both admitted that their SGB’s did have an influence on their particular styles of management as well. However, none of these two respondents gave a clear explanation of why this was the case. In both cases the explanations for their opinions were somewhat off the point, except for an example of close cooperation with an SGB member that was provided by one of them. It could, however, be possible that these two respondents did not really understand the question fully which may negatively affect the validity of the responses to this particular question.

The respondent who only provided a vague answer with regard to his/her management style agreed that the SGB did indeed influence his/her management style and that they helped to improve his/her “delegation and supervision” by allowing him/her to attend to complaints that have actually been addressed to them. The respondent who typified him/herself as “totally task oriented” was *uncertain* whether the SGB could have influenced his/her management style. He/she explained that, as acting principal, he/she was “thrown into deep waters” and had to manage the school “mostly on instinct”. He/she admitted that he/she did not really give the SGB a chance to be of

assistance and that he/she had only realised at the end of the year that the SGB could have been of assistance.

The respondent who indicated that he/she took most of the decisions at the school him/herself (because some SGB members were not “knowledgeable” enough) admitted that it was the SGB’s “lacking knowledge” that actually forced him/her to become autocratic in some decision-making matters. He/she, however, indicated that he/she initially was a democrat, using a “participating management style” who was forced to revert to a more “autocratic style” because of this lack of knowledge of some SGB members.

The respondent who did not identify his/her own management style, did, however, indicate that the SGB had an influence on the style of management he/she applied at the school. The motivations provided for this answer, were not really relevant to the question asked and may also be indicative of a possible misinterpretation of the question, however.

Being asked *whether they would like to change any aspects regarding their own management styles*, two of the four respondents who typified their management styles as democratic, collective, participate, transparent and/or consultative, answered positively. One of them would have liked to become more considerate and to improve as far as the recording of incidents and verbal warnings were concerned. The other admitted to becoming “hasty and irritable” at times; that he/she did not delegate duties equitably; and expressed the wish to improve as far as these issues were concerned. The third respondent felt that there was no need for any changes at that point in time while the fourth merely indicated that he/she was uncertain in this regard and therefore provided no motivation at all.

Both the respondents who typified their management styles as situational in nature indicated that they would like to change an aspect of their management style. Whereas

the one would have liked to become "less social" (because people allegedly tended to take advantage of this situation), the other would have liked to become more task oriented than relationship oriented. The respondent who indicated that he/she was "totally task oriented" felt that he/she would have liked to become less accommodative when it comes to learner problems and would have liked to "find ways to motivate people". The respondent who admitted to being autocratic, however, did not wish to change anything about his/her style of management because he/she has been "successful".

The respondent who was very vague about his/her style of management did express the wish to change two aspects relating to his/her management style. These aspects include planning and the effective utilization of human resources respectively. The remaining respondent, namely the one who failed to identify or describe his/her own management style, felt that there was no need for any change in his/her management style because "things have been running smooth" and educators seemed to "understand" his/her vision for the school.

This discussion of the survey findings is hereby completed. In the next chapter the findings reported in this chapter will subsequently be interpreted on the basis of the four research questions formulated in paragraph 4.3. In the next chapter final conclusions and recommendations will also be formulated.

4.6 SUMMARY AND CONCLUDING REMARKS

In this chapter the results of a survey among 10 secondary school principals in the Mangaung area is reported. At first, however, the researcher explained that the survey can be classified mainly as a quantitative research method since the research instrument used in the survey was a questionnaire containing many closed-ended questions. The questionnaire, however, also contained a few open-ended questions that had to be coded, tabulated and interpreted in a qualitative way.

The chapter also contains expositions of the characteristics of quantitative and qualitative research and non-experimental questionnaire surveys. The researcher attempted to justify the undertaking of the relevant survey by actually referring to the characteristics and requirements of the above-mentioned types of research as provided by authors such as McMillan and Schumacher (2001).

The chapter also contains a detailed exposition of the research design employed in this investigation, including the status, role and objectivity of the researcher; the selection of subjects for the survey; the limitations of the research as well as the analysis and interpretation of the research results.

The results of the survey were reported next and include general information about the respondents; the constitution of the School Governing Bodies of the schools involved; the duties performed by these SGB's and the staff members at the relevant schools; the perceptions of the respondents regarding the possible influence of their SGB's on their own management styles; as well as the problems and successes experienced by the respondents under guidance of their respective SGB's.

The results discussed in this chapter now need to be interpreted in terms of the five research questions that were formulated in paragraph 4.2 of this chapter. This will be done in the next chapter. Finally these conclusions will be considered in order to formulate a number of recommendations regarding the role of SGB's at secondary public schools

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The findings of the survey that were discussed in Chapter 4 of this study are interpreted in this chapter in conjunction with the literature study on School Governing Bodies and school principals' management styles that was undertaken in Chapters 2 and 3.

In order to reach a final conclusion about secondary school principals' perceptions of the role and influence of School Governing Bodies in the governance and management of these schools, it is necessary to consider the four research questions that were formulated in paragraph 4.3 of this investigation because the answers these four questions will provide a basis for both the conclusion and recommendations for various stakeholders.

5.2 CONCLUSIONS

As mentioned earlier, the four research questions formulated in paragraph 4.3 serves as the basis for making conclusions.

5.2.1 What are the major characteristics of secondary school principals and of secondary schools in the previously disadvantaged communities?

From the findings reported in paragraph 4.5.1 the following *characteristics of secondary school principals* in so-called previously disadvantaged communities can be deduced:

- School principals at these schools are predominantly male.
- The management experience of these principals varies considerably, ranging from four months for an acting principal to a total of nine years' experience for a principal in a permanent position.

As far as the *nature of secondary schools* in the so-called previously disadvantaged communities is concerned, the following can be concluded:

- The secondary schools in the Mangaung area are relatively large.
- Discrepancies regarding the numbers of educators, non-educating staff and SMT members were detected. However, this may be due to the fact that SGB's have the right to appoint additional staff members as long as they pay these staff members themselves (see 2.4.2 and 4.5.2).

5.2.2 Have School Governing Bodies for these secondary schools been constituted as stipulated in the S.A. Schools Act of 1996?

The findings reported in paragraph 4.5.3 show the existence of at least one deviation from the regulations in the S.A. Schools Act of 1996. As the constitution of School Governing Bodies in these secondary schools are concerned, there are sometimes either too many or not enough parent members serving on these SGB's and/or a shortage of learner members in certain cases. As far as the drafting of constitutions for the respective SGB's are concerned, the researcher was not able to make a final conclusion.

5.2.3 Do the SGB's of these secondary schools perform their duties as stipulated in the S.A. Schools Act of 1996 and how effective are they in this regard?

In this case the findings in paragraphs 4.5.4 and 4.5.5 are relevant. As far as the *duties of SGB's* are concerned, the following conclusions can be made (see 4.5.4):

- The possibility that certain duties assigned to the SGB or the principal of a school could have been delegated to a lower level actually makes definite conclusions about the duties of SGB's very difficult.
- The average attendance of SGB meetings by its members varies considerably from school to school. Some schools have reported very low to relatively low attendance figures.
- Some SGB's fail to call the expected number of four parents' meetings per year.
- Duties such as the drafting of mission statements, codes of conduct for learners; decisions regarding subject options; and decisions about arrival and departure times for educators are often delegated by the SGB's to different stakeholders.
- Some confusion exists about who should manage the implementation of curricula at schools. This may be due to the fact that respondents could have confused management with governance.
- Not all principals are knowledgeable of the fact that the day-to-day management of schools are their own responsibility or what the difference between governance and management actually is.
- Chairpersons of SGB's of schools sometimes do not visit schools regularly.

- There are instances where schools may not have a financial policy; do not have their annual financial statements audited by an outside auditing firm; and/or have more than one bank account, regardless of what regulations say in this regard.
- Some SGB's do not adhere to the guideline that the chairperson of an SGB must always be a signatory of cheques and contracts made by the school (see 2.7.5).
- Some of the schools in the disadvantaged communities fail to claim the departmental subsidy earmarked for schools in the so-called previously disadvantaged communities.

In general, it can therefore be concluded that not all SGB's perform their duties as stipulated in the South African Schools Act of 1996.

As far as the *effectiveness* with which SGB's perform their duties is concerned, the following conclusions can be made (see 4.5.5):

- School principals sometimes believe that SGB members such as parents and learners are not knowledgeable of the South African Schools Act; are not well educated and skilled; are sometimes "arrogant"; perform their duties at a rather slow rate; are not always trustworthy; and/or lack the necessary commitment that is required of SGB members.
- There is a need for more direct support from the Department of Education for school principals and SGB's.
- SGB's sometimes yield some of their decision-making powers to school principals and their SMT's; the opposite, however, is not necessarily true.

- There has been an apparent improvement in aspects such as financial matters; the physical school environment (including equipment and resources); the appointment of human resources; learner and educator morale; academic results of learners, conflict resolution; and/or communication with departmental officials since School Governing Bodies at these schools were instituted.

In general, it can therefore be concluded that, despite apparent improvements regarding various aspects related to the governance and management of secondary schools in the previously disadvantaged communities, secondary school principals at these schools often doubt the effectiveness of SGB's in the performance of their duties.

5.2.4 Do the SGB's of these secondary schools by any means influence the way that the principals of these schools manage their schools on a day-to-day basis?

Secondary school principals' views of the possible influence that their respective SGB's might have had on their own styles of management were reported in paragraph 4.5.6 of this investigation. On the basis of these perceptions the following conclusions can be made:

- The majority of school principals in previously disadvantaged communities such as Mangaung seemingly believe that they are more relationship- or situation-oriented as far as their own management styles are concerned, although some may admit to be more task-oriented and/or autocratic.
- Secondary school principals in the disadvantaged communities who see themselves as either democratic leaders or as implementers of situational

management seemingly believe that their SGB's have a major influence on their own management styles.

- Secondary school principals who typify themselves as either task-oriented or autocratic seemingly ascribe this to their own particular situations or the ignorance of SGB members regarding governance and management of schools.
- The majority of secondary school principals in the disadvantaged communities are seemingly not really satisfied with their own management styles.

In general, it can therefore be concluded that most secondary school principals in the previously disadvantaged communities believe that their respective SGB's do exert an influence on the management styles they decide to employ in the day-to-day management of their schools. They also do not seem to be totally satisfied with their own management styles.

5.3 RECOMMENDATIONS

The conclusions contained in paragraph 5.2 may have consequences for various stakeholders involved in the governance and management of secondary schools in the disadvantaged communities. The recommendations contained in this section are therefore categorised so as to address them to the relevant stakeholders. The researcher hereby expresses the wish that these recommendations will eventually reach the afore-mentioned stakeholders and that they can be considered in future with the aim of improving the governance and management of schools at all possible levels.

5.3.1 General recommendations

Embracing the Minister of Education's nine-point plan (Sowetan 30 July 1999), the following four points are relevant to the formulation of recommendations to the different stakeholders:

- Ascertain that provincial systems work by making co-operative government work.
- Breaking the back of illiteracy among adults and youths.
- Turning schools into centres of vibrant community life.
- Ending conditions of physical degradations in South African Schools.
- The clarification of the roles of the various stakeholders in school governance and management: The SA Schools Act stipulates clearly what roles the various stakeholders are supposed to assume within schools. Similarly, the code of conduct for learners made it very easy for the other stakeholders to understand and not to confuse their roles with those of learners, or vice versa, finally putting ambiguous roles of both learners and educators right (see par. 4.5.4).

In order to achieve the afore-mentioned aspects the following general recommendations are subsequently made:

- *De-politicise education:* Most schools have been used as both the turf and tools for political activities. The principals and the schools were caught in the centre-stage of these actions-spawning a new culture of learning and teaching within schools, ultimately leading to a highly politicised education system.

- *Implement structured and purposeful in-service training (INSET):* This is a prerequisite to ensure that innovations in school education are successful and that all stakeholders at schools realize the necessity to improve their expertise, knowledge and skills. This will ultimately inject a sense of pride.
- All stakeholders should aim at *tackling current education failures, including rampant inequalities, low educator morale, failure of governance and management in educational provincial departments and in educational institutions and the poor quality of learning.*
- *Proper communication all among the various stakeholders* is of utmost importance. A constructive communication system is one seen to be flowing from both directions by all parties concerned, harmonising what would have been a tense and strained interrelationship.
- *Strive towards gender equity:* School management in South Africa should be freed from male dominance by electing more female SGB members and appointing more female school principals.

5.3.2 Recommendations for school principals

- *Cultivate self-confidence and self-esteem:* The secret of every successful principal stems from self-confidence, high self-esteem he/she possesses. The challenge will always be how to cultivate this sense of self-worth in individuals which is a prerequisite for them to be able to give their best in performing their duties.
- *Acknowledgement and acceptance of the inevitable change in education:* School principals and everyone concerned in education have to come to terms with the imminent changes in education. No matter how stressful these changes are, there is very little principals can do about it. The best is for them do develop ways and

strategies of coping, while at the same time ensuring minimal distress in discharging their responsibilities, and staying successful.

- The management styles of principals today are a result of the political events of the past - most principals, particularly, black principals, given their active involvement in ousting the apartheid education system, surely felt let down. Sanity regarding the process of *redressing mistakes of the past* has to prevail.
- In the spirit of a democratic environment that should be prevalent in the new South Africa one could expect that a *democratic leadership style* would be the most popular and conducive style to be used by school principals in their day-to-day management of their schools. It should, however, be emphasized that particular *situations* may necessitate different styles of management.

5.3.3 Recommendations for School Governing Bodies

- School Governing Bodies should strive towards *building trust and confidence in the system of governance*: Through being effectively engaged, the various stakeholders will eventually feel part and parcel of the school and that will automatically translate into and instill trust and confidence not only in the management of their school, but also in the education system. Consequently, all stakeholders will ensure that they give their best in discharging and realizing the aims and goals of their school, and ultimately, that of the Department of Education.
- School Governing Bodies should *strive towards transparency*:. This step could ensure that the various stakeholders know precisely what is expected of them, what resources the government has and how much it can afford.

- *Enforce code of conduct:* For effective teaching and learning to take place, educators and learners need to understand how they should behave and relate to each other. Educators must be educators and learners must be learners within the conducive pedagogic milieu. Punitive or reward measures need to be spelled out and made accessible to both educators and learners.
- *Assign parents scholarly responsibilities:* Most professional parents, especial retired educators have an abundance of experience which could be useful to both educators and learners. Engage such parents in various constructive roles as SGB members, not only for raising school funds or inviting them for parents meetings but also for ensuring that their experience is put to better use.
- *Involvement:* The institution of SGB's ensures the involvement of everyone concerned in decision-making as well as in all school activities; an imperative for a sense of *ownership and belonging*.
- *Do not interfere with professional matters:* Interference within terrains belonging to others, instill a sense of mistrust and disempowerment, ultimately creating a sense of wanting out.
- *Organise frequent workshops for all SGB members:* Workshops will ensure that the SGB members keep pace with developments and demands of their duties. In this regard it is important that all members be afforded the opportunity to familiarise themselves with the S.A. Schools Act of 1996.
- *Motivate SGB members to regularly attend their meetings:* The success or failure of the SGB depends on the attendance of meetings by the various SGB members.
- *Organise at least four parents' meetings per year:* Parents will never feel part of the school if they attend meetings only once or twice per year.

- *Constantly consult the school's SMD for guidance regarding SGB duties.*
- *Monitor all duties that have been delegated to individual SGB members, the school principal, the SMT members and/or any other staff members or learners at the school.*
- *Motivate all Chairpersons of SGB's to visit schools frequently in order to perform the special governance duties assigned to them.*
- *Draft a financial policy that is in line with all the regulations stipulated in the S.A. Schools Act of 1996. The policy should, amongst others, clearly state that only one bank account is allowed; that financial statements will be audited by an outside audit firm at least once a year; and that all cheques and contracts should at least carry the signatures of the Chairperson of the SGB and the school principal.*

5.3.4 Recommendations for other education authorities

Other education authorities such as district offices, provincial education departments, the national Department of Education and the ministry of Education should urgently take note of all the problems experienced by secondary school principals in the so-called disadvantaged communities in South Africa. Besides the general recommendations contained in paragraph 5.3.1 the following recommendations are of utmost importance for the afore-mentioned education authorities:

- *The in-service training of school managers and school governance:* School managers such as school principals and SMT members as well as SGB members in the disadvantaged communities are in urgent need of in-service training regarding their roles and duties in school management and school governance

respectively. Such training needs to happen even before these persons need to take up their duties. Education authorities should therefore urgently investigate possible systems of in-service training for these persons, including possible ways of funding the training.

- *Better control by SMD's of the constitution of SGB's in the disadvantaged communities:* There is an urgent need for SMD's to monitor the proper constitution of SGB's of public schools.
- *Support for research into school governance and school management:* Education authorities should be urged to support all efforts by non-governmental organisations (NGO's) and academic institutions to perform research in school governance and school management. This could, inter alia, be done by means of bursaries for prospective postgraduate students who wish to engage in this type of research.

It is hoped that all the afore-mentioned recommendations will be to the benefit of education in general and, particularly that it will serve to ultimately improve the culture of learning and teaching in all schools in South Africa.

5.4 SUMMARY AND FINAL REMARKS

In this chapter the final conclusions and recommendations, based on the entire literature study as well as the opinion survey of secondary school principals, have been discussed. The conclusions were based on the four research questions formulated in paragraphs 1.5 and 4.3 of this investigation and mainly revolve around the current situation secondary schools in the disadvantaged communities in South Africa find themselves in as far as their governance and management are concerned. The major conclusion the researcher has made, was that secondary school principals are seemingly influenced by the way their respective School Governing Bodies

govern these schools. It was therefore found that there is a relative relationship between the management styles employed by these principals and the way the School Governing Bodies perform their duties.

As far as the recommendations for this research study are concerned, the researcher was able to formulate a variety of recommendations for various stakeholders with either a direct or an indirect influence on the management and governance of secondary schools in the so-called previously disadvantaged communities. These stakeholders include the principals of secondary schools as well as their respective SGB's. Recommendations for other education authorities at district, provincial and national level were also formulated, while a number of general recommendations for all stakeholders were also possible.

It can be inferred from this investigation that, although South Africa still experiences many problems as far as the education of its all children are concerned, there are still ways and means of circumventing these problems and ultimately improve the culture of learning and teaching in South African schools. The argument, however, is that it should all start with the creation of a climate of effective governance and management of these schools.

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APPENDIX A

QUESTIONNAIRE FOR SECONDARY SCHOOL PRINCIPALS REGARDING THEIR OWN PERCEPTIONS OF THE ROLE AND INFLUENCE OF SCHOOL GOVERNING BODIES (SGBs) IN THE GOVERNANCE AND MANAGEMENT OF THEIR OWN SCHOOLS

Before answering this questionnaire, please note the following:

- This questionnaire focuses on your own views as far as the role and influence of SGB's in the governance and management of your own school are concerned.
- The questionnaire forms part of a research project undertaken by a Masters' degree student of Vista University, Bloemfontein Campus. For more information, please contact Dr S.P. van Tonder at telephone number (051)5051414 or 0822004392.
- According to conditions set by the Free State Department of Education the following will be adhered to at all times:
 - Completion of the questionnaire is not compulsory at all. Your willingness to complete the questionnaire will, however, greatly enhance the reliability and validity of the research results and will therefore be highly appreciated.
 - No individual principals or schools will be identified in the research report. You will therefore remain anonymous at all times (please DO NOT write your name or the name of your school on this questionnaire).
- Please answer ALL the questions to the best of your ability and as HONESTLY as possible.
- If a written answer is required, please use BLOCK LETTERS. Please regard these questions as open questions and respond as detailed as possible.
- Some of the questions are closed, however, and may only require the selection of one or more answers from a list of alternatives. These closed questions can be answered by only using a tick (✓) or a cross (X) in the appropriate box(es), e.g.

Female	Male
X	

- Please note that this questionnaire should only be completed by **principals** or **acting principals** of secondary schools.
- Your cooperation is highly appreciated!

Now answer the following questions:

1. GENERAL INFORMATION

1.1 Gender

Female	Male

1.2 The post you currently occupy at your school?

Principal	Acting principal	Deputy Principal	Other

If other, please specify? _____

1.3 Total experience (in years and months) as principal/acting principal:

_____ years and _____ months.

1.4 Total number of learners attending your school during 2001:

_____ learners.

1.5 The number of staff members in each of the following staff categories at your school:

Deputy-Principal: _____ HODs: _____

Educators: _____ Non-educating staff: _____

2. GENERAL INFORMATION REGARDING THE SGB OF YOUR SCHOOL

2.1 The number of members of the School Governing Body (SGB) that represent each of the following constituencies:

Constituency	No.	Constituency	No.
Principal		Non-educating staff	
Parents		Learners	
Educators		Others (e.g. co-opted members)	

2.2 Who is the Chairperson of your SGB?

Principal	A parent	An educator	Other

If "other", please specify? _____ -

3. DUTIES PERFORMED BY THE SGB AND STAFF MEMBERS AT YOUR SCHOOL:

3.1 Does the SGB have its own constitution?

YES	NO	UNCERTAIN

If "YES", who drafted the constitution? _____

If "NO", why not? _____

3.2 How many meetings does the SGB of your school hold per year?

_____ meetings.

3.3 How many parents' meeting are called by the SGB each year?

_____ meeting(s).

Please motivate the number of these meetings: _____

3.4 How many of these parents' meetings are budget meetings?

_____ meeting(s).

Please motivate the number of these meetings: _____

3.5 An estimation of the average attendance of SGB members of SGB meetings (in terms of percentages [%]):

Approximately _____%

What do you ascribe this average attendance figure to? _____

3.6 Does your school have a mission statement?

YES	NO	UNCERTAIN

If "YES", who drafted the mission statement? _____

If "NO", why not? _____

3.7 Does your school have a code of conduct for learners?

YES	NO	UNCERTAIN

If "YES", who drafted this code of conduct? _____

If "NO", why not? _____

3.8 Who determines the time that educators at your school should arrive at and depart from school? (Note: SMT = School Management Team)

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate (provide reasons for) your answer above? _____

3.9 Who recommends the appointment of educators at your school to the Department of Education?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.10 Who manages the implementation of the current curricula at your school?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.11 Who determines the subject-options offered at your school?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.12 Who determines the extra-mural activities offered at your school??

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.13 Who draws up the school time-table at your school?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.14 Who carries the final responsibility for the day-to-day management of your school?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.15 Who controls, maintains and governs or manages the usage and improvement of school property at your school?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.16 Who governs or manages the purchasing of textbooks, equipment and educational material at your school?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.17 Does the Chairperson of the SGB ever visit your school?

YES	NO	UNCERTAIN

If "YES", how often? _____

If "NO", why do you think s/he does not visit your school? _____

3.18 If the Chairperson of the SGB does visit your school at times, what duties does s/he perform during these visits? (Please specify): _____

3.19 What role would the SGB of your school play in the case of any school disturbances? Also motivate your answer: _____

3.20 Does the SGB of your school have a finance committee?

YES	NO	UNCERTAIN

If "YES", (1) how many members does it have? _____

(2) are you a member of this committee? _____

If "NO", why not? _____

3.21 Does the SGB of your school have a finance policy?

YES	NO	UNCERTAIN

If "YES", who drafted this policy? _____

If "NO", why not? _____

3.22 Who is responsible for drafting the school's annual budget?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.23 Are the school's financial statements audited?

YES	NO	UNCERTAIN

If "YES", who is/are the responsible persons to have them audited?

If "NO", why not? _____

3.24 Who is responsible for keeping records of expenditure (i.e. bookkeeping)?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.25 How many bank accounts does your school have?

ONE	TWO	THREE	MORE THAN THREE

Please motivate your answer above? _____

3.26 Who is authorised to sign cheques on behalf of your school?

The SGB	The principal	The SMT	The educators themselves	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

3.27 Please indicate your primary source(s) of income for the school (you may tick more than one box):

Departmental Subsidy	School fees	Donations	Fund-raising projects	Other

If 'other' please specify the type of income? _____

3.28 Who is authorised to sign contracts on behalf of your school? (You may tick more than one box):

The chairperson of the SGB	The principal	Another SGB member	Another member of the SMT	Other	Nobody	Uncertain

Please motivate your answer above? _____

If 'other' please specify who? _____

4. YOUR OWN VIEWS REGARDING THE ROLE, INFLUENCE AND EFFECTIVENESS OF THE SGB OF YOUR SCHOOL AS FAR AS THE GOVERNANCE AND MANAGEMENT OF YOUR SCHOOL IS CONCERNED.

4.1 Which of the following attributes would you assign to the SGB of your school during this year?

(1) Democratic		(6) Representative of all stakeholders	
(2) Transparent		(7) Reflective of changing times	
(3) Effective performance of their duties		(8) Knowledgeable of the S.A. Schools Act	
(4) Overstepping their terrain		(9) Achieved most of the aims/objectives they set out to achieve	
(5) Effective governance		(10) Supportive	

Please motivate each of the choices you made above. Also motivate why you did not choose those attributes you did **not** identify:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____

4.5 Please list all possible examples of successes attained at your school under the guidance of your SGB:

4.6 Has the SGB of your school yielded any of its decision-making powers to you or the SMT of the school this year?

YES	NO	UNCERTAIN

If 'YES', please list all these aspects?

5.3 Are there any aspects regarding your general style of management you would like to change?

YES	NO	UNCERTAIN

If 'YES', please list these aspects: _____

If 'NO', why not? _____

END OF THE QUESTIONNAIRE

Thank you once more for your kind cooperation