

**THE ROLE OF SCHOOL GOVERNANCE IN THE
DEMOCRATIZATION OF PUBLIC SCHOOL WITH
REFERENCE TO KWACEZA CIRCUIT IN KWAZULU NATAL
PROVINCE**

BY

NDLELA BONGIWE PRUDENCE

2012131030

MINI DISSERTATION SUBMITTED IN FULFILMENT

Of the

REQUIREMENT FOR THE MASTERS DEGREE IN
GOVERNANCE AND POLITICAL TRANSFORMATION

At the

UNIVERSITY OF FREE STATE (BLOEMFONTEIN)

SUPERVISOR: DR JR MAIMANE

PROGRAMME DIRECTOR: DR T COETZEE

JANUARY 2015

DECLARATION

I, B.P Ndlela, hereby declare that this extensive mini-dissertation for the Programme in Governance and Political Transformation at the University of the Free State (Bloemfontein), is my own work and has not been submitted by me or any other individual at this or any other university. I also declare that all reference material used for this study, have been properly acknowledged.

.....

B.P NDLELA

STUDENT NUMBER: 2012130130

Acknowledgements

I sincerely wish to thank my supervisor, Dr Maimane, for guiding me through the research by inculcating the sense of responsibility in me and my heartfelt appreciation to Dr Tania Coetzee, for keeping me focused on achieving my goal to complete the research. I would also like to thank the entire staff at the Governance and Political Transformation Department at the University of Free State (UFS), for giving me the opportunity to pursue this degree, not forgetting my study mates (Leqela P.D, Sibisi D.J and Sisi Nana S'biya-Ngidi), with whom we travelled with from Newcastle to Bloemfontein, on a number of occasions, for the purpose of attaining this degree.

To my family, I want to say thank you to my sister, Sizile Mbatha, my two brothers, Musa and Lindokuhle Ndlela, my one and only daughter, Owami Andiswa Buthelezi, for sacrificing her quality time so that I could finish my dissertation. Thank you to my parents: my late mother Maria and my dad K.V for inspiration and the contribution towards my studies from the first grade until I finished this dissertation. Most of all I would like to thank my spiritual father, Bishop M.V Sibiyana of FWC Ulundi, who has been my connector to the Almighty and give Glory to God who provided me this opportunity to develop a sense of patience, perseverance and faith in Him.

List of Acronyms and Abbreviations

The following Acronyms and Abbreviations were used in the text and have the following meanings:

STD: Secondary Teacher's Diploma

FDE: Further Diploma in Education

UDE: University Diploma in Education

EMS: Economic Management Sciences

PTD: Primary Teacher's Diploma

ACE: Advance Certificate in Education

BA: Bachelor of Arts

B.Ed: Bachelor of Education

B Tech (Ed): Bachelor in Education from Technikon

PTC: Primary Teacher's Certificate

PFMA: Public Finance Management Act

SGBs: School Governing Bodies

SASA: South African Schools Act 84 of 1996

DoE: Department of Education

HOD: Head of Department

List of Tables and Figures

Table 3.1 Characteristics of selected schools.....	66
Table 4.1 - 4.4 Schools: Profile of parent component of SGB.....	75-76
Table 4.5 - 4.6 Schools: Profile of SGB (educators component).....	77-78
Table 4.9 Profile of Principals.....	78
Figure 2.1 The SGB in the structure of School Governance.....	40

Table of Content	
Contents	
Declaration	(i)
Acknowledgements	(ii)
List of Acronyms and Abbreviations	(iii)
List of Tables and Figures	(iv)
Table of Contents	(v)
CHAPTER 1	1
1.1 Introduction and Motivation	1
1.2 Problem Statement	3
1.2.1 Research Questions	5
1.2.2 The possible answers	6
1.3 The Research Aim	6
1.3.1 The objectives of the study	6
1.4 Literature review	7
1.5 Procedure of the study	9
1.6 Research Methodology	9
1.6.1 Data Collection	10
1.6.2 Ethical Consideration	10
1.6.3 Data Analysis	10
1.7 Limitation of the research	11
1.8 Demarcation of the research area	11
1.9 Definition of concepts	11
1.10 Layout of chapters	12
CHAPTER 2	
2.1 Introduction	13
2.2 School governance in South Africa	14
2.2.1 School governance	14
2.2.2 School governing body	15
2.2.3 South Africa's school governing bodies compared to other countries	15

2.3	School Governing Bodies in South Africa	16
2.3.1	School governance in South Africa prior to 1994	16
2.3.2	Decentralised school governance in South Africa	17
2.3.3	Type of participation in decentralized school governance	18
2.4	The establishment of the governing bodies	19
2.4.1	Membership of school governing bodies	20
2.4.2	Eligibility	22
2.4.3	Size of the SGB	22
2.4.5	Term of office	22
2.5	Election criteria for school governing bodies	22
2.5.1	Casting of votes	24
2.5.2	Decision of Electoral Officer in case of dispute	25
2.5.3	Procedure after election of the governing body	26
2.5.4	Election of Office-Bearers	26
2.6	Function of the School Governing Body	28
2.6.1	Main function of SGB	28
2.6.2	Supporting Principal, Educators and other staff members	28
2.6.3	Development of school policies	29
2.6.4	Determination of staffing need	30
2.6.5	Financial Management and Budget	30
2.6.6	Resource management and maintenance	32
2.7	Functioning of School Governing Bodies	33
2.7.1	The role of the principal in respect of SGB capacity enhancement	33
2.8	Governance and Professional Management of public schools	34
2.8.1	The legal status of Public school	34
2.8.2	Where does the governing body fit into the education system	35
2.8.3	The difference between governance and professional management	36
2.8.4	SGB as part of co-operative governance	37

2.9	Legislative Framework	39
2.9.1	The South African Constitution	39
2.9.2	The National Education Policy Act 27 of 1996	40
2.9.3	Employment of Educators Act 76 of 1998	41
2.9.4	The Labour Relations Act of 1995	42
2.10	Conclusion	42
CHAPTER 3		
3.1	Introduction	44
3.2	The qualitative approach as a method of research	44
3.2.1	Theoretical basis of qualitative research	45
3.2.2	The research's role in the use of qualitative research	46
3.3	The population sampling	46
3.4	Data gathering techniques	47
3.4.1	The research instrument	47
3.4.2	Observation	47
3.4.3	Interview as data collection technique	47
3.4.3.1	The interview setting	47
3.4.3.2	The characteristics of focus group interview	48
3.4.3.3	The advantage of focus group interview	48
3.4.3.4	The disadvantage of focus group interview	49
3.4.3.5	The attributes of an interviewer	49
3.5	Reliability and Validity	50
3.5.1	Validity	51
3.5.2	Reliability	52
3.5.3	Triangulation	52
3.5.3.1	Data verification: member checks	52
3.6	Research Design	53
3.6.1	Research Participants	53

3.6.2	Focus group interview	54
3.6.3	The origins of focus group interview	54
3.6.4	Individual Interviews	55
3.6.5	The questions	56
3.7	Access and Permission	56
3.7.1	Informed Consent	56
3.7.2	Confidentiality and Anonymity	57
3.8	Pilot study	57
3.9	Administration of actual study	58
3.9.1	Interviews	58
3.9.2	The role of the researcher	59
3.9.3	Interviews with principal	60
3.10	Data Analysis	60
3.11	Conclusion	61
CHAPTER 4		
4.1	Introduction	62
4.2	The context of selected schools	62
4.3	Parent participation in the focus group interviews	62
4.4	Educator participants in the focus group interviews	64
4.5	Interviews with principals of selected schools	65
4.6	Understanding and implementing government policies	66
4.7	SGBs level of education and understanding of their responsibilities	67
4.8	Training of SGBs for their roles in schools	69
4.8.1	The time allocated for SGB training workshops	70
4.8.2	The language of SGB training workshops	71
4.9	Involving parents in learner's education	72
4.10	Understanding the role of SGBs as governors	75
4.11	Establishing a culture of learning and teaching	76

4.12	SGB and improvement of school finances	78
4.13	Level of motivation of SGB members in fulfilling their duties	79
4.14	Empowering the SGB to perform its tasks effectively	81
4.15	General Field notes	82
4.15.1	Observation of SGB involvement and functionality in school governance	82
4.15.2	Observation of SGB training workshops	83
4.16	Analysis of Documents	84
4.17	Salient aspects concerning SGBs capacity development	87
4.18	Conclusion	87
CHAPTER 5		
5.1	Introduction	89
5.2	Summary of chapters	89
5.2.1	Chapter two: Literature review	90
5.2.2	Chapter three: Research Methodology and Design	91
5.2.3	Chapter four: Analysis, Presentation and Discussion of Findings	91
5.3	Conclusions of the study	91
5.3.1	The SGBs lack of understanding of their roles and responsibilities	92
5.3.2	Training of SGBs	93
5.4	Recommendations	94
5.5	Final Remarks	94
BIBLIOGRAPHY		95

CHAPTER 1

1.1 INTRODUCTION AND MOTIVATION

Schooling in South Africa during the pre-1994 period was characterised by socio-economic and socio-political problems (SAIRR.2000). This was due to the policy of separate development, instituted by the apartheid government. This resulted in the lack of participation of the majority of people in affairs that concerned them (DoE.2002). The Post-1994 democratic dispensation meant that democratic values and practices be instilled. The democratisation process was also introduced in schools (DoE.1996:12). School governance, for example, was placed in community based governing bodies (SGBs), while curriculum delivery was placed in the hands of school based management teams (SMTs) (DoE. 2000).

Education was a discriminatory one, being individual-centered and more of change resistance. In 1994 South Africa became a true democratic country after many years of oppression, racial separation and inequality, caused by the system of Apartheid. The legacy of Apartheid and the many years of international isolation meant that, as part of the transformation process, the educational reform had to be fundamental and wide ranging, if South Africa was to become a modern, democratic state participating in global political economy of the 21st century (Harber, 2001:8). As Nzimande (1998:76) says: given the history of the lack of participation by communities, in the affairs of education, it is important that that structures, that would facilitate the participation of communities at grassroots level, are created. As noted by Nzimande, a unitary system of education should be created, which will ensure the balance between national co-ordination and policy development and participation at the same time. Christie (2004:301) concurs with Nzimande that S.A. education should have been administered by a single department of education. The recommendation by De Lange (1981:229) had been one department for all.

This study's importance lies in the fact that the researcher aims to make its results available to schools in the Ulundi area, specifically kwaCeza circuit to help them have a point of reference in becoming democratic institutions. This is provided in section 1.9.5:

- (1) Which focuses on the Public administration, which clearly outlines the democratic values and principles governing the public administration? This implies the following:
 - (i) Efficient, economic and effective use of resources must be promoted (promotion of efficient, economic and effective use of resources)

- (ii) Fostering of transparency by providing public with timely, accessible and accurate information
- (iii) Public administration must be broadly representative of management practices, based on ability, objectively, fairness and the need to redress the imbalance of the past to achieve broad representation.

The other importance of this study is to help the Schools Governing Bodies (SGBs) to know and understand their roles and responsibilities in the governance of the schools, as it is stipulated by South African Schools Act of 1996 (DoE.1996). For example, some of the school governing bodies' role in SASA 20(1) (c) is to develop the mission statement of the school. 21(c) states that an SGB must help to create a conducive environment for school. The reality at this time is that most of the SGB members, especially parents in public schools, are illiterate and they lack the capacity to perform their legal roles and responsibilities (DoE.2000). This has a net result of these people being unable to help SGB to function effectively. The SGB has the following responsibilities as well: policy formulation in line with government's stipulations; financial oversight, etc.

According to the schools Act (DoE.1996) the governance of every public school is vested in its governing body and the SASA further stipulates, in section 16(3), that the professional management of public schools must be undertaken by the principal under the authority of the Head of Department. Governance by the SGB includes "financial governance " though the imposition of various financial undertakings, as stipulated in the schools Act.

Davies (2001:60) says the South African Schools Act distinguishes between governance and professional management, assigning the former to the governing body and the latter to the principal of the school (South African Schools Act: 16(1) and (3). It may be concluded that this distinction may give rise to a manager of the school, who is required to fulfil the managerial function under the authority of the provincial Head of Department (South African Schools Act: 16 (3). The principal of the school is clearly required to implement departmental policy in the public school, and it may be assumed that where the policy of the Department clashes with the views of the governing body, conflict can be expected.

Joubert and Prinsloo (2008:75) emphasised that although the schools act makes the provision for the fact that parents should always form the majority in an SGB, this does not automatically mean that their voice should necessarily be the only ones heard in the SGB or school affairs. It merely recognises the significance of parent's interest in their

children's education. An important observation is that once elected, all members of the SGB become governors. (Joubert and Prinsloo 2008:75). Section 16(2) of the Schools Act (1996) makes it clear that these governors stand in a position of trust towards the school, which in turn means that all members of the SGB must at all times act in the best interest of the school (fiduciary interest).

Parents that are SGB members represent the interests and welfare of the parent component, while teachers that are in the SGB represent their colleagues (Marishane & Botha (2011). Every one of them is now a governor, who represents the school and must always act in the best interest of the school. An understanding of a common goal: Always to act in the best interest of the school. Government acknowledges the fact that education can only succeed if all the role players accept their responsibilities. A governing body that functions properly will be of great benefit to the school and the community. In conclusion, the governing body's role and boundaries in school governance should be clearly understood by all role players so that the school will benefit from the participation of those who have the best interest of the school at heart.

1.2 PROBLEM STATEMENT

Parents form the large number in the school governing bodies, yet in most public schools, especially kwaCeza circuit, are illiterate - they cannot read or write which makes it difficult in the school governing, because they are easily manipulated by the principals of the schools. The biggest problem is the literate capacity that is required to help the schools governing bodies to know and understand their roles in education. In other words, what can be done to help the SGB to know and understand their roles or functions in the governing of the school, so that they are not manipulated by the principals in decision making?

Section 19 of SASA talks about the enhancement of capacity of governing bodies and provides clear guidelines in terms of the responsibility of the Head of Department, the principals and other officials of the department to render all necessary assistance to governing bodies in the performance of their duties in terms of section 19(1) and 19(2) of this Act. According to Mbuli (2010:69), despite these measures, the findings of his study indicates that the majority of governing bodies in rural areas in Vryheid district, still find it hard to exercise their functions with necessary confidence and are therefore subject to manipulation by the principals, departmental officials and organised labour. According to

Mncube (2009) the department of education has a responsibility to provide newly elected SGB with skills to enable them to fulfil their mandates. With regards to lack of necessary capacity whether there were any constraints to government policy implementation, most of the respondents indicated that there were constraints. Mbuli (2010) pointed out the following shortcomings in the Vryheid district: Most of the schools in kwaCeza circuit are section 21 schools. Such schools have a responsibility to deal with school finance in terms of Public financial management act (PFMA) (1998). In this policy section 21 schools are grouped into two distinct groups. There are those with function fee and those with no function fee. Section 21 schools with function fee's money for the Norms and Standard, is directly deposited in their accounts by the Department, after which the schools has to use it according to their needs and profitability. For an example: renovation of the school buildings, then for something to be fixed the SGB has to advertise the job to those people who qualifies to do it, according the government procedures.

This is where you find the manipulation of the SGB by the principals where they choose their friends or someone they know to render the service to the school, in order for them to have certain shares of the payments (Isolezwe.2010). These people of the SGB cannot even read the bank statement or read what amount is written on the cheque - they just sign it. The only person, who is literate, is the principal. The service providers as a result, do not provide the good service to the school as per contract. The school is turn no longer in the good condition as expected in terms of its mandate. The net result is that the community simply send their children to other schools .Over the years this practice resulted in kwaCeza circuit public schools, experiencing the continuous decrease of learners' enrolment, even though the school is surrounded or situated in a well-populated area of children of school going age.

The continuous decrease of learner's enrolment certainly shows that there are factors leading to this decline in numbers. It might be either environmental forces or internal forces, as classified by Gibson et al (1991:460), who referred to them as forces for change (driving forces). Environmental forces are mostly beyond the school's control amongst others: economic, technology, social and political forces, yet they eventually have a great impact in the efficient, effective and normal function of the day-to day school activities. The school governing body members will, in this regard, play a pivotal role as they are the member s of the community (surrounding), to liaise with both school and the community. The community also feels part and parcel of every school process and proceedings and their democratic, rights, values, principles are not deprived as enshrined in section 195(1).

Due to the decrease in number of learners in public schools in the area, the government came up with the Post Provision and Norm (PPN) strategy, where they take educators from the schools with a small number of learners enrolled, to the schools with larger enrolment of learners. This PPN strategy has over years affected the educators and caused instability to them, because they have to leave their homes to be placed to other schools where there are more learners, which wasn't even supposed to exist if the SGB clearly understood their role in governing the school and had the capacity and they were the only people who could transform their schools to fulfil the need of the community, as it is one of the basic needs of having a school in an area.

KwaCeza is set in a deep rural area where there are poverty stricken families and as such this is an under developed area with no proper transport system, so learners travel long distances and are thus exposed to dangers like mugging, girls being raped, boys sodomised, etc. only also to find that there is a high rate of teenage pregnancy and school dropout. These factors contributes to the increase rate of crime in the area (UmAfrica.2004) and Kruger (2005:234) states that in view of the demands on those dealing with financial matters, it is imperative that the school principal and members of the governing body should perform their financial management task with circumspection and thoroughness. Kruger (2005:240) further states that in order to delegate and lead the financial management procedures effectively, principals and members of the committee must also be familiar with the correct procedures used in the school for the following activities:

- Handling the school account
- Receiving, recording and administering school finances and assets.
- Financial accounting and reporting (Manning.2009:8).

1.2.1 Research Questions

The researcher decided to divide the research problem into the following sub problems for easy and adequate manageability:

- (i) Do people in KwaCeza understand their role in school governance?
- (ii) Does the department of education encourage people to participate in school governance?
- (ii) What is the impact of illiteracy of community members in school governance?
- (iii) What solution can be used to bring about adult literacy to help the functionality of SGB?

(iv) Are schools aware of the need to involve parents in education?

1.2:2 The answers to these questions could be:

- (i) -Yes, they do understand their role, but do not have the necessary skills.
-Yes, they do understand their role, but schools do not invite them.
-No, they do not know how they can be of help.
- (ii) -The department of education seems to expect schools and principals to encourage people to get involved.
- (iii) -Illiteracy and lack of capacity hampers most people from partaking their roles in schools.
- (iv) -Schools can be provided with training to equip to get people involved.
-Communities can be given training to help them understand how they can get involved in schools.
- (v) -Some of the schools (and principals) are aware of the need to get people involved in education. But the majority of schools and principals need to be trained on this.

1.3 THE RESEARCH AIM

This study aims to identify the gaps that exist between policy and implementation, therefore in terms of schools being democratized.

Suggest alternative ways of electing governing body members who have the potential to cope with their increased responsibilities.

1.3.1 THE OBJECTIVE OF THIS STUDY

This study is conducted for the sole purpose of acquiring the realisation of the following objectives:

- To explore the legislative requirements to enable schools to be democratic.
- To explore the role of governing bodies in the democratisation process of their schools
- To explore the democratisation process in schools.

1.4 LITERATURE REVIEW

Introduction

A research project does not exist in isolation, but must build upon what has been done previously. Therefore, before embarking on a project, a researcher should review previous work in the field (Kaniki 2006:19). Kaniki also states further that a literature review puts one's research project into context by showing how it fits into a particular field. Thus a literature review is conducted in this study in order to understand school governance and democratic society. A literature review of the topic is further deemed necessary for this study for the following reasons:

- To ensure that nobody else has already done essentially the same research (Fouche and Delport 2005:124)
- To reduce the chance of selecting an irrelevant topic / focus arising from an investigation of what may already have been done in this area of study (Fouche and Delport (2005:124)

Parent-Teacher-Student Associations (PTSAs): Present State and Future Prospects by Sithole (1994).

This article provides an assessment of the state of PTSAs nationally, and examines their relevance in the new era known as SGB and discusses how operation and composition vary from school to school, e.g. like explaining that at primary school level, Parent-Teacher-Association (PTA) operates, the student component is excluded, presumably because students at that level are considered to be too young to get involved. It also attempts a critical appraisal of PTSAs, examining their problems and weaknesses, as well as their relationship with the Nation Education Co-ordinating Committee (NECC). The readership of this book has clearly indicated that it is a serious problem of how the SGB perceive and execute their role, function and powers. It is one of the most suitable sources of information in relation to the research topic, because it explains that democracy is not only about people voting for government once every four or five years, but that people should participate on a daily basis in decision-making processes in all aspects of their lives, including education.

Civil society and the Role of the National Education Co-ordinating Committee (NECC) by Nzimande (1993)

Although Nzimande specifically refers to the NECC and its role, in relation to civil society and political organisations, this debate concerns organisation with a mass membership and the relationship they forge with government. Such organisations and non-governmental organisation (NGOs) that identify with the mass organisations of civil society continue to grapple with these same issues to the present day. Many struggle to provide support to South Africa's first democratic government and their developmental programmes, while retaining a critical stance and perspective on government policy decisions and activities, Nzimande's discussion paper suggests ways in which organisations like the school governing body association can help build democracy in education institutions in particular, and the education sector in general. This book is important to the researcher, as it has the relevant information to the research topic.

Restructuring the Education System: Debates and Conflicts by Pampallis (1993)

This paper was published as an Education Monitor in October 1993, in which Pampallis outlines developments in the national struggle to democratise education in South Africa. He was writing at a time when multi-party negotiations were in progress and there was a shift in educational strategies from protest and opposition to negotiated settlements. Commenting on the apartheid regime, initiating unilateral restructuring of the education system, Jansen (2003) asserts the need to redress inequalities and introduce democratic governance. The tension between representative and participatory democracy is briefly explored. This study provides valuable information regarding the research topic in the sense that it explores the element of change in education for the schools to be democratic. Democracy in school is a process: it is not going to happen in a day but it requires an implementation of various programmes of action. (Lazear. 2002; McGuirk. 1990)

Democracy, schooling and political education by Wringer(1994)

This book explores the relationship between educational practice and the principle of democracy. It gives a clear account of the nature of the relationship between what happens in the field of education, in relation to the new developments in the theory of democracy. The relevance of the book to the research topic has been found to be indispensable, because it will provide insight into the following aspects:

- The democratisation of education institutions.
- The importance of an understanding of socio-political issues in relation to education.

The book provides a theoretical perspective to better understand the intricacies involved in dealing with the challenges and controversies in the field of education, particularly on matters of governance and transformation. It further explores the role of public accountability, as well as a greater degree of teacher involvement in the management of schools and also greater parent and learner power, as one of the components necessary for effective functioning of democratic governance.

1.5 PROCEDURE OF THE STUDY

In order to gain entry into the research sites (schools in this case), the researcher will request permission from the Head of Department, (Mr Sishi). The researcher will also seek permission from school principals concerned. The researcher will also request informed participation in the research project. They shall be given all information pertaining to the research before they agree to participate. The following people will be selected for participation: some teachers, some parents, some learners and some school principals. In order to get some learners to participate in the research project, the researcher will ask for the children's parents to give permission for their participation.

1.6 RESEARCH METHODOLOGY

This study is going to be conducted, using both qualitative and quantitative methods. Qualitative research emphasise on the need to record views of the research participants, as accurately as possible (Mouton.2001:271). This choice is a result of the researcher's need to find out how education stakeholders view school governance, as well as the democratisation process. This study's data will be collected using the ethnographic study. Ethnography is a description and interpretation of cultural or social groups or systems. Although there is some disagreement about the precise meaning of the term culture, the focus is on learned patterns of action, language beliefs, rituals and ways of life (Schumacher.2010:23). Ethnographic research studies communities and culture, where-in the researcher immerses himself/herself in the research scene (Leedy.2009). The researcher will spend time in the research site, studying the phenomenon in its natural setting. Quantitative research maximizes objectivity by using numbers, statistics structure and control.

1.6.1 DATA COLLECTION

Data will be collected using the following strategies: analysing of document and artefacts, interviews and observation.

There are different types of interviews that the researcher will select from, like casual interviews, in-depth interviews, focus group interviews and individual interviews. The selection of interview strategy depends on the context and purpose: (1) to obtain the present perception of activities, roles, feelings, motivations, concerns, and thoughts; (2) to obtain future expectations or anticipated experiences; (3) to verify and extend information obtained from other sources; and/or (4) to verify or extend hunches and ideas, developed by the participants or researcher. (Schumacher.2010:355). Artifacts are tangible manifestation that describes people's experience, knowledge, actions, and values. Artefacts of present-day groups and educational institutions may take three forms: personal documents, official documents, and objects. Observation is the way for the researcher to see and hear what is occurring naturally in the research site. The researcher can be a complete observer or a participant observer. A participant observer is someone who completes the observations as he or she takes part in the activities, as a regular member of the group.

1.6.2 ETHICAL CONSIDERATIONS

The researcher will ensure no participant is harmed emotionally, physically and mentally during the research process. The researcher will also make sure that the law is not broken because of the research activities. For example: no learner or teacher will participate in the research when they are supposed to be engaged in teaching and learning activities.

1.6.3 DATA ANALYSIS

Bearing in mind that this is a mixed method research project, data analysis will utilize statistical analysis and qualitative data analysis. Data will be coded to ensure that there is no confusion regarding data sources. Data from learners will be marked as that, for example: A co-researcher will be employed to help with data crystallization.

1.7 LIMITATIONS OF THE RESEARCH

This study could be limited (constrained) by some people not wanting to participate in the study, thus depriving the researcher of important data. By some people the researcher means some members of SGB; some teachers and principals. Some schools' SGB's are dysfunctional due to illiteracy of its members. This might cause a limiting factor as such people might be manipulated by principals or others; thus end up giving inaccurate data.

1.8 DEMARCATION OF THE RESEARCH AREA

The research will be conducted at four public schools in kwaCeza circuit in the Vryheid district in KwaZulu-Natal. The schools were selected based on their status as previously disadvantaged schools and further based on findings of literature study that many previously disadvantaged schools were still experiencing difficulties in governance of the schools. Qualitative interviews will be conducted with principals, communities and SGB members. Thus, this research falls within the ambit of school governance.

1.9 DEFINITION OF CONCEPTS

The following terms have been defined to facilitate comprehension of the reader: SGB, Principal, SMT, Parent, Norms and Standards, Learners, Teachers and HOD.

- a. Principal means an educator appointed or acting as the head of a school.
- b. Parent means the person legally entitled to custody of a learner.
- c. Learner means any person receiving education or obliged to receive education, in terms of South African Schools Act.
- d. Teacher or Educator means any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional education services, including professional therapy and education psychological services at a school.
- e. Norms and Standards are the funds allocated per school, according to their environment.

- f. SMT (School Management Team) means the people who manage the school who are the HOD, Deputy Principal and Principal. There are some schools that do not have deputy principals depending on the enrolment they have. In such schools the SMT is only the Principal and the HOD.
- g. HOD means the head of an education department.
- h. SGB means school governing body.

1.10 CHAPTER DIVISIONS (LAYOUT)

Chapter One

This chapter focuses on the introduction of the research topic, definition of the research problem, procedure for the study and methodology used in the research. It further outlines the aim and objective of the study.

Chapter Two- (Literature study)

This chapter covers the legislative framework that impacted on school governance of public schools since the 1994 democratic elections. This will include the discussion of the Constitution of South Africa, South African Schools Act and other legislative framework on education.

Chapter Three – (Research and Methodology)

This chapter will provide the research design and methodology, the actual application of the research design and methodology, and steps to be followed in data collection.

Chapter Four- (Analysis, Presentation and Discussion of Finding)

This chapter provides an in-depth discussion on the findings of the study, the driving forces behind the functionality and malfunctioning of kwaCeza circuit schools.

Chapter Five – (Summaries, Conclusion and Recommendations)

This chapter will deal with the summary, conclusion and recommendations, based on the research.

CHAPTER 2

LITERATURE STUDY

2.1 Introduction

The KwaCeza Circuit is a circuit within the department of education. It is part of the Vryheid District. It is a rural circuit, as all schools under it are located in communities that are rural. During the pre-1994 era, democratic processes were not followed like in the rest of South Africa. In the post-1994 era there seems to be a resistance to adopt democratic practices. In most schools, principals still take decisions on their own, without involving School Governing Bodies and School Management Team, as well as any stakeholders. The autocratic leadership is a norm in most schools in the area, north of the uThukela river.

It is quite common to proclaim the necessity and desirability of parental involvement in our public schools. "Such proclamation has the ring of virtue, inclusion, and a democratic ethos". (Sarason 1995:11). The South African Schools Act 84 of 1996 led to a new approach to school governance in South African schools. Most significant was the democratic governance of schools through the involvement of stakeholders (Xaba 2004: 313). This was a welcomed move by the government to have the communities, not only getting involved in the education of their children, but to have a marked influence in the organisation and governance of schools (Maluleka 2008: 14).

Van Wyk and Lemmer (2002:16) assert that the main thrust of the South African Schools Act of 1996 is that the state has inadequate financial and organisational capacity to do everything for schools. All stakeholders, parents, educators, learners and local community members should be actively involved in the organisation, governance and funding of schools. The idea stems from the strong belief that schools are run well when governed by local people, since these people are well placed when it comes to identifying the problems and needs of their schools – provided that they are well prepared to accept the responsibilities of their governance (Maluleka 2008: 14).

The South African Schools Act (SASA 1996) thus offers parents and guardians more power and roles to play in the governance of schools and indeed in the education of their children. Summing up the rights and responsibilities of parents and guardians, the South African Schools Act (op. cit) emphasizes that "parents or guardians have the right to be consulted by the state authorities with respect to the form that education should take and to take part in its governance". (Quan- Baffour 2006: 5).

The preparation of these stakeholders to assume their governance responsibilities, remains the challenge to both the Department of Education as the controlling body and the schools as the site for governance practices (Maluleka 2008: 14). Van Wyk and Lemmer (2002:19) warn that in order to perform their duties and carry out their responsibilities in an effective and efficient way, the school governing body should have the capacity to do so.

School governance is a legal responsibility, which needs particular skills, knowledge and expertise to ensure that member will be able to fulfil the concomitant legal duties and accountability. Besides, the functionality of the schools depends on the level of knowledge, skills and expertise of the school governing body. In this regard Xaba (2004: 316) asserts for the delivery of effective teaching and learning in schools. Therefore there are various components members need to perform their functions and their roles in a way that promotes the best of the child in the school.

As principals are also stakeholders in school governance, they are required to be both managers and leaders of effective teaching and learning (Southworth 2002:76). Their roles as managers include marketing the school, liaising with all the stakeholders in education and managing resources. The principal should develop and deploy a marketing strategy for the school which interacts with the external environment in order to produce quality education. By so doing, the principal will be promoting the school which may result in a great deal of success in developing and improving the relationship between the school and its clients (Davis & Ellison 1991: 124-134). This chapter illustrates procedures for the elections of the School Governing Bodies as the important part in school governance and the legislative framework on education.

2.2 SCHOOL GOVERNANCE IN SOUTH AFRICA

According to the South African Schools Act (1996) the governance of a school rests with its SGB. As such it is expected that principals take their lead from SGB. But in KwaCeza it is not the case. Principals still hold sway in school matters. At best SGBs are instead reduced to rubberstamps by such school principals. The responsibility of governance in schools related to the SGBs' power, is to adopt policies, formulate and implement policies. It is also the responsibility of the SGB to play an oversight role, monitoring the implementation of policies.

This is similar to school governance in the following African countries: Zimbabwe, Zambia and Namibia. In Namibia (MoE 2010) the SGB are called the School governing council and also includes a representative from the local municipality. This ensures that principals respect the role of SGC. The Zimbabwean school governing board (SGB) has similar responsibilities to their South African counter parts (Nambinga 2007).

This section focuses on decentralized school governance.

2.2.1. School governance

School governance as the governing body's function, means determining the policy and rules by which the school is to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law and the budget of the school (Potgieter, Visser, van der Bank, Mothata and Squelch 1997: 11).

2.2.2 School Governing Body

The term "School Governing Body" is used uniformly to describe an elected body that is entrusted with the responsibility and authority to formulate and adopt school policies within the national, provincial and district vision for education and functioning, in terms of the Schools Act (DoE 1995: 53).

Heads of educational institutions sat with massive sets of directives about how to do everything from writing a receipt, to opening a bank account. The problem that now arises is that the moment the school has elected a school governing body (SGB), certain responsibilities are devolved upon the SGB as a body, despite the fact that the authorities have not formulated a set of clear directives, knowledge and skills on the governance, organization and management of schools (Maluleka 2008: 15).

The investigation in the election of the school governing bodies reveals the critical importance of SGB's in ensuring that the legislative policies are effectively implemented. This implies that the SGB, in promoting the best interest of the school and particularly that of its learners, is responsible to develop a strategy for ensuring the provision of quality education to the learners and its proper implementation. The general purpose of the governing body is to perform its functions effectively and efficiently in terms of the South African Schools Act of 1996, on behalf of the school and for the benefit of the community. A governing body is therefore placed in a position of trust by the government to effect proper learning (Nkosana 2003: 9, and Xaba 2004: 314).

It is of utmost importance that in school governance, governing body members should have the necessary skills and knowledge in order to perform their roles and responsibilities according to the community's expectations and desire, on the basis of the above. However, the phenomenon of lack of capacity on the side of SGB members, particularly in rural schools, is posing a serious challenge on the governance and management of schools. The following discussion seeks to investigate this phenomenon, its manifestation and impact on the functionality of schools.

2.2.3. South Africa's school governing bodies compared to other countries

In South Africa the South African Schools Act stipulates that parents must form the majority on the school governing body (RSA 1996a, section 23). This makes South Africa one of the few countries in the world with the provision for a parent majority on school governing bodies. The only country in the European Union, other than Scotland which provides for a parental majority on the school governing body, is Denmark (Lemmer and VanWyk 2010:209).

Throughout the world, school governing bodies have been given similar tasks, although South African legislation provides for more extensive powers for the SGB than is found in most other countries (Lemmer and Van Wyk 2010: 210). According to Eurydice (2003:83), in a report published by the European Commission, a number of functions of school governing structures on which parents are represented, were compared. The research was done in 31 countries in Europe, 15 countries gave parents decision-making powers in drawing up the school educational plan, while in 11 countries parents serving on governing bodies only have consultative powers.

Only seven countries in Europe give parent representatives decision-making powers, relating to the expulsion and suspension of learners. However, in some of these countries, this power is restricted to lower secondary education. The termination of teaching contracts and the recruitment of teachers is not commonly a matter for school bodies, which include parent representatives to decide on. It is only in Belgium, Ireland and the United Kingdom where school bodies have decision-making powers in this regard. In Denmark these bodies

have only a consultative role, while in Finland the role varies according to the school concerned (Van Wyk and Lemmer 2010: 211).

In Spain, an additional task of the School Council, which relates to teaching content, is to establish guidelines for the creation of an Educational Project for the school, evaluation of the project and evaluation of the overall school curriculum programme and the associated teaching and learning activities (Galvez 2000: 156-157). In the US, increasing concern about lowering of standards and poor quality education delivery, sparked reform in education. However, not all states mandate the establishment of governing bodies with legislative powers. A notable exception is the city of Chicago following the Chicago Reform Act of 1998, which affords school councils considerable decision-making powers over budgets, the school curriculum and staff appointments and dismissals (Squelch 2000: 131).

From the above brief overview of school governance in number of countries, it is clear that South African SGBs have extensive powers. This makes it absolutely necessary that all members serving on an SGB should be empowered to perform these tasks.

2.3 SCHOOL GOVERNING BODIES IN SOUTH AFRICA

In the past, rural schools in black communities in South Africa were governed by school committees. The members of these school committees were not democratically elected. The members of the school committee were hand-picked by the induna (village headman) of the community in which the school is situated (Mkhonto 1998: 1). The management structures of rural schools were thus unrepresentative and therefore illegitimate and undemocratic. With the advent of majority rule and a democratic constitution, the need to change education in the country became apparent and crucial. As an extract from Namibian Ministry of education (1993 a: 41) reads: "To develop education for democracy we must develop democratic education to teach about democracy; our teachers and our education system as a whole must practice democratic". To make schools governance and its structures reflect democratic ideas of the country, the South African Schools Act (1996: 16) made a provision for the establishment of SGB's.

The constitutional provision made it possible for the key stake holders in education (parents, communities and learners), to exercise their rights and responsibilities by involving themselves in the governance of local community schools. The SGB structure has been given a wide range of powers and tasks (RSA 1996: section 20 and 21). The formation and all the tasks of the SGB are aimed at improving school governance.

2.3.1 School governance in South Africa prior to 1994

School governance in general is not a new concept and practice in South Africa. Under the old political dispensation there existed Parent, Teacher and Student Associations (PTSAs) in various community schools, which assisted principals in running of schools. At primary schools level a Parent-Teacher Association (PTA) operates; the student component is excluded, presumably because students at that level are considered to be too young to get involved. Parent representatives were not necessarily the parents of pupils enrolled at a particular school. Guardians or other members of the community, with a vested interest in education and the general welfare of a school, often serve as member of a PTSA. They may

be either community-elected or seconded by community organizations, such as civics or existing management councils.

Schools principals are sometimes involved in an ex-officio capacity, and sometimes act as chairpersons of PTSA's; in some cases they do not participate in the PTSA at all (Sithole 1994:3). PTSA's generally strive for certain aims and objectives (NECC/SACHED; 1992). Broadly speaking, these may include: furthering the educational aims of the school within the community; inculcating a democratic approach to decision-making and problem-solving; fund-raising and monitoring the usage of school funds (Sithole 1994: 4). PTSA's could not decide on the curriculum of the school and medium of instruction to be used at schools. This initial attempt at school governance, albeit legislative backing from the government, was less democratic.

In the view of Masheula (2003: 22), PTSA's served as an alternative governance structure which operated in township schools in the mid-1980s, as part of the initial campaign to develop a new democratic system of school governance. Before 1994, education was the responsibility of the state and public schools (primary and secondary) were administered in each province, through highly centralized government departments. During those years, school governance was determined centrally with tight control exercised through an inspectorial system (Republic of South Africa 1995:15). Adding to this, Sayed (2002:39), reports that the apartheid state adopted a style of management that directly intervened in processes of education provision and delivery. Under the post-apartheid dispensation, state control is indirect, after the fact and exercised through controlling the outcomes rather than the inputs.

2.3.2 Decentralized school governance in South Africa

With the democratization of the country in 1994, the old system of school governance, via PTSA, became unpopular and outdated; since it did not involve representatives of all the major role players, e.g. parents, educators, school supporting staff and the broader community in which the school is situated. Moreover there were vast disparities among the school organization and system of governance which would be transformative, inclusive, flexible and democratic, in order to accommodate the different contexts in which school operate (Quan-Baffour 2006: 28). Steyn and Squelch (1994: 182) point out that reforming education involves restructuring it in such a way that among other things, school governance, organization and management are decentralized, while at the same time empowering the people closest to the learners in the classroom.

Decentralization is a concept that is often used, but generates more heat than light. It is used as a wide range of contexts from signaling changing forms of educational governance and management to changes in the classroom practice and pedagogy. For those approaching it from a political perspective, the success of decentralization is measured by the extent to which political involvement and participation is enhanced. That is the extent to which a state redistributes authority and power. The general view is that educational decentralization redistributes decision-making (Sayed 2002: 35, 37). By redistributing and sharing power, a decentralized policy in education empowers communities to take charge of schools within their jurisdiction. It is assumed that, when communities get involved in education matters, their schools could improve.

Sergiovanni(1994: xi) maintains that if we want to rewrite the script to enable good schools to flourish, we need to rebuild the community. Community building must become the heart of any school improvement effort. Whatever else is involved – improving teaching, developing a sensible curriculum, creating new forms of governance, providing more authentic assessment, empowering teachers and parents, increasing professionalism – it must rest on a foundation of community building. A classic example of a community building in a school is the establishment of a democratic structure which consists of true representatives of all major role players in education, e.g. parents, educators, broader community members and learners. It is for these ideals that the government enacted and promulgated the South African Schools Act of 1996, which mandated the establishment of School Governing Bodies and vested the governance of every public school in its Governing Body.

Marishane (1999: 78) pointed out that decentralization of school governance enable co-governance between the Department and stakeholders. Indeed, the complexity of modern society requires a closer co-operation or partnership between the home and the school in order to achieve educational goal-improved, learner achievement. In other words according to Squelch and Lemmer (1994: 92), home and school are no longer separated by the “white line” on the playground. The South African Schools Act (1996: 17) recognizes parents and the community’s role in education of children, hence it has made it obligatory for parents to be actively involved in the education of children. Parents, guardians and community members are seen by the government as equal partners in education. They are expected to assume greater responsibility not only in governance of schools but also as educators and supporters of teaching and learning both at school and at home.

The decentralized system of school governance, which came to effect as a result of the South African Schools Act of 1996, has unique characteristics. SGB members should be local community members, democratically elected to govern schools according to community and national needs. As Marishane and Botha (2011: 12) appropriately points out, the advocates of a decentralized school, namely those closest to the learners, should be offered the authority to make key decisions. Perhaps this fact might have influenced the government’s decision to give back schools to local communities to govern. As a matter of fact, all schools are situated in communities where children who attend such schools, usually live. Furthermore community members know and understand their environment and context better than anybody else (Quan-Baffour 2006: 29).

2.3.3 Type of participation in decentralized school governance

In South African educational policy discourses, four competing notions of participation relating to school governance can be discerned; namely stakeholder participation, community participation, weighted participation and regulated participation (R.S.A 2004:41).

Stakeholder participation

Stakeholder participation refers to individual and groups who have more legitimate rights of participation in school governance. According to Kruss, Sayed and Badat (2001: 172), not all things are open to all people all of the time. Indeed the South African Schools Act (1996: 16) specifically mentions parents, (including caregivers and guardians), educators, learners, principals and supporting staff as the stakeholder group in education matters.

Community participation

It is difficult to define the concept *community* precisely, because a modern community is not usually fixed, stable and homogenous in structure. Kruss, Sayed and Badat (2002: 171) point out that although *community* is difficult to define, its participation in education is a virtue in and of itself. In view of this lack of homogeneity and stability, school governance should reflect the interests of the particular community within which it is located and serves. The community as a major constituent of the SGB is clearly spelt out by the South African Schools Act (1996: 16).

Regulated participation

This group of participation in school governance is seen as the advisory school governing Council to the Minister of education. As the *Review of School Governance* (2004: 43) reports, this statutory Governance Council should exist at both national and provincial levels.

Weighted participation

Weighted participation in school governance structures embraces all three groups discussed above. The principle of weighted participation is embedded in the South African Schools Act (1996:16-17), that parents must have the majority say on school matters. Kruss, Sayed and Badat (2001: 174) suggest that some constituent parts of the School Governing Bodies (SGBs) could be given more voting powers than others; such as parents having two votes for every one of the educator. Already parents are in the majority on School Governing Bodies. It is my opinion that the two votes for each of the parent component as suggested by Kruss et.al. (op.cit), could too much power in their hands opposed to the professionals (i.e. educators), who actually deliver the goods. This may lead to conflict between parents and educators, something which could have a negative impact on effective teaching and learning and for that matter learner achievement.

2.4. THE ESTABLISHMENT OF GOVERNING BODIES

The views of all stakeholders seems to be an important factor in the establishment and composition in the decision- making process of school governance and can also be explained by the premise that education is everyone's business (Marishane 1999:3). Indeed, what touches all must be deliberated by all, hence interested parties in education must be given the opportunity to participate in the education decision making process and enjoy the right to shape the direction of the education of future community leaders. The SGB structure is also seen as a platform for parents and, for that matter, community members to contribute to the transformation of education at the grassroots level.

Dlamini (1993:5) also notes that the source of potential advantage of community participation for the school, is that the school may benefit from a wide range of expert knowledge, which may exist in the community in areas such as law, accountability and civics. However, in rural areas the availability of these skills remains to be not seen. The participation of community members with expert knowledge is the only guaranteed way to infuse new social energy into the institutions and structures of the education and training system, dispel the chronic alienation of large sector of society from the education process, and reduce the power of government administration to intervene where it should not (Van Wyk and Lemmer 2002:125).

The other rational reason for the establishment of school governing bodies, is to assist in driving the government's decentralization process. Although the establishment of governing bodies is a welcomed move by the government for schools to democratize, there is a fundamental challenge of school governors, particularly in the rural areas, being able to dispatch their legal responsibilities.

It might be for these good reasons that the South African School Act (1996: 23) spells out clearly that the governing body of every public school must comprise of members who are elected by the community, the school principal in his/her official capacity (as profession, administrative and academic, head of the school) and a co-opted member. (not elected by community members).

2.4.1. Membership of school governing bodies

The elected members of the governing body must comprise of a member or members of each of the following categories:

The Principal by virtue of his or her official capacity

Parents of learners at school who are not educators

Educators at the school

Members of staff at the school who are not educators

Learners in grade eight or higher at the school

Co-opted members

Sub-section 23 of the Act 1996 South African Schools further stipulates that a parent who is employed at the school may not represent parents on the SGB in terms of sub-section 2(a).

Principal of the school

Schools principals by their virtue of their official capacity are the members of the School Governing Bodies.

Parents or Guardians of Learners at the school

A parent means the biological parent or adoptive parent or legal guardian of a learner or the person legally entitled to custody of a learner or the person legally entitled of a learner or the person who undertakes to fulfill the obligations of a person or guardian towards the learner's education at school.

Educators at the school

An educator is a person who teaches, educates or trains other people, or who provides professional educational services, including professional therapy and educational psychological service at an institution. This includes educators employed by the school. (RSA 2002: 13).

Members of staff at the school who are not educators

These members are all institutional staff members appointed according to the Public Service Act, 1994 (Act 103 of 1994), who are not educators at the institution, including those employed by the school (RSA 2012: 13). Prior to 1994, before political transformation in school governance, members of staff who were not educators did not participate in any form of governance, except for the Model C schools.

Learners in Grade 8 or higher at the school

Only learners in grade 8 or higher at the school who are elected members of the Representative Council of Learners (RCL), or nominated by the RCL, should serve on the SGB. Before political transformation in school governance prior to 1994, learners were not even considered as people who can participate in school governance. Learners with special education needs in grade 8, can be elected if this is reasonably practicable (RSA 2012:13)

Co-opted members

There are two types of co-opted members that can serve on the school governing body, namely co-opted members with voting rights and those without voting rights. Co-opted members without voting rights are those members recruited by the SGB, because of their expertise in areas that may benefit the entire school. Should a vacancy be created due to the departure of an elected member, a co-opted member with voting rights can be nominated and appointed to serve on the SGB for a period, not exceeding 90 days. During these 90 days a formally elected member who has been elected by way of a by-election fills the vacancy. (RSA 2012: 14).

The South African Schools Act (1996) indicated that parents, as people with children, at every public school must be given more say on how the school must be run for the sake of their children and larger community. This is where the problem statement of this research arises, as the community of Ceza Circuit lack knowledge and skills in terms of how they should participate in school governance, due to the illiteracy problem.

As people who are responsible for supplying children with teaching and learning resources they may know what they want for their children. The one who pays the piper must call for the tune, as the saying goes. It is assumed that parents as majority members of the SGB would not make decisions or endorse decisions that could be detrimental to their children's education and for that matter their future. The idea of co-opting some members of the community or parents to assist the SGB sounds laudable, but raises some concern. The fact that co-opted members cannot vote on issues, renders their presence on the governing body useless. They may act as toothless bull dogs that can only bark, but cannot bite. Indeed, if co-opted members without voting rights are to play any meaningful role on the SGB then they must be given voting rights.

2.4.2. Eligibility

A person will not be eligible to be a member of the governing body if he or she:

- Is an un-rehabilitated insolvent
- Is mentally ill and has been declared as such by a competent court
- Has been convicted of an offence and sentenced to imprisonment without the option of a fine for a period exceeding six months or has not yet served his or her full period of imprisonment or
- No longer falls within the category of members that he or she had represented at the time of the election (RSA 2012: 14).

2.4.3. Size of the SGB

The number of parent members is one more than the total of the other members of the governing body who have voting right.

Each province prepares a schedule determining the number of members in each component of the SGB, based on this criterion and on the learner enrolment of the school, and includes it in the provincial regulations (RSA 2012:14). There were no school governing bodies before political transformation in school governance, prior 1994.

2.4.4. Office-Bearers

A governing body, from among its members elects office-bearers, who include at least a chairperson, treasure and a secretary. These appointments are made at the registration meeting, which is held within 14 days after the election of the SGB. Only a parent member of a governing body may serve as the chairperson of the SGB (RSA 2012: 14).

2.4.5. Term of office

The term of office in the SGB, with the exception of the learner component, may not exceed three years. The term of office for the learner component is one year. SGB office-bearers hold office for one year only. Office-bearers may stand for re-election (RSA 2012:14).

2.5. ELECTION CRITERIA FOR SCHOOL GOVERNING BODIES

The election of SGB members is predominantly based on the nomination and seconding of candidates who should stand for elections. There is no specific prescribed recruitment process that is employed to “woo” people with the necessary skills for the governance responsibilities. The election process for the governing body has the following steps (DoE 2003: 11):

- Compilation of voters roll
- Nomination of candidates
- Election, and
- After election process

The school admissions registers are used as the basis for the voter's roll. Eligible voters are those people appearing in the admissions register as parents or guardians. Other people may be allowed to vote, provided that they can prove that they qualify to be guardians in terms of SASA. There must be a voter's roll for each of the different categories of voters. The voter's roll must be made available for public scrutiny.

The procedure for the nomination and election of parents, learners, educators and non-educator members of staff into the school governing body, is the same. All nominators, seconders and candidates for the school governing body should be people who are listed on the voters roll. Even educators and non-educators should be people who are listed on the voters roll. The eligible people who wish to be school governors, have to be nominated and seconded.

The electoral officer has to decide on the date, time and venue for meeting, where the different sectors of the school community, which will constitute the SGB, will nominate their candidates. The rules for nomination of parents are as follows (DoE 2003:12):

- A parent may only be nominated (or seconded) by another parent of officially enrolled learners at the school.
- The nominated parent must not be employed at the school or an electoral officer for the school.
- The nominated parent must be of sound mind.

The rules for nominated parents to serve as governing body members, are as follows (DoE 2003: 12):

- A parent can be nominated by the proper handing in of a completed nomination form, which is available from the principal's office to the electoral officer, no earlier than eight days before and not less than 24 hours before the scheduled nomination meeting.
- Alternatively they can also be nominated at the nomination meeting.
- The nomination of each parent after which the nomination form has to be completed and handed to the electoral officer within the prescribed time during the meeting.
- Every nominated candidates will have the opportunity to state:
 - Their name
 - Names and grade of their children in the school
 - Occupation and experience or skills; and
 - Vision for the school (this should be brief).

When nomination has closed no further nomination is allowed. This means after the time for nomination has expired, the Electoral Officer should:

- Consider the nomination and reject the nomination of any candidate who:
 - Has not been nominated in accordance with the process outlined in these guidelines;
 - Is not eligible to vote as set out in these guidelines, or
 - Has not completed the nominations which have been accepted.
 - If the total number of candidates whose nomination have been accepted:

- Is less than the number of SGB members stipulated through provincial regulations for the school, a new meeting, where no quorum is required and at which new candidates must be nominated, must be convened within 21 days.
- At the end of the nomination process the ultimate procedure to come up with the actual parental school governing body members, is as follows:
- If the total number of valid nomination is less than the required number of parent governors, the Electoral Officers will dissolve the nomination meeting and organize another nomination meeting, where no quorum is required and at which candidates must be nominated, and as noted above, it must be convened within 21 days.
- If all the nominations accepted by the Electoral Officer at a nomination meeting of parents, are equal to the number of parent members required for the governing body, the Electoral Officer must declare that all the nominated candidates are duly elected.
- If the number of nominations accepted by the Electoral Officer at a nomination meeting of parents, is greater than the number of parent members required for the governing body, then the Electoral Officer must organize an election process.

It is the responsibility of the Electoral Officer to ensure that anyone who wants to be nominated, feels free to do so. There must be no attempt to organize them in such a way that only the required number of members are nominated, as to avoid the election process (RSA 2012: 18).

A quorum of 15% of parents on the voters roll, is needed for the nomination meeting to proceed; for an example, if the school has 1000 people appearing in the admission register as parents or guardians, a minimum of 150 is required. If the quorum is not met at the meeting, the meeting must be rescheduled for another day, and the same process must be repeated as described above. Notice of the school election meeting should clearly state no quorum is required for that meeting (RSA 2012: 19).

The school must apply to the Head of the Department for permission to deviate from the single nomination and election meeting process, stipulated in these guidelines. No deviation may prejudice the involvement of any parent, and must be clearly explained and motivated to the school community so that everybody understands the process to be followed. These conditions must be clearly laid out in the application to the Head of the Department (RSA 2012: 19).

2.5.1. Casting of Votes

The election is by way of a secret ballot, which requires voters to make a cross next to the name of the nominated candidate, whom they wish to elect (DoE 2003:11-3).

The electoral officer must explain the proceedings to be followed. Before the ballot papers are distributed, the Electoral Officer must:

- Ensure that every ballot paper has the school stamp on it, or some other distinguishing stamp on it, which prevent the ballot papers from being tampered with; and

- Explain the voting process, the minimum and maximum number of candidates to be voted for, as well as how to record the voting, either by using numbers or by writing names or both, as indicated below.

Every person with the right to vote must be assisted to record his or her vote. Before the election meeting, candidates make use of the one of the following methods:

- Preparing paper with numbers on them and making sure that, once nominated, each nominee has a number corresponding to a number on the ballot paper; and
- Preparing papers with the names of all known nominees (those who were nominated before the meeting) in alphabetic order based on surnames, and allowing voters to add the names of extra nominee (those coming from the floor during the meeting).

Whichever method is chosen, the guiding principle must be allowing for maximum participation and management. A person with a right to vote must make his or her cross next to the name of the candidate he or she votes for on the ballot paper and deposit the folded ballot paper in a box or other closed container, provided for the purpose. It is recommended that the use of a ballot box be adhered to. The Electoral Officer and school principal may improvise if there is no official box.

An illiterate person or a person not able to vote, because of a physical disability may, at his or her own request, be assisted by the electoral officer and a witness, notified by the person.

The electoral officer will reject a ballot paper;

- Which is without the official mark or provincial education /school stamp
- With more votes recorded than the number of members to be elected; and
- Which is completed in such a way that it is uncertain as to which candidate or candidates a vote cast for each;
- Complete the counted ballot papers form in order of the most votes to the least votes; and
- Declaration of who has been duly elected

The person with the most votes is named or listed first and the one with least vote is named or listed last.

Where the number of votes is named for two or more candidates is equal and it affects the result of the poll, the Electoral Officer must ascertain the result with regard to the said candidates by drawing lots or by using some other method that allows for a random selection between the tied candidates (RSA 2012: 20).

2.5.2. Decision of the Electoral Officer in case of dispute

The Electoral Officer decides on matters regarding the nomination candidates and the poll. All disputes should be reported to the officiating electoral officer during the election process. The electoral officer is mandated to resolve all disputes in order to declare the election free and fair. His or her decision during the election is final.

In case of a dispute that cannot be resolved, an appeal process should be followed after the election process have been completed.

If the complainant is not satisfied, the matter can be referred to the district electoral officer within seven days after the election. An appeal can be lodged with the MEC within 30 days if the complainant is not satisfied with the decision taken by the district electoral officer. (RSA 2012:21)

2.5.3 Procedure after election of the Governing Body

After the election of a SGB the election Officer must:

- Place all documents, including ballot papers, used at such election in envelopes and seal the envelopes;
- Keep those envelopes in safe custody for a period of at least three months from the date of the election of the government body concerned;
- Notify each elected member in writing of his or her election;
- Notify the principal of the school in writing of the names and addresses of the persons elected as members, and inform the Principal that he or she must notify the parents about the election results within 14 days of the meeting;
- Ensure that the District Manager is informed in writing of the names and addresses of the persons elected as SGB members;
- Include an undisputed election declaration where this was the case or declaration detailing any dispute (RSA 2012:22).

2.5.4 Election of Office-Bearers

- The school Principal convenes the first meeting of the governing body within 14 days after notification of the result of the election;
- At the first meeting of the SGB, the body must, from among its members, elect office-bearers including at least a chairperson, a treasurer and a secretary;
- Where for any reason the position of any office-bearer becomes vacant, the governing body must, subject to the above provisions, at the first meeting after that vacancy has occurred, elect one of its members to fill that vacancy for the remaining period of office of his or her predecessor;
- The Principal must preside over the meetings referred, if both the positions of the chairperson and vice-chairperson are vacant. Otherwise the chairperson, or if he or she is not available, the Vice-chairperson, should preside;
- The Principal must, after a meeting at which new officer-bearers have been elected in accordance with this measure, notify the district manager in writing of the date of the meeting and of the name, address and positions of the persons elected or nominated; and
- The Principal should inform the SGB, before choosing office-bearers, of their responsibilities. The Principal needs to ensure that office-bearers are representative, where possible, of the gender and racial diversity of the school. (RSA2012:22)

Although the SGB election procedure is underpinned by democratic principles, the nomination and seconding processes are nevertheless often limited to the skill composition of SGBs. The parent community, particularly in the rural areas, is often inclined to nominate those parents who are easily accessible, while ignoring the skills and need for effective school governance. Thus their choice of SGB members is often based on the person's availability rather than on particular knowledge and skills.

The system that is employed to elect members of school governing body does not emphasize or stipulate the need for particular skills, knowledge or literacy level. As a result, parents elected into the school governing bodies, particularly in rural areas, do not necessarily have the minimum basic literacy level to understand the jargon and practice of the world of education. Thus many would rely heavily on personal values and intuition when electing.

Section 23(9) of the South African Schools Act (RSA1996:18) states that the number of parent members must be one more than the combined total of other members of a governing body who have voting rights. This creates a problem in the governance of schools in rural areas, where most members of the parent community are either illiterate or semi-literate (Moate 1996:102). In such a case, it means more than half of the governing body members will be either illiterate or semi-literate. As a result, chances are that parents serving on the SGB would experience problems with reading, understanding and implementing positions and legal directives from the Department of Education. This would obviously impact negatively on the functioning of the SGB.

Mabusa and Thomas (2002:14) note that although in general SGBs are duly constituted in accordance with policy stipulations, grandparents often represent parents in SGBs in the rural areas, since they are more readily available for services due to the fact that most parents work far away from their homes. However, representation by grandparents is problematic because their views may not necessarily be identical to those of the parents. Besides, grandparents may have little or no knowledge about the new trends in the education system. As a result, serious problems regarding the implementation of education policies, which deal with the inherent inequalities in education and the organization, management and the governance of schools, leading to a phenomenon of dysfunctional schools, could emerge.

Crease (1995:2) indicates that in some parents of the teaching profession, there is a tendency to resent the involvement of governing bodies in matters of school policy, as they are perceived as "amateurs". Besides, according to him, some teachers see the role of governing bodies as largely peripheral to the real work of the school, because of their often-limited knowledge and skills. Thus it is critical that the criteria used to elect, particularly the parents governors, should be reviewed to allow for the election of members who will have some working knowledge and understanding of educational policies and practices, and speak with authority on education matters. This will earn them the respect and co-operation of members of the school community. As a teacher in KwaCeza Circuit, I have noticed this kind of negative attitude towards the SGB. I personally feel that the school can benefit a lot through parental involvement. This is a recognition of the fact that learners and parents, if they are adequately trained, can be a resource that the school can make use of to solve some of the problems that schools face generally. According to the social capital theory used by Coleman, parents, families and others, can be used to enhance the school activities. But this calls for the identification of deficiencies (e.g. lack of skills) so that training will be provided to such people (Lemmer and Van Wyk 2010: 204).

2.6 FUNCTIONS OF THE SCHOOL GOVERNING BODY.

The governance of education was highly centralized during the former political dispensation. The rationale for decentralized school governance under the present government, according to the South African Schools Act (1996:16), was to place the real authority of school governance in the hands of representatives of local communities. This, by implication, is to offer local communities opportunities to become more responsible to local educational needs. Involvement of local communities in school governance could empower them to transform education at the grassroots level. The decentralized school governance or what others call site based-management, could reduce inefficiency and unnecessary delays in decision making. Supporting this view point Cotton (1997:5-6) points out that:

School impetus and authority emanating from outside the school, does not produce the responsibility and commitment necessary to sustain consequential improvement. Site based management and shared decision making strategies directly challenge and seek to change the complex and well entrenched patterns of institution and individual behavior, that have remained untouched by tie-down reforms. To this end, the South African Act (1996:20) prescribes a whole lot of functions to be performed by the SGB and gives it considerable amount of powers to reform such functions.

2.6.1 Main Functions of SGB

The core functions of the SGB by the South African Schools Act (1996:20) can but put under the following broad categories:

- Supporting the principal, educators and other staff of the school in performance of their professional functions;
- Development of school policies and determination of staff needs of the school;
- Financial management and maintenance of resources.

2.6.2 Supporting the Principal, Educators and other staff

The South African Schools Act (RSA 1996:16) states that the SGB must support the principal, educator(s) and the other school staff in carrying out their professional duties. This indicates that the SGB does not manage, but governs. The day to day management of the school is the responsibility of the principal, who is the academic and professional head of the school. Although their functions are clearly spelt out, in some rural communities there are some interference from some SGB members in school management that is experienced. As it was noted before, in rural communities most SGB members are illiterate or semi-literate and this perhaps makes it difficult for them to discern boundaries of their operations. This problem is the common problem which Ceza Circuit schools are experiencing. Margaret (1996:84) appropriately points out that governors should make clear that they are not there trying to catch the head of the staff out, but to support, explore and promote a spirit of enquiry within the school. In supporting the school principal and the staff to improve the school in general and school performance in particular, the governing body members can advise, guide and direct the principal on issues relating to conflict resolution, improve of staff and learner motivation (in teaching and learning) and hiring of relevant and qualified educators for the school, whenever a vacancy arises. To be able to support the school principal and staff, the governing body must have a good team work spirit and establish a working relationship with the school management team and the entire staff. The governing

body must also have a strong commitment to the school and avoid party politics as this could interfere with its work. As Creese and Early (1992:22) points out.

The way in which it faces conflict and confronts all difficult issues is an important indicator of its effectiveness. In an effective team the members support and trust one another and are able to handle conflict openly and constructively and collective responsibility is maintained.

2.6.3 Development of school policies

The SGB has the responsibility for developing policies regarding the vision, mission, discipline or code of conduct for the school. The Department of Education (1997:49) requires school governing bodies to help the schools develop policies on rules about school hours (times) religious observance, dress code, language for teaching and learning, code of conduct for learners and code of rights and responsibilities. In describing a school policy, Cadwell and Spinks (1998:90) mention that it is a statement of purpose, with one or more guidelines as to how that purpose is to be achieved, which placed together provide a framework for the operation of the school programs. Policies outline what outcomes the governing body wants for the school (i.e. vision) and how to achieve them (mission).

Beare et al. (1989:107) for instance, describes vision as a mental image of a possible and desirable future state of an organization. They regard it as something vague as a dream or as precise as a goal or mission statement. As stipulated by the Department of Education (1997:45) both the vision and mission statements must show the school and the outside world what:

The values of the school are;

Directions the school wants to go; and

The culture of the school should be.

Indeed, for an organization like a school to operate in the best interest of learners, it needs policies to guide its members - governing body members, principal, educators, learners and supporting staff, on how to operate in order to achieve educational goals. The SGB for example, should discuss with the relevant stakeholders (e.g. principal, educators, learners, support staff and parents) and develop a behavior policy which can be used in maintaining disciplines at the school. This is in line with the South African Schools Act (1996:20) mandate, that school governing bodies must adopt a code of conduct for learners at their respective schools. A code of conduct for learners is a document that guides behavior of learner's and those responsible for their conduct at the school (National Department of Education 1997a:50). For a code of conduct to be effective or worth its while, it must have the following elements:

Say what the rights, responsibilities and duties of the learners are;

State the rules of the school regarding learner's conduct;

State how the school community thinks learners should conduct themselves and why;

Guarantee that all resources and equipment will be protected;

Define the daily school programme, mention the sanctions and process that should be followed when a learner goes against the Code of Conduct of the school (National Department of Education 1997a:51). The Code of Conduct should be as comprehensive as possible. If this is not the case, misunderstandings and misconceptions may arise. Conversely one should not over-regulate by issuing too many rules (Joubert & Prinsloo 2001:133).

Once school policies are developed by the SG, they are given to the professionals - principals, educators and supporting staff of the school, to implement while the governing body remains at the background. Margaret (19996:85), however, points out that the governors have the right to advice on policy and a duty to see that the policies are implemented appropriately. She adds that all policies should be set in a context of the aims and ethics of the school and the school development plan should be the vehicle for their monitoring and review.

School policies are very useful documents. They may not only make the principles work a little bit easier, but also reduces conflicts that may arise between educators and the principal and between the entire school staff and the SGB. In the view of Gann (1998:48) policies express what the governing body wants the school to achieve (and) the staff decides how to achieve it - taking into account any constraints the governing body want to make.

In developing a language policy for the school, the governing body must consult widely and hold discussions with all stakeholders – parents, learners, educators, business (i.e. possible employers) and the entire community. In a country where every ethnic language is official, it is absolutely necessary for the SGB to consider both local and broader contexts of the community, school and learners, before choosing a language for instruction. With the focus on globalization, too much emphasis on local languages as medium of instruction in a school, may not be in the interest of the learner's future. A language policy should cater for the learners' future globalization and not confine them within their vicinity. In the KwaCeza Circuit, most school principals decide unilaterally what language policy prevails in their schools.

2.6.4 Determination of staffing need

The South African Schools Act (RSA 1996: Section 20) prescribes determination of staffing needs of the school as one of the major functions of the SGB. The SGB identifies suitable candidates for existing vacancies at the school, by conducting the interviews and recommends them to the Head of Education Department in the province for appointment as principals, subject heads or educators. The governing body must work very closely with the school principal and educators to achieve educational goals. The SGG members have children in the school, are parents representatives and local community members. They therefore hold a better position to determine the staffing need of their school and recommend the best educators to be appointed to fill vacant positions. In practice, this function may be abused due largely to illiteracy among some key governing body members.

Being a teacher in predominantly rural area schools for over ten years, made this researcher experience how some local education officials could 'twist' the arms of the powerful, but illiterate members of the governing bodies in order to appoint their favorites candidates as principals or school heads of department. Some or such people appointed as principals or

heads of department of Middle or Higher schools, are holders of primary school teaching diplomas. This defeat the aim of transformation, envisaged by the South African Schools Act (1996), because little or no improvement may take place in the school's performance.

Most school managers were employed under the "point finger" method, with no qualification and management experiences. That led to a lot of mismanagement practices. In a number of schools in the rural area where this researcher taught, nepotism has made more qualified and experienced educators, subordinates to those junior in qualifications, rank and experience in teaching and management. Political affiliation and educators' background seem to be a stumbling block to the appointment of more qualified and experienced candidates to school management positions. The appointment of under-qualified educators at managerial positions can seriously undermine transformation, democracy and school improvement. This situation could keep rural schools below expectation and make them lag behind their urban counterparts. To avoid the pitfalls discussed above, it is important for school governing bodies to be empowered in procedures of employment, so as to minimize the tension between themselves and educators. The school governing bodies also need to understand what is essential in employment of educators.

Kani (2005:35) adds that the SGB members need to have guidelines on the following:

Existence of vacancies;

Assessment of school needs;

Job descriptions and personal profiles (of candidates);

Job advertisements; applications and references;

Selection and interview; and

Induction and placement procedures.

While the above occurs in the majority of schools in other circuits, in the KwaCeza Circuit it is not the case. Since the researcher has been a member of SGB for quite a number of years, he noticed in the above case for selection and interviews, the school principals co-opt some members of the community who can read and write. The only member of the SGB who became part of this is the chair person and he or she is there just to have a look - no task is given to him or her to do. This is done because most of the SGB members are illiterate.

2.6.5 Financial Management and Budget

The management of a school's finance is very important. Schools run on money and where a school's financial position is not sound, important teaching equipment or hiring of extra educators to teach specific learning areas, are neglected. Poor management or mismanagement of school funds can have a negative impact on teaching and learning, namely learner achievement.

The South African Schools Act (1996:37) stipulates that the governing body of every public school must maintain and administer a school fund. The SGB must also open and maintain one banking account, although with the approval of the Member of Executive Council (MEC) of education in a particular province, the SGB can invest surplus school funds in another

account. All money received by the school, for example: school fees and voluntary contributions, must be paid into the school's book account (i.e. the school fund). This makes the SGB responsible for consulting school finances. It must also plan and prepare an annual budget for the school. The annual budget must, however, be prepared in line with departmental guidelines, indicating income and expenditure of the school for the following year. The annual budget must be presented to a general meeting of parents for consideration and approval through voting.

The SGB must ensure that the school's financial books are kept up to date. The school funds must be used for educational purposes, relating to the needs of the school. For example, money from the school funds may be used for purchasing books, chalks, dusters, photocopying machines, duplicating sheets or overhead projectors, to enhance teaching and learning. The SGB has the responsibility to determine and change school fees with the consent of the majority of parents at a general meeting.

When a majority of parents adopt the resolution, it must indicate the amount of fees to be charged and the criteria and procedures for particular or conditional exemption of parents, who are unable to pay school fees (South African Schools Act 1996:39). In order to check misappropriation of school funds by SGB members, educators or the principal, the Act stipulates that governing bodies keep records of all funds received and disbursed by the school, of its assets and liabilities and financial transactions. The SGB must draw up financial statements, appoint experienced accounting personnel to balance its books and submit audited financial statements to the Auditor General, within six months of the closing of the financial year (i.e. before the end of December). It is believed that when the school governing body controls and manages school funds, maladministration could be minimized or avoided. The researcher served in the SGB for a number of years and this is one of the main functions of the SGB, in which the parent component is blank about (i.e. they lack knowledge).

In most instances, many principals use this opportunity to usurp power from the SGB and to start directing school governance according to their violation and to their satisfaction. This report abounds with principals who have been dismissed for the misappropriation of school funds, a situation which could have been prevented if the SGB had the necessary knowledge and ability to manage and control school funds. Five hundred and seventeen schools in KwaZulu Natal did not submit their audited financial statement for the previous year, which is 2005. As a result, these allocations from the Department of Education could not be transformed. Thus learners are punished because of the negligence or incompetence of their principals and other SGB members (City Press July 23, 2006).

2.6.6 Resource management and maintenance

For better teaching and learning to take place in a school's dilapidated classroom, broken tables, windows, doors, louvers and gates must be repaired and maintained. During harsh cold winters or dusty, windy days learners may not be able to concentrate on their learning, under such poor physical school conditions. A lack of maintenance of school buildings, furniture and learning materials, may lead to poor academic output. To this end the South African Schools Act (RSA 1996:7) makes provision for school governing bodies to manage, maintain and improve school buildings properly as well as the environment (including school grounds and sports facilities).

A SGB can enter into an agreement with the relevant government department to erect new buildings, improve existing ones or provide electricity and clean water for the school under the jurisdiction. The governing body of every public school must take all reasonable measures within its means to supplement the resources supplied by the school to all learners (South African Schools Act 1996:36). As a local community and parents who have a stake in the school, the SGB members and indeed all parents and the entire community, must look for better means to provide resources to supplement government's efforts. The government supplies furniture (e.g. tables, chairs, desks) books, stationery and other equipment to the school. These may not be sufficient or could be damaged. It is therefore the responsibility of the SGB to ensure that buildings, louvers, window, doors, tables, desks, chalkboards, computers, toilets and typewriters (and all school resources) are maintained and kept safe.

The SGB must also provide the school with a safe and clean learning environment. School governors must see to it that their schools are fenced or broken fences and gates are replaced to keep both learners and educators from undue interference from stray animals, passers-by and even criminals. The school grounds must also be maintained by the governors, through planting of trees and flowers to keep the compound green, clean and attractive. The SGB must draw up a school development plan and seek voluntary helpers from amongst the parents or community members, who have skills in repairing and painting buildings or fencing to give the school a facelift or a new look. As caretakers of the school buildings and properties the governing body members must decide on when other community groups, for example, church or adult learners, can use the school facilities for their activities. It should be the case in KwaCeza Circuit, but SGBs in this circuit are not involved at all. If it happened that the church used the school buildings for their activities, the SGBs were not informed if they paid for using the school or not; the principal just kept quiet.

2.7. FUNCTIONING OF SCHOOL GOVERNING BODIES

The SGB is a crucial stakeholder in the education system and therefore has a fundamental impact on the quality of education received by the learners. Their functionality or lack thereof, has a marked influence on the effectiveness of the school. Moate (1996: 15) asserts that SGBs play an important role in the survival of the school. They are the center of schooling in general, as they determine the vision, tone and ethos of the school. For the school to achieve excellence, the participation of the governing body is very important. Thus there is a need to make special emphasis, during the recruitment and election of school governors, of particular skills, knowledge and expertise, which will be needed in their governance function. This should be followed by proper and adequate training in their roles and responsibilities, so that the chances of failure are reduced.

The SGB has a prime obligation to shape and influence what is offered to children in schools and to ensure that each child is able to achieve their full potential in the education system. Thus the nature and quality of governance will determine the success of community empowerment from the school activities (Walters and Richardson 1997:18).

2.7.1. The role of the Principal in respect of SGB capacity enhancement

The principal must:

- Provide the governing body with information about the professional management of the school.
- Assist the governing body in handling disciplinary matters pertaining to learners at the school.
- Inform the governing body about policy and legislation.
- Inform the governing body in the performance of its functions and responsibilities, which may not be in conflict with legislation or the policy or any instructions given by the Head of Department.
- Solicit the assistance of the district governance and management unit to enhance the capacity of the SGB.
- Attend and participate in all meetings of the governing body.
- Provide the governing body with information about the professional management of the school.
- Assist the governing body in handling disciplinary matters pertaining to learners at the school (DoE 2009: 70).

2.8. GOVERNANCE AND PROFESSIONAL MANAGEMENT OF PUBLIC SCHOOLS

Section 16 of the Schools Act makes provision for both the governance and professional management of public schools. School governance, in regard to the governing body's functions, means determining the policies and rules by which the school is to be organized and controlled. It includes ensuring that such rules and policies are carried out effectively in terms of the law. This does not mean that the governing body must run the school on a day-to-day basis, but must bring about and develop a partnership based on trust and respect between all stakeholders, namely parents, learners, educators, other staff at the school, the local community and the education authorities (Potgieter, Visser, Van der Bank, Mothata and Squelch 1997:11).

Professional management refers to the day-to-day administration and organization of teaching and learning at the school and the performance of the departmental responsibilities that are prescribed by law. It includes the organization of all the activities which support teaching and learning (Potgieter et al 1997:11). The professional management of a school is the responsibility of the principal, who is subject to the authority of the HoD.

The HoD may close a public school temporarily in an emergency, if he or she believes on reasonable grounds, that the lives of learners and staff are being endangered or that there is a real danger of bodily injury to them or of damage to property. The HoD will inform the governing body and the principal of the date on which the school must reopen (s 6(4), (5),(6).

2.8.1. The legal status of Public School

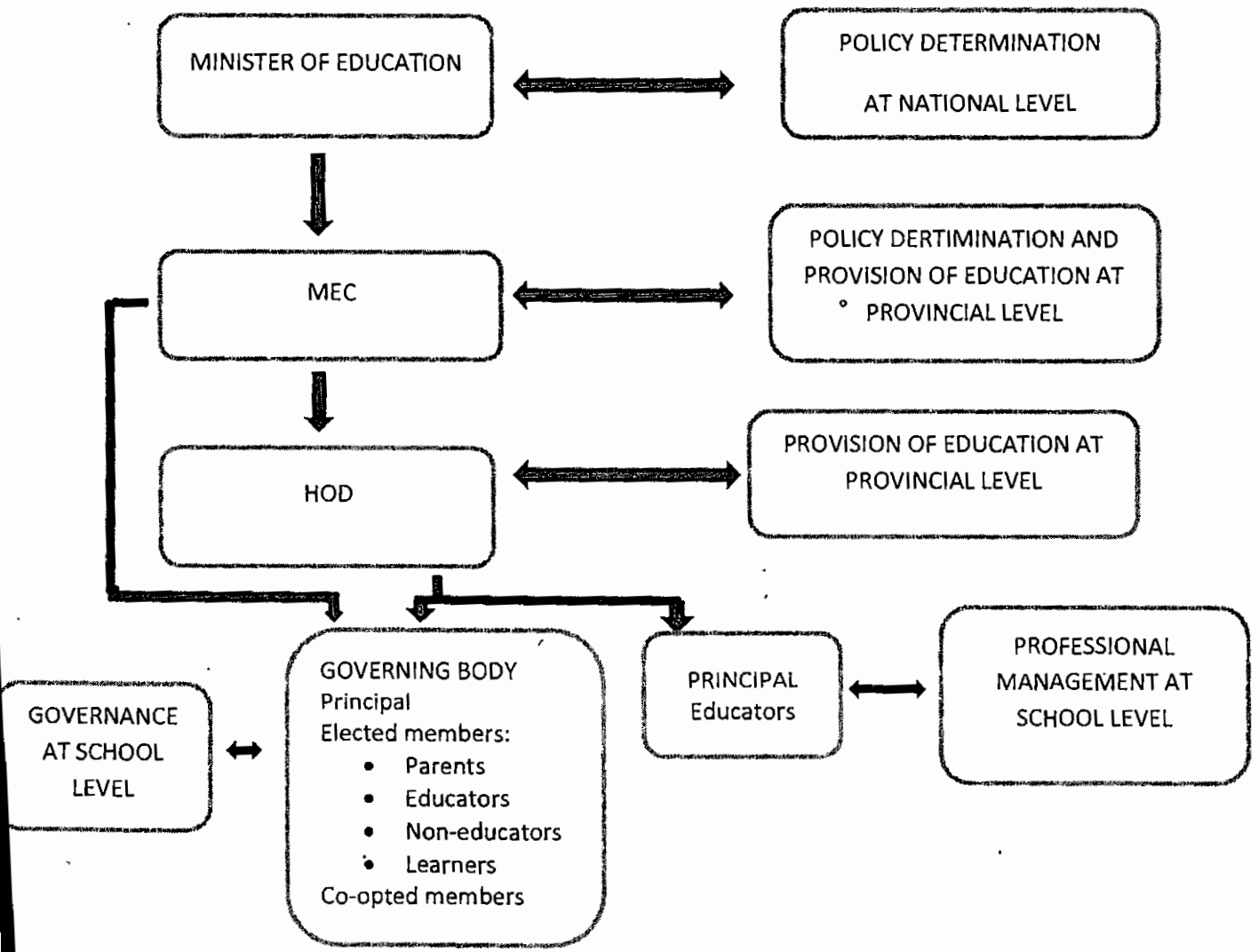
In terms of section 15 of the Schools Act, a public school is classified as a juristic person with legal capacity to perform its function in terms of SASA. In law, the term *person* therefore, refers not only to human being. It also refers to an abstract fictitious legal body or association of natural persons (human beings) that forms a new kind of legal entity which exists independently of its members. Examples of juristic persons are companies, banks, universities and public schools.

A public school, as a juristic person, exists, separately from the school building, school ground, learners, educators or parents. This means that the school has rights and duties in its own name, as if it were a natural person, and not in the name of the people associated with the school. However, a juristic person, such as a school, cannot participate in legal activities or function in the same way as a natural person; it therefore operates through its functionaries -who are the governing body and principal, in the case of the school (Squelch 1997b:1-2).

2.8.2. Where does the governing body fit into the education system?

The following diagram shows where the governing body fits into the structure of school governance. As part of the governance structure of the school, the governing body falls under the authority of the national and provincial structures, namely the minister of Education, MEC and the HoD (Potgieter et al 1997:15). The governing body is responsible for the making of policy or the laying down of broad guidelines for planning and decision making in the school. All stakeholders are represented as elected members, as the election procedure is explain earlier in this chapter.

Figure 2.1: The SGB in the structure of School Governance



2.8.3. The difference between Governance and Professional Management

Potgieter et al (1997:13) gave the differences between governance and professional management. Some of the responsibilities of the principal, who must see to the professional management are set out, and of the governing body that has the duty to govern the school.

Principal as a professional manager under the authority of the HOD must:

- Perform the departmental responsibilities prescribed by law
- Perform and carry out professional (management) functions
- Day-to-day administration and organization of teaching and learning at the school
- Organize all the activities which support teaching and learning
- Manage personnel and finances
- Decide on the intra-mural curriculum; that is all the activities to assist with teaching and learning during school hours
- Decide on textbooks, educational materials and equipment to be bought

Some of the functions of the Governing body as co-partners in the governance, in terms of the Act (South African Schools Act (Act 84 of 1996) section16 (1), are:

- Adopt the constitution
- Develop the mission statement of the school which refers to what the school wants to achieve
- Ensure the development of the school by providing a high standard of education for all learners at the school
- Promote the best interest of the school
- Adopt (accept) a code of conduct that refers to rules of behavior for the learners at the school
- Support the principal, educators and other staff members to render work willingly for the school
- Recommend and advise the HOD on the appointment of educators and non-educators of staff
- Decide on the choice of subject according to the provincial curriculum policy
- Decide on the extra-mural curriculum that is after school hours
- Buy textbooks, educational materials or equipment for the school
- Start and administer a school fund
- Decide on the choice of subjects according to the provincial curriculum policy
- Open and maintain a bank account for the school
- Prepare an annual budget; that is planning the school finances for the next year
- Try to add to the funds supplied by the State to improve the quality of education in the school
- Submit the budget to parents
- Ensure that school fees (school funds to be paid by the parents of learners) are collected according to decisions made by stakeholders
- Keep the financial records of the school
- Meet with or consult parents learners and educators where required by the Schools Act

2.8.4. SGBs as part of co-operative governance

In South Africa, education is organized at national, provincial and local level. These spheres of government are distinctive, but also interdependent and interrelated. These bodies make laws, regulations and rules on education, and continue to work together according to principles set out in the constitution. The school governing body has, through the process of decentralization, become part of this system of governance with vested powers (Potgieter et al. 1997:18).

Co-operative governance is the bedrock of education governance and should provide the ways and means of achieving democratic, participative, transparent and accountable school governance (Davies 1999:9). Thus the school governing body should know and understand its position, functions and powers in order to make a critical contribution within the education system.

Potgieter et al. (1997:19) argue that the following constitutional principles for co-operative government are applicable to school governance and members of the school governing body:

- The activities of the school governing body should preserve the peace, harmony and stability of the school.
- They should secure the well-being of all stakeholders in education.
- They should provide effective, transparent and accountable governance for the school.
- They should co-operate with one another in mutual trust by -
 - ~ encouraging friendly relations.
 - ~ helping and supporting one another.
 - ~ informing one another of, and consulting one another on matters of common interest.
 - ~ coordinating their actions.
 - ~ keeping to agreed procedures; and
 - ~ avoiding legal actions against one another.

It is therefore fundamental that members of the school governing body should understand their collective and individual roles within their sphere of co-operative governance. Under the South African Schools Act 84 of 1996, the governing body in each public school assume joint responsibility with the provincial education authorities for the provision and control of education (Nkosana 2003:26). The SGB of Namibia has respect as it features someone from the local municipality. As such the school principal cannot use the SGB as rubberstamp.

According to Looyen (2000:32), co-operative governance can only be fruitful when there is a closer understanding of the roles, responsibilities and functions of governors. These concepts have to be clearly defined and understood. It is for this reason, according to him, that the training of governors forms a cornerstone in affirming and empowering

governors to execute their functions with the view to increase school effectiveness and efficiency, based on the principle of democracy.

The possession of various social and personal skills does not guarantee SGB members' success in school governance. In this regard Looyen (2000:33) warns that co-operative governance, being a fairly new way of doing school business, requires a paradigm shift, necessitating training. If governors are to take their new roles, duties and responsibilities seriously, they need to acknowledge that irrespective of their skills, they need training to integrate their skills with the requirements and systematic operations of the school. The entire SGB, comprising of parents, teachers and learners, need to have a knowledgeable understanding of co-operative governance and the parameters of their powers to enable them to determine the ethos, and also to direct and control the activities of the school.

Walters and Richardson (1997:25) warn that when directing the school towards meeting community needs, the governing body, as the corporate body of trustees, is in a position of leadership. According to them, however, leadership in governing bodies is lacking since the governing body is not capable of helping the school staff to do their job, or keeping up with everything that is happening the school, or studying through detailed reports, statistics or regulations.

According to them there is no leadership in simply approving what someone else has decided. As leaders, governors need to be in at the beginning, making decisions about the school's direction and ethos and expressing community values in these, then assuring themselves and the real owners about the school's performance.

Heystek (2004: 38) is of this opinion that the limited training of the main role-players in the management of schools, coupled with their uncertainty regarding their functions and duties, sometimes makes it difficult for principals and parent governors to work together harmoniously. Although many principals have many years of experience, the participative and democratic management approach is also new for most of them, with the result that not even their experience can prepare them for this changed situation. This poses a serious challenge on the functioning of the SGB, because principals are supposed to guide and even train the governing body members on their roles and responsibilities.

In response to this challenge, Van Wyk and Lemmer (2002: 40) advise that school principals need intensive training regarding a more participative style of management that would embrace the values of co-operative governance. Likewise, principals need to develop a more participatory style of management that would allow staff and parents to play a meaningful role in decision-making. In most cases the government is not providing such training. The principal is a central figure in both the effective and efficient functioning of the school governing body, thus principals should be the most knowledgeable persons regarding all the aspects of school governance and governing body functions.

Furthermore, Coombe and Godden(1996:74) postulate that the methods that can be developed to lead to greater collaboration among governors and other stakeholders may involve:

Developing guidelines to ensure both better candidates as officers of parents associations, and clearer accountability of head teachers to the associations, with regard to the utilization of financial contributions.

Promoting mechanisms for developing collaboration in tasks such as writing community profiles, surveying community needs, setting goals and priorities, mobilizing and managing resources, selecting and monitoring teachers, setting time-tables and calendars, developing curriculums, assisting in teaching and tutoring, helping to guarantee pupil enrolment and continuation, and monitoring school performance and the achievement of goals. The creation of the SGBs' awareness of their roles and mandate in co-operation governance, is critical in helping them to discharge their responsibilities within their sphere of governance, and also in understanding how and when to allow other stakeholders to be involved in the school without causing confusion.

2.9. LEGISLATIVE FRAMEWORKS

According to Bray et al. (1986:7), education is a vehicle for change rather than an independent force, and the direction which the vehicle takes depends very strongly on who is driving and where the driver wants to go. Hence in South Africa, similar transformational programs were initiated and started in 1994 and driven by the newly formed democratic government (Mbuli, 2010:44).

Transformational policies were therefore required and necessary for achieving the above purpose. The South African Constitution (Act No.108 of 1996), the South African School Act (Act No. 84 of 1996) and many other pieces of legislation and pre-scripts are some of the legislation that contributed much in the transformation of the education system in the country. These laws are necessary because they had an impact in the removal of the Apartheid ideology and imperialism in the education curriculum in South Africa. The section below highlights briefly some of the important legislation and policies which had an impact in the country's education system (Mbuli, 2010: 46).

2.9.1. The South African Constitution (Act No. 108 of 1996)

The Constitution is the supreme law of the country; its purpose is to ensure that all citizens unite to heal the divisions of the past and create a society based on democratic values, social justice and human rights. This includes the way in which a new education system was to be established and administered. All other legislation, pertaining to issues on education, must be compared with the Constitution to ensure that it does not contradict it. If a law or part of a law contradicts the Constitution, and it cannot be reconciled with the Constitution and it will be annulled. Chapter 2 of the Constitution, which is the Bill of Rights, forms the cornerstone of the education dispensation. The Bill of Rights also contains the essence of the social values upon which the new political, social and economic order will be constructed (Coetzee 2007:19).

Section 29 of the South African Constitution state the following with regard to the right to education:

- Everyone has the right to basic education, including adult basic education. This implies that the state needs to do all that it reasonably can in order to ensure that everyone receives basic education. This right also indicates that it is the duty of the state to ensure that enough schools are built, enough resources such as books and equipment brought, and qualified teachers are trained and that good standards of education are maintained. (Mbuli, 2010:47).

- Everyone has the right to receive education in the official languages of their choice in public education institutions where that education is reasonably practicable;

The Constitution also states that in order to ensure effective access to, and implementation of, this right, the State must consider all reasonable education alternatives, including single medium institutions, taking into account equity, practicability and the need to redress the results of past racially discriminatory laws and practices.

- Everyone has the right to establish and maintain, at their own expense, independent educational institutions that;
 - Do not discriminate on the basis of race
 - Are registered with the state, and
 - Maintain standards that are not inferior to standards at comparable educational institutions.

The Constitution requires that school education be transformed and democratized in accordance with the following four values:

- Human dignity, the achievement of equality and the advancement of human rights and freedoms
- Non-racial and non-sexism
- The rule of law must apply, in other words, the Constitution and other law as enforced by the courts, must have higher authority than Parliament or the Government
- All adults must be able to vote and there must be regular elections, a multi-party system and democratic government, accountability and openness (Potgieter et al 1997: 5-6).

2.9.2. The National Education Policy Act 27 of 1996

The aims of the Act are to provide for the determination of a national policy for education, to amend the National Policy for General Educational Affairs Act 1984, so as to substitute certain definitions, to provide afresh for the determination of policy salaries and conditions of employment of educators, and to provide for related matters. There are also objectives of this act which are:

- The determination of a national education policy by the Minister in accordance with certain principles
- The consultations to be undertaken prior to the determination of a policy, and the establishment of certain bodies for the purpose of consultation
- The publication and implementation of a national education policy
- The monitoring and evaluation of education

According to this act the minister determines a national education policy in terms of the stipulations of the Constitution and this Act. The minister consequently determines a national policy for planning, provision, financing, staff provision, coordination, management, control, programs, monitoring, evaluation and welfare of the education system. In terms of section 5 [as amended by s5 of the Education Laws Amendment Act 48 of 1999], the national education policy is determined by the minister of Education, after consultation with

appropriate consultative bodies, and the Council of Education Ministers, national organizations representing principals of institutions providing further education and training, governing bodies of schools and students representatives, trade unions represented in the Education Labour Relation Council (ELRC) and other national stakeholder bodies. The policy is determined by the Minister with concurrence of the Minister of Finance. (Coetzee 2007:37)

The National Education Department came up with the Norms and Standards of School Funding (RSA: 2006), which precludes some schools from payment of school fees to effect a temporary implementation of free education. In The Norms and Standards of School Funding, in paragraph 16 it is stated that; the state must fund public schools from public revenue on an equitable basis in order to ensure the proper exercise of the of the learners to education and the redress of the past inequalities in educational provision.

Governance of the schools has been directly in the hands of the communities through the establishment of School Governing Bodies (SGBs). This ensured the universal recognition of the importance of ensuring parental involvement in the education of their children. The above opinion is supported by Lazear (2002:134) and asserts that unless parents have power to make important decisions regarding the education of their children, they will inevitably become marginalized. Kogan (1978:118) also presents an interesting view of the role of different stakeholders in education. According to him, the role of the unions, of government against individuals, are all both institutional and substantive matters. He argues that they concern fundamental issues of how people can work reliably together on shared purposes and at the same time tolerate, legitimise and accommodate change.

Other important policies that have been adopted in terms of the National Education Policy Act of 1996 are a national policy on:

- Instructional time for school subjects (Government Notice 1473 of 1999)
- Norms and Standards for educators (Government Notice 82 of 2000)
- Criteria for the recognition and evaluation of qualifications for employment in education, based on the Norms and Standard for Educators (Government Notice 935 of 2000)
- Designing school calendars for ordinary public schools in South Africa (Government Notice 207 of 2000)
- Early childhood development embodied in the Education White Paper 5 on Early Childhood Development (Government Notice 1043 of 2001)

2.9.3. Employment of Educators Act 76 of 1998

The purpose of this act is to provide for the employment of educators by the State, for the regulation of the conditions of service, discipline, retirement and discharge of educators and for matters connected therein. The Employment of Educators Act, 1998, came into effect on 2 October 1998, replacing the Educators' Employment Act 1994. The main difference between the new Act and the old one are as follows:

- The new Act clarifies the position of the various employers in education. Lack of clarity as to who the employer was caused a great deal of confusion previously and was the cause of major litigation between various parties in education.

- The scope of the Act is defined in such a way as to include the employment of educators not only in public schools, but also in further education and training institutions, adult basic education centers and departmental offices.
- The new Act provides for retirement measures which were previously prescribed in regulations.
- The new Act provides for separate measures in respect of incapacity and misconduct.
- The new Act provides for legal foundations for the South African Council for Educators. This council previously operated in terms of a resolution of the Education Labour Relations Council.
- Transitional arrangements are declared to be higher education institutions and for other colleges until they are declared to be further education and training institutions, after which the Higher Education Act, 1997, and the Further Education and Training Act, 1998, respectively, will become applicable (DoE 1999:3A-3). The above paragraph gives clarity to the SGB where their powers end. It is the employee who has the right to terminate the service of the educator.

2.9.4. The Labour Relations Act, 66 of 1995

The aim of the LRA is to promote economic development, social justice, labour peace and the democratization of the workplace by achieving the main objectives of the Act, which are:

- Give expression to and regulate the fundamental rights provided for by section 23 of the Constitution
- Give expression to the Republic's duties as a member of the International Labour Organization
- Provide a framework within which employees and their unions, employers and their organization can -

Negotiate collectively about salaries, bargaining, conditions of service and other matters of mutual importance and also to formulate industrial policy

- Promote the following

Orderly collective bargaining, employee participation in decision making in the work place and the efficient resolution of labour disputes. This act is one of the acts that are remarkable because it brought change in the workplace in the country. All the workers, including educators, began to enjoy their labour rights and felt that their constitutional rights are protected. Basson et al. (2005:229) hold the view that the act promotes, simplifies and streamlines procedures for conciliation and negotiations as way of solving labour disputes. The illiteracy of the SGB, as the above act concerned, makes them not understand why educators have the unions and sometimes attend the unions meeting while they are, according to them, supposed to be at work.

2.10. CONCLUSION

School governance with regard to the governing body's function, means determining the policy and rules by which the school is to be organized and controlled. The participation of most SGBs (especially the parent component) in school activities in rural areas, is affected by their lack of capacity and level of knowledge. After been elected they cannot

see themselves playing an active and meaningful role in the decision-making. The fact that they have to interact and function in collaboration with the head of the institution who is regarded as the most "superior and professional" in the school, while they are functionally illiterate, becomes a hindering factor in their participation.

The little training which governors receive from the department after being elected is not assisting the plight of the SGBs. The formation of the SGBs is one way of decentralizing school governance in our country, as the way of transformation. Therefore it is essential for the SGB to know and understand their roles in school governance. This research seeks to find ways of helping and to suggest a capacity-building programme and needs for SGBs, in order to improve both the functioning of the SGB and the quality of education offered by the schools, especially in rural areas.

The next chapter will be about research methodology and design, in order to determine the extent to which School Governing Bodies assist schools to be democratic. The researcher utilized the qualitative and quantitative method of research. It encompasses the methods of data collection and the research design.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

In order to determine the extent to which School Governing Bodies (SGBs) perform their roles in school governance for the schools to be democratic, schools must also improve their performance in serving the community that they have been built for – the researcher utilised the qualitative method of research. This chapter provides an account of how the study was designed and conducted. It encompasses the method of data collection and research design. It was briefly discussed in chapter 1 that the qualitative research approach would be used in this study. Here (in Chapter 3) the researcher explores qualitative approach in more detail, as it is the method the researcher is going to use to gather data concerning the roles of SGB in the democratization of schools in KwaCeza Circuit in KwaZulu-Natal Province. The selection procedure of schools and a number of schools selected, will be explained.

3.2 THE QUALITATIVE APPROACH AS A METHOD OF RESEARCH

The researcher sought an approach that would help to gain in depth understanding of the participant's perspectives, regarding the role of school governance in the democratization of public schools. Within the context of an interpretive perspective, qualitative research was viewed as an appropriate approach, as well as fascinating and understanding. Patton 1990:97 argues:

...the nature of social process is sufficiently complex and interdependent that they are seldom easily represented along some set of unidimensional quantitative scales. Nor can quantitative dimensions and scales provide the kind of detail that is necessary for blueprints of program processes where the descriptions of those processes are to be used in constructing models for purposes of replication and demonstration. Thus qualitative methods are particularly appropriate for process issues and questions.

The qualitative research approach deals with how people experience situations or how they feel about their experiences. This research approach gives opportunity to participants to express a variety of ideas and views. In this study the researcher needs to find out how education stakeholders view school governance, as well as the democratization process. The qualitative approach has a theoretical basis. This choice does not deny the important role that quantitative methods can play in conducting a research; one could explore a wide array of dimensions of the social world, including the understanding, and experiences of research participants, as well the social processes at work in institutions or relationships (Mason, 2006). The next section is going to detail the theoretical basis of the qualitative approach.

3.2.1 Theoretical basis of qualitative research

The qualitative research is a type of research that produces findings not arrived at by means of quantification. It may refer to research about persons' lives, stories, behaviour and organisational functioning, social movements or international relationships (Straus & Corbin 1990: 17). The qualitative research approach regards participants in investigation as rich and prime sources of information. Mc Millan and Schumacher (1997:392) for instance, points out that the qualitative approach focuses on the understanding of social phenomenon from the perspective of participants.

A qualitative research approach enables the researcher to interact very closely with participants. Borg and Gall (1982:24) are more than apt in their assertion that the research data arise out of these interactions, in the form of what people reveal to the researcher and the researcher's impressions. Indeed it is through interaction with participants that the researcher may observe actions by the SGB members in performing their roles in the democratization of schools and in improving school performance. It may also enable the researcher to understand the feelings, thoughts, ideas and beliefs SGB members hold and share about their roles. Hoberg (1999:51) is of the opinion that qualitative methods are used when the researcher aims to understand human phenomena and investigate the meanings that people give to events they experience. Therefore in their own settings, the researcher can contact his/her subject for the kind of information needed.

Bogdan and Biklen (1992: 29-33) put forward the following five important characteristics of qualitative research:

1. Qualitative research occurs in natural settings. Qualitative researchers go to specific settings for data because of the view that actions can be observed and understood in the setting in which they occur.
2. Qualitative research is descriptive. The data collected from the field are in the form of words or pictures, rather than numbers. The results of the research may contain quotations from the data which the researcher uses in illustrating and substantiating his/her presentation.
3. Qualitative researchers are concerned with processes rather than simply the outcomes or products.
4. Qualitative researchers tend to analyze their data inductively. They do not search for data to prove or disprove hypotheses before entering the study; rather they build abstraction as data collected, are grouped together.
5. Meaning is the dominant concern in the qualitative research approach. Qualitative researchers are more concerned with the perceptions held by participants.

These features of the qualitative research approach made it the most appropriate method for exploring the role of School Governing Bodies in the democratization process of public schools in the rural area of KwaCeza.

3.2.2 The researcher's role in the use of qualitative research

In a qualitative investigation, the researcher is the data-gathering instrument, because he/she talks to people in their natural setting, observes their activities, reads their documents and written records. Then they record this information in field notes or journals (Ary, Jacobs and Razavich 1990:447). The researcher concurs with Mazibuko (2003:41) that in qualitative research it is important for the researcher to build a relationship with research subjects in order to obtain reliable information from them.

Indeed the quality of data a researcher obtains from the field, depends very much on his/her relationships with the subjects. An informal interaction for example, could yield more reliable data than a formal relationship where participants may be tense or behave artificially. Bodgan and Biklen (1992:58) advice qualitative researchers to proceed as if they know very little about the people and place they visit. The researcher must not come to the participants as an authority figure who must be obeyed or someone who knows too much. It is important that the researcher identifies with the participants and learns from them. To get access to important information the researcher must be a participant-observer. In the view of Glesne and Peshkin (1992:36) the researcher must be a learner, who comes to learn from and with, researcher participants.

3.3 THE POPULATION SAMPLE

Ceza Circuit is comprised of 34 schools, 10 being secondaries and 20 primaries. Purposeful sampling was used when selecting the participating schools. Four schools were selected. According to Kumar (1999:162), purposeful sampling can be said to be judgmental sampling, because the researcher has to consider who can be selected for the study to get the best information. This information can help the researcher to achieve the objective of the study. After selecting the schools, all the other participants were selected using purposeful sampling.

The sample consisted of four principals of selected schools, four educators who represented their colleagues in the SGB and six members of the SGB representing the parent component. There were two learners who also were SGB members. The participants were nominated in order to achieve the aim of the study, which is to identify the gaps that exist between policy and implementation thereof, in terms of schools being democratized.

These particular groups were chosen purposefully to be interviewed, because their number was not large and as elected members of School Governing Bodies, they could give relevant information on their roles. As Best and Khan (1993:13) points out; the primary purpose of research is to discover principles that have universal application, but to study a whole population to arrive at generalization would be impracticable if not impossible. Indeed some populations are so large that their characteristics can be measured; before the measurements could be done the populations would have changed. In view of the above stated fact the researcher observed the characteristics of a sample and made inferences about the characteristics of the population from which it was drawn (Quan-Baffoar 2006:57).

3.4 DATA GATHERING TECHNIQUES

The next section will discuss the instrument that was used by the researcher and give a clear and specific explanation of how data is to be collected.

3.4.1 The research instrument

Hofstee (2006:115) describes a research instrument as any method that can be used to obtain data that are to be analyzed. According to Ary et al (1990:417-418), the interview and questionnaire both utilize the question-asking approach. This study will use interviews as one of the tools to collect data.

3.4.2 Observation

The data from observations consist of detailed descriptions of people's activities, behaviors, actions and the full range of interpersonal interactions and organizational processes that are part of observable human experiences. The researcher lived and taught in the rural areas of KwaCeza, from 2004 and is therefore familiar with the area, schools, some of the principals, educators, students, educational officials, parents and the community at large.

From 2006-2010 the researcher served as a teacher component member of the SGB. This offered the researcher the opportunity to observe and participate in the activities of the SGBs (e.g. meetings, school improvement programs, conflict resolution etc.). As a participant in governing body structure, the researcher learnt more about the day to day operations of the SGBs. This knowledge added to the richness of the investigation. Supporting this view, Streubert and Carpenter (1999:17) points out that the researcher's participation in the inquiry has the potential to add to the richness of data collection and analysis.

3.4.3 Interviews as data collection technique

Kumar (1999:109) states that any person to person interaction of two or more individuals with a specific purpose in mind, is called an interview. According to Ary et al (1990:418), in an interview, data is collected through face-to-face or telephonic interaction between the interviewer and the respondent. In this study a semi-structured interview and interview guide, which consisted of open-ended questions, was used to collect data from the respondents.

3.4.3.1 The interview setting

The researcher did the following in arranging and conducting the interview:

- Made an appointment with participants, discussed the time and the venue where the interview will be held.
- Participants agreed to be interviewed after working hours.
- Interview with principals was conducted at their spare time which they gave the researcher to come at.
- The location for the interview would be in the staffroom of the schools selected for investigation.
- At the beginning of the interview the purpose of the study was explained to the participants and their co-operation was requested.
- Each participant was treated with respect.
- The first few minutes of the interview might be spent on small talk to establish rapport.

The researcher used the semi-structured interview schedule to provide direction and to ensure that the working and the sequence of questions would be the same in both focus group interviews.

3.4.3.2 The characteristics of focus group interviews

Schurink and Schurink (1998:2-5) listed the following as characteristics of focus group interviews:

- They should consist of a small group of homogeneous individuals to ensure maximum validity of findings
- They should be conducted in sequential order to control observation effects so as to generate reliable data about the respondents perceptions of the phenomenon under discussion, and
- They should produce qualitative data which focuses on a particular issue.

The focus groups in this study are principals, parent component in the SGB, educators representing their colleagues, and learners' representatives in the SGB. All of them would be interviewed using the same questions, since they are all involved in school governance. In this study, the focus members were selected because of their experience, performance and involvement in school governance. That helped the researcher to ensure maximum validity of the findings. In addition to that, the interviews were conducted in sequential order to control observation effects. This was done so that reliable data could be obtained. The next section will give a discussion of the advantage of focus group interviews.

3.4.3.3 The advantages of focus group interviews

According to Schurink and Schurink (1998:2-5) focus group interviews:

- Are cost and time effective, as researchers and respondents can be at the same place at the same time
- Allow respondents to interact with the researcher regarding the information and subject under investigation

- Reveal the respondents' world views and social processes that we know a little of and
- Might also allow clarification of misconceptions as respondents can answer questions after they have been clarified. The researcher can then process the information and produce report in a short space of time.

According to Marshall and Rossman (2006:114) this method allows for studying the participants in an atmosphere that is more relaxed than one-on-one interviews. They also agree that the cost is relatively low, as focus group interviews provide quick results, since more people are interviewed at the same time. The researcher agrees with Marshall and Rossman because of what was observed during the interviewing process. The focus group respondents were much more relaxed than the one-on-one interviews respondents.

3.4.3.4 The disadvantage of focus group interviews

There are also disadvantages of the focus group interviews as they are listed by Schurink and Schurink (1998:2-5):

- The recruitment of the right kind of participants can be difficult and may be met with suspicion. Moreover, practical difficulties, such as transport issues, may prevail.
- The respondent response may be irrelevant and thus lead to misdirection.

According to Marshall and Rossman (2006:115), one of the serious disadvantages of a focus group interview, is the fact that the interviewer has less control over a group interview than an individual one. They also argue that it is very difficult to assemble a group for an interview and time can be lost while irrelevant matters are discussed in a group. Rabie (2004:656) also agrees that it is very difficult to recruit participants for group interview, especially if the informants belong to a low income or minority ethnic group.

She also adds that inferiority complexes which result from lower self-esteem, interferes with the ability for them to express themselves freely in a group. The researcher noted this phenomenon, especially when interviewing the teachers: their qualifications ranged from certificates, to diplomas and to bachelor degrees. That problem was overcome by showing all the respondents that their participation and contributions were valid to the study.

3.4.3.5 The attributes of an interviewer

The interviewer's attributes may contribute greatly to the success of interviews. According to Krueger (1988:75), interviewers must be mentally alert and free from distraction, anxieties and pressures. Glensne and Peshkin (1992:79-85) are of the opinion that a good interviewer is anticipatory, alert to establish rapport, naïve analytical, paradoxically bilateral (dominant, but also submissive), non-reactive, nondirective and therapeutic, and patiently probing. On top of that, time management is another essential skill of the interviewer that is noteworthy when a topic has been exhausted and further discussion will yield little new information. The researcher tried to adhere to above attributes.

The researcher, being a teacher by profession, for years serving in the SGB, is at an advantage because the researcher has been used to dealing with stakeholders similar to the respondents who were involved in the study. The knowledge of the above attributes proved beneficial to the researcher during the gathering of data as well.

There are three levels of listening skills which are to be followed when conducting interviews that are stated by Siedman (1991:56-57). That the interviewer must listen to what the participant is saying. The interviewer must listen for inner voices as opposed to the public voice which is untrue but guarded. The interviewer must listen, while remaining aware of the process, as well the substance.

During the interviewing process, the researcher would also adhere to the three levels stated by Siedman (1991:56-57). The researcher would also be cautious of the interviewee's body language. Hofstee (2006:136) states that nodding, looking puzzled and smiling can sometimes be more effective than verbal communication. Hofstee suggests that sometimes the best way of gaining more information is to remain silent while the respondents are responding to the questions. In this study the researcher will keep nodding even if the response is irrelevant, and continually probe more questions to get clarification on certain responses.

According to Thomas and Thomas on www.dinf.jp, the interviewer should observe the following to have effective interviews:

- Allow the respondents to introduce themselves within the group as an ice breaker, and explain the nature of the research.
- Make sure that the research questions are clear
- Clearly express to the respondent the purpose of the interview
- Start with a neutral question to facilitate free flow of information
- Use open-ended questions so that the respondent choose the answer
- Keep the interview short
- In the end summarize the points reported and ask the respondent if the summary is correct

The researcher will have effective interviews because of following Thomas and Thomas's suggestions. The questions which will be used for the study are open-ended questions. One-on-one interviews will be conducted with the principals and educators component of all selected schools. There are some of questions that are needed to be answered freely by principals and educators, which the researcher found that some of the members of the SGB are as sensitive to as they are about illiteracy. In the first chapter of this study, in the problem statement, it was mentioned that, although parents form the large number in the SGB, yet in most public schools, especially Ceza circuit, they are illiterate. Then all members of the SGB were interviewed. The presentation and interpretation of the findings with regards to the interviews that were conducted, will be discussed in the next chapter.

3.5 Reliability and validity

Reliability and validity are central issues in all measurements, because both have to be taken into consideration to ensure authentic information. Reliability and validity are salient, because constructs are often ambiguous, diffuse and not directly observable. However, all social researchers want their measures to be reliable and valid. Both ideas help to establish the truthfulness, credibility, or believability of findings (Neuman 2006:188). The validity of data is very important determinants to be met for research to be considered scientific and

reliable. The researcher therefore has an obligation to ensure that the findings are reliable and valid for the study to be considered as scientific.

3.5.1 Validity

Validity refers to the extent to which an instrument measures what it is proposed to measure. According to Leedy (1989:270), validity looks at the end results of the measurement. It asks the question: are we really measuring what we think we are measuring? For this study the researcher will discuss internal and external validity.

Internal validity

Ary et al. (1990:311) state that anything that contributes to the control of a design contributes to its internal validity. Mc Millan and Schumacher (1997:391) define internal validity as the degree to which research findings can be distorted by extraneous factors. The internal validity of this study was ascertained by the research to make use of the focus groups (one with teachers, parents and learners) from the same school, using the same instrument. The study will be validated by means of conducting individual interviews in the same school with the principals.

The researcher was also helped by colleagues, who are familiar with the purpose of the study, in so far they assisted in judging whether the interview questions are adequate for measuring what they are supposed to measure and whether they are a representative sample of the behavior domain under investigation. This process helped to enhance the internal validity of the study.

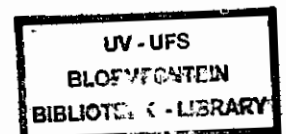
External validity

According to McMillan and Schumacher (2006:472), external validity is the extent to which the results can be generalized to other subjects, conditions and situations. In other words it refers to the degree to which findings can be generalized to the population from which the participants were drawn. In this study, the participants were part of the school governance team and they were experienced and had knowledge of what is happening in the schools. Parents were also interviewed to enhance the external validity of data.

Ary et al (1990:434) state that other variables that influence the validity of questionnaire or interview questions were:

- How important is the topic to the respondents?
- Does the questionnaire or interview schedule protect the respondents' anonymity?

In this study the topic is very important to the respondents who are principals, teachers, learners and parents. They were also well informed about it. The researcher also assured the respondents of the confidentiality and anonymity of the information that will be collected during the interviews and in this case, influence the external validity.



3.5.2 Reliability

Reliability deals with the accuracy of the instrument employed. According to Mc Millan and Schumacher (2006:183-189) it refers to the consistency in the results of an assessment. It can also refer to the extent to which a measurement is fair, in terms of assessing what is to be learned. Reliability asks the question: how accurate is the instrument that is used in making the measurement? Leedy (1989:28) defines reliability as the degree of consistency that the instrument or procedure demonstrates. According to Ary et al (1990:428) pre-testing helps the researcher to identify ambiguities, misunderstanding or other inadequacies in the questionnaires or interview questions.

In this study, the researcher gave the interview questions to colleagues, who are familiar with the study, in order for them to examine the questions and give their opinions on whether the instrument will obtain the desired data and whether there are any problems that may have been overlooked. After their feedback the researcher made some adjustments and then administered the interview schedule personally and individually to a small group of people from the population to be considered in the study (pilot study). A pilot study helped the researcher to clarify some of the interview questions and to determine whether the questions operated equally well with different groups of the target population.

According to Kumar (1999:40), reliability refers to an inference that the research tool is consistent and accurate. Mouton (2000:100) explains reliability as implying that different researchers could produce the same results in different places if the same instrument were used. To ensure reliability, the researcher used the same set of questions in all the interviews. The interview questions will be checked and validated by the researchers' supervisor before they can be administered. All the above processes enhanced the validity and reliability of the study. Guba's trustworthiness model (cited by Krefting 1991:214-215) was also used to establish the validity and reliability of this study. The four criteria for trustworthiness of qualitative research are credibility, transferability, consistency and neutrality. There are a number of strategies that qualitative researchers can employ to promote the reliability and validity of a study. Triangulation and data verification: member checks will be used in this research.

3.5.3 Triangulation

To find regularities in the data, the researcher used triangulation. According to Mc Millan and Schumacher (2006:374) triangulation is the cross-validation among data sources, data collection strategies, time periods and theoretical schemes. Measor (1985:73), Marison (1988:13) and Maree (2011:80) state that triangulation helps in ensuring the validity of data. In this study, triangulation will be implemented by comparing the data from the focus groups.

3.5.3.1 Data verification: member checks

According to Babbie and Mouton (2001), member checks entail returning the transcripts to the participants, allowing them to confirm that what has been deduced and written, present a true and valid reflection of their responses. Time will be provided for each to read through

the transcript of their interview and the coding of the data. This gave the participants an opportunity to validate the data generated through their interview. All participants have to be satisfied that the interview transcripts adequately represented the content in the interview.

3.6 RESEARCH DESIGN

Research design refers to the plan and structure of the investigation, used to obtain evidence to answer research questions. Data collected to investigate the research question is the most economical manner (Huysamen 1994:10). The research design describes the procedures to be followed for conducting the study, including when, from whom and under what conditions, the data will be obtained. It determines what methods are to be followed for data collection, as to elicit accurate answers to possible research questions (Mc Millan & Schumacher 1993:31). Mouton (2001:55) also described the research design as a "plan or blue print of how you intend conducting the research". It is very important that an appropriate method be chosen. It should be noted that by using descriptive methods and vice versa, Kumar (1999:74) describes a research design as a procedural plan adopted by the research to answer the research question validly, objectively and accurately.

Booth, Colomb & Williams (1995: 1) maintain that research is more likely to 'come together' if researchers have a plan, no matter how rudimentary. Before they start, the researcher should know precisely what they are looking for, what kind of material they will need, how to find it and how to use it. Durrheim (2006:37) suggests that in developing a research design the researcher must make a series of decisions along four dimensions: The purpose of the research, the paradigm in forming the research, the context or situation within which the research is carried out, and the research techniques employed to collect the data.

To obtain rich quality, data validity must be addressed through honest, depth richness, scope of the achieved, the participants' approach to the extent of triangulation and the objectivity of the researcher. The researcher collects data in face-to-face situation that involves the interaction with selected person.

3.6.1 Research participants

The study drew participants from stakeholders (parents, learners, principals and educators), who acted as key informants at school levels. This choice of these groups was formed by the desire to obtain diverse, but well-informed perspectives, regarding the topic under investigation. The advantage of selecting them is to obtain the perspectives of those who are involved in school governance.

The researcher used individual and focus group interviews to gather information. Individual interviews enabled the subjects to feel free to express themselves fully and truthfully. She involved all principals of selected schools to gather information. The researcher used focus group interviews for members of the School Governing Bodies (SGBs) of the selected schools. Furthermore, the researcher used focus group interviews to elicit information from Learner Representative Council (LRC) members of one of the selected schools.

3.6.2 Focus group interview

Focus group interviewing can be defined as a group discussion in which a small number of participants talk about a topic of special relevance to a study, under guidance (Ferreira & Puth 1988:167). During interviews, participants tend to feel more comfortable and secure in the company of people who share the similar opinions, views and behavior than during an individual interview (Ferreira & Puth 1988:167). The participants interact with one another rather than with the interviewer, in such way that the views of the participant can emerge - the participants' rather than the researcher's agenda predominates (Cohen, Manion and Morrison 2000:288).

Focus group interviews are contrived settings, bringing together a specially chosen sector of the population to discuss a particular given topic or theme, where the interaction with the group leads to data and outcomes (Cohen et al. 2000:288). Their contrived nature is both their strength and weakness. They are unnatural settings, yet they are very focused on a particular issue and therefore, will yield insights that might not otherwise have been available in straightforward interviews. They are economical on time, producing a large amount of data in a short period of time (Morgan 1988:9).

3.6.3 The origins of focus group interviews

Marshall and Rossman (2006:114) state that focus group interviewing, originates from the field of marketing research, but has been widely adapted to the social sciences. They further explain that this method ensures that people need to listen to other's opinions and understanding, to form their own views. Krueger (1988:18) mentioned that focus group interviewing came into being in the 1930's by scientists who doubted the accuracy of traditional methods. Rice expressed concern by stating that " a defect the interview for the purposes of fact-finding in scientific research, then is that the questioner takes the lead...data obtained from an interview are likely to embody the preconceived ideas of the interviewer as an attitude of the subject interviewed" (Rice, cited in Krueger 1988:18).

During the interviews, the researcher will make sure that all the participants are contributing and there is no intimidation of other respondents. Unacceptable behavior will be discouraged professionally to maintain order. Morgan and Krueger (1993:15) state that focus group interviews become useful when working with people who have limited power or influence in life in general. The researcher fully agrees to what the authors observed. It was easier for the researcher to get the learners and the teachers for the focus group interviews than getting the principals and parents for one-on-one interview schedules. Krueger and Casey (2000:71) suggest that a focus group should consist of six to eight members, because smaller groups have more potential to freely discuss their experiences. In this study, the focus groups ranged from four to six with the teachers, and eight to ten with learners.

Thomas, Mc Millan Hale and Bond (Rabie 2004: 655-660) describe focus group interviewing as a technique involving participants, that are not necessarily representatives, but focus on a particular topic. In this study, the researcher decided to separate learners from teachers so that they would be comfortable to talk with the interviewer and with each other. According to Barrows and Kendal (1997:244-253), participants of a focus group are selected because of their knowledge of the study. The respondents in this study were also selected because of

their knowledge of what is happening in their schools. The teachers were selected because of their experience in the profession and involvement in school governance. Most of the focus group will be audio-recorded.

All the participants in this study were considered key informants and they showed interest in the study. The researcher ensured that each group was interviewed privately. Most of the principal's offices were next to their secretaries' offices. Therefore the principals informed their secretaries not to allow anyone into their offices while the researcher was interviewing them.

At first the principals were not happy about being interviewed. They told the researcher that they were not used to this way of collecting data. The researchers who had visited their schools before had just given them questionnaires in which they were required to tick the correct answer or write yes or no as answer. The researcher told them that those researchers might have been pursuing a different research design, such as a quantitative design. She then took the time to explain why she had to conduct interviews for this study. The researcher continually assured the respondents of the confidentiality of the study, until she won their trust

3.6.4 Individual interviews

According to De Vos (2000:297) the literature on the techniques of face-to-face interviewing treats the interview as a pipeline for extracting and transmitting information from the interviewee to the interviewer. In this way face-to-face interview helps to understand the closed world of individuals, families, organizations, institutions and communities. The researcher used the one-on-one interviews with four schools principals to gain knowledge and understanding of the factors affecting SGB within KwaCeza Circuit. The interviewees were chosen because of their continuous observational information and knowledge of SGB's level of capacity, in carrying out their legal responsibilities in schools.

Furthermore, De Vos (2000:299) points out that in-depth interviewing with individuals could be defined as one or more face-to-face interactions between an interviewer and an interviewee, where the purpose is to understand the interviewee's life experience or situation, as expresses in his/her own words. Thus the school principals are in a better position to explain the impact of SGB's lack of capacity on the governance of schools.

May (2002:206) argues that a well-constructed in-depth interview goes well beyond the more structured survey to explore a range of theoretically important dimensions, including pre-existing beliefs and outlooks, events and situations that trigger or present action, the social context in which choices are made, the social and psychological consequences of contextually embedded choices, and the long-term interpretations that people develop as their lives proceed. The position of the principals has the advantage of providing different perspectives on the functionality of the SGB's. The response of the principals will assist in gaining more insight on the capacity and skills needed of SGB's in school governance.

Holstein and Gubruin (DeVos 2000:298) point out that the interviewer, as well as interviewee, are actively involved in a meaning-making process and are thus constructors of knowledge and not conveyers and receivers of it. The information gained from the one-on-

one interviews will be critical in answering and making recommendations on improving functionality of SGBs within KwaCeza Circuit.

3.6.5 The questions

According to Stewart and Shamdasani (1990:61), the questions should grow directly from the research questions that are given in the research. The two authors further suggest that when formulating an interview guide, the following two principles should be taken into consideration:

- That questions are be ordered from the more general to more specific
- Those questions of greater importance should be placed near the top of the guide, while those of lesser significance should be placed near the end. The researcher adhered to the above principles by asking open-ended questions, and then kept on probing further on the same issue.

3.7 ACCESS AND PERMISSION

According to Measor (1985:55) the selection of educational settings and the negotiation of access, is an important task for the researcher. Marshal and Rossman (2006:77) state that gaining access to research site and receiving formal permission requires time, patience and sensitivity to the norms of the group. Permission must be obtained prior to any data collection. In obtaining permission, the researcher should have an agreement that permits access to any part of the site and all individuals (Mc Millan & Schumacher 2000, in Makhando 2002:210).

The procedures for gaining access are based on the enduring expectation that permission is needed. In the request to the district, schools, educators, School Governing Bodies and learners, the nature of the case study, the activity it is intended for, and the primary issues, must be known to all people affected (Makhando 2002:211). It was mentioned in the first chapter of this study that in order to gain entry into the research sites, the researcher requested the permission from the Head of Department in KwaZulu-Natal Province (Mr. Sishi), and also seeked the permission from school principals concerned. The researcher was allowed by both the Head of Department and the principals to conduct the study.

3.7.1 Informed Consent

Cohen et al (2000:51) defined "informed consent" as the procedure in which individuals choose whether to participate in an investigation, after being informed of facts that would be likely to influence their decisions. Participants should know that their involvement is voluntary at all times, and they should receive a thorough explanation before-hand of the benefits, rights, risks and dangers involved, as a consequence of their participation in the research project (Cohen et al. 2000:5).

Mc Millan & Schumacher (2001:97) concurred with what Cohen et al said; by indicating that "informed consent is achieved by providing subjects with an explanation of the research and an opportunity to terminate their participation at any time with no penalty as well as full

disclosure of any risks associated with the study." Consent is usually obtained by asking participants to sign a form that indicates an understanding of the research and consent to participate.

For whatever reason, when subjects are involved without their consent, their right to self-determination is impaired. "Informed consent remains necessary even if the subjects do not listen to explanations or even if they are not really interested in knowing" (Makhando 2002:122). The researcher remains obligated at all times to give a complete explanation of the total investigation, without pressure, in clear and understandable language. Informed consent ensures the full knowledge and co-operation of subjects, while also resolving any possible tension, aggression, resistance or insecurity of the subject (Makhando 2002:122). The nature of this study will be explained to research participants and they will be given the choice to either participating or withdrawing.

3.7.2 Confidentiality and Anonymity

Cohen et al. (2002:62) maintain that confidentiality implies that only the researcher and possibly a few others, should be aware of the identity of the participants, and should also have made a commitment with regard to confidentiality. Anonymity means that no one, including the researcher, should be able to identify the subject afterwards. The participant or subject is therefore considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided.

The privacy of the subject can be ensured when proper scientific sampling is used. Researchers must inform those in the study whether the research is anonymous, confidential, or neither (Bailey 1996 in Makhando 2002:1220). In a confidential study, the researcher knows the identity of the participants, but does not reveal who they are. It is unethical to identify individual respondents. A researcher needs to ensure that the information provided by the respondent, is kept anonymous and cannot be known (Cohen et al. 2000:62). The researcher has a dual responsibility of protection of the participants' confidentiality from other actors in the setting. Breaking confidentiality can result in serious ethical violation (Cohen et al. 2000:62).

3.8 PILOT STUDY

The researcher did a pilot study before the administration of the actual study. The study was done in two schools; the reasons being that the researcher want to be aware of the ethical considerations that can prevail during the study. The other reason was that the researcher wants to find out if the questions that she formulated were clear and understandable to the participants to answer and give relevant information. In other words, the researcher wanted to improve the quality of questions that will be asked. In these schools where the pilot study was conducted, one of the schools has an enrolment of 570 learners with 14 teachers, including the principal. The other school has 329 learners with 10 teachers, also including the principal.

By doing the pilot study, this is where the researcher discovered that the learners were not free to speak in the presence of their teachers, because they were afraid of them. The researcher decided to overcome this by, when conducting the study, the learners will be interviewed separately. Principals at first were not willing to participate in the study, because they thought the researcher was doing this in order to expose them. Out of five parents who

are the members of the School Governing Bodies in one school, only three availed themselves; the others decided not to be part of the study. The researcher discovered that the reason for their exclusion is that they do not want their views to be heard and be discovered how much knowledge they have about the topic, which is the role of school governance in the democratization of public schools.

3.9 ADMINISTRATION OF THE ACTUAL STUDY

The researcher selected four schools in the Circuit of KwaCeza, as it was mentioned earlier in this work, and this circuit is situated in the North-Eastern part of the KwaZulu-Natal Province. The selected schools are situated in rural areas in which communities still live under miserable conditions, such as poverty, which is the direct product of Apartheid policies. The researcher considered well established schools when making the selection. In other words schools which were established a long time ago and which were there during the pre-1994 era.

Details of the schools included, are summarized in table 1 below:

Table 3.1: CHARACTERISTICS OF SELECTED SCHOOLS

	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D
No. of learners	840	357	261	489
No. of classes	15	10	5	15
No. of educators	20	9	7	12
No. of LRC	16	-	3	-
No. of SGB members	8	7	5	7
No. of non-academic staff	3	2	1	2
School Fees/2013	R250.00	No Fee	No Fee	No Fee

The school uses English as the language of learning. However, the majority of learners are Zulu speaking. The community in which these schools are, are also Zulu speaking. The majority of the parents are unemployed and the minority which is working, work far from their homes and as a result they come home very often. The researcher will discuss the interviews since this was the tool used for collecting data in this study.

3.9.1 Interviews

According to Mc Millan and Schumacher (2006:203), interviews yield a higher rate of response as compared to questionnaires. Interviews are flexible and adaptable. In an interview, questions can be repeated or their meaning explained in case they are not understood by the respondents. The interviewer can also press for additional information when the response seems incomplete or not relevant. According to Ary et al (1990:48), the interviewer also had control over the order in which the questions were considered. Bailey (1994:174) gives the following advantages of interviews:

- They are flexible and tend to have a better response rate

- The interviewer can observe non-verbal behavior and can record spontaneous answers
- Response alone can answer questions
- They are adaptable.

Bailey (1994:174) also states some disadvantages of interviews. He says interviews can be costly, especially in the construction of an interview schedule. This can be very time consuming. He also voiced the concern that the interviewer may misunderstand the respondents' answer. The researcher overcame the problem of misunderstanding the respondents' answer by asking the respondents to clarify certain responses and probing some questions more to achieve an accurate response.

According to Ary et al (1990:428) there are two basic types of open-ended or closed questions that are used in an interview, according to the nature of the response desired from the respondent. The researcher will use open-ended questions for interviews that will be conducted, because they'll permit free responses from respondents, rather than restricting the response to a choice from among stated alternatives. Interviews will also help a great deal when the researcher is collecting data from parents who cannot read nor write, because they proved to be the only possible information-gathering technique.

The researcher standardized the interview questions to obtain comparable data. The questions will be worded in the same way and be presented in same order for all respondents. The following section will give a discussion of the role of the researcher since the researcher plays a pivotal role in qualitative design.

3.9.2 The role of the researcher

According to Van Wyk (1996:128) the validity of findings depends on the skill, competence and rigor of the researcher. Patton (in Berg and Van Wyk 1997:54) and Wellington (2000:41) state that the researcher is the key person in collecting and analyzing data during qualitative research. When collecting data, using interviews as an instrument, the researcher has to build trust and confidence in the respondents, so that they could provide all the necessary data in order to reach reliable conclusions. Measor (1985:57) also argues that even though it is important for the researcher to build cordial relationship with respondents, the quality of data is ensured when there is an element of trust.

The researcher is fortunate in the fact that all the participants are in the same circuit where the researcher is working and as member of the community, is familiar with their experiences. In addition to that most parents knew the researcher; therefore it did not take long for her to win their trust. When time eventually came for the researcher to conduct the interviews, the participants were happy to contribute in the study because they trusted her.

The researcher visited the schools between three to five times. During these visits she observed, built rapport amongst respondents, stated and explained the aim and the objectives of the study to them. The respondents were also assured of the confidentiality of the information to be collected. Creswell (2003:1840) states that all the biases based on the values and personal interest must be explicitly identified. To ensure that bias and partiality did not prevail, the researcher used a tape recorder during the interviews to isolate her views from the actual findings. Permission was obtained from the respondents to do that.

According to Henning, Van Rensburg and Smith (2004:73) it is one of the ethical prerequisites for a scientific researcher to ask for respondents' consent when using a tape recorder. Nematadani (2004:38) maintains that through tape recording devices, the total interview process can be captured and the interviewer is free to observe the respondents. However, Mc Millan and Schumacher (1997:433) maintain that the use of a tape recorder does not eliminate the need for taking notes to help reformulate question and probes.

The researcher kept a diary in which observations and responses from the subjects were written throughout the interaction focus group and individual interviews. The keeping of a diary also enabled the researcher to write down facial expressions and gestures (body-language), which could have slipped out. This was done because there is always the danger that transcribed words may lose some meaning as tone, volume, emotionality and accompanying facial and body gestures and disposition cannot be portrayed (Van Wyk 1996:164). The capturing of the qualitative data was important, because they conveyed useful meaning which enriched the data and their interpretation.

3.9.3 Interviews with principals

The principals of each school will be individually interviewed. An individual interview enables the subject to feel free to express them fully and truthfully (Mazibuko 2003:9). In this study, each focus group interview, with the SGB members of each school will be conducted separately in the staffroom of each school selected for investigation, with the exception of the principals, with whom it will be conducted in their offices. The settings of each focus group interview appeared to be conducive to the members to be interviewed. Members to be interviewed also appeared to be more comfortable and secure. The focus group interviews with Learners Representative Council (LRC) members of each school will be also conducted at their homes. Individuals' interviews with principals will be conducted at their spare time which they gave the researcher to come at.

Since School Governing Bodies were established to assist principals in their work, the latter is known to what extent school governors in their respective schools are fulfilling that role (i.e. like assisting principals to achieve educational goals). The interview will be conducted in a second language – English - which made them feel that tape recording might reveal some of their grammatical inadequacies. The researcher will use semi-structured interviews and interview guides which consist of open-ended questions. Although interview guides will be used, the researcher will encourage respondents to reveal as much relevant information as possible to enrich the data. The semi-structured interview provided, is for a greater degree of freedom, which is free flow of information between the interviewer and interviewee.

3.10 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time consuming, creative and fascinating process (Marshall and Rossman 1995:111). Bogdan and Biklen (1992:153) described data analysis as the process of systematically searching and arranging the interview transcripts, field notes and materials that a researcher accumulated in order to increase his understanding of data. As indicated from the above statement, research does not end with data collection. The data obtained from the field must be organized into descriptive themes, analyzed and interpreted, before findings can be written and presented.

According to Lewis (2000:5) the information collected from interviews is raw data. The data from interviews needed to be transcribed verbally before it could be analyzed. The main aim of analysis is to look for trends and patterns that appeared in the one-on-one and focus group interviews. According to Moshotle (2010:56) the analysis of data is the process whereby we move from collected data to some form of explanation of the people or situations under study.

Siedal (1998) on www.qualisresearch.com, describes qualitative data analysis as a simple process that involves noticing, collecting and thinking about interesting things. Siedal likens the process to solving a jigsaw puzzle. Noticing interesting things in the data and assigning a code to these things, potentially breaks the data into fragments. Codes which have been applied to the data, then act as sorting and collecting devices. In this study data were analyzed according to the following eight steps as described by Schulze (2000:49):

- Read through all transcripts to get a sense of the whole. In support of this, Nemutandani (2004:41) adds that when analyzing data the researcher reads and re-reads the data in order to become familiar with it in an intimate way.
- Select one interview and think about the underlying meaning in the information.
- Do this for several interviews and then make a list of all topics. Cluster similar topics together in categories.
- Return to the data. Topics are abbreviated as codes and written next to the appropriate text. Check and see if new categories or codes emerge.
- Try to reduce the number of categories. Show interrelationships between categories.
- Make the final decision on the abbreviation of categories and alphabetic codes.
- Assemble the material for each category together.

The researcher will interpret the findings in the light of the theoretical framework and within context of literature review. The data will be arranged under related themes and manually analyzed. The analysis is in search of general statements, with regard to specific themes. This arrangement will make the analysis of data and interpretation logical and less cumbersome.

3.11 Conclusion

In this chapter the methods and techniques to be used in collecting data for the investigation, were outlined. The discussion emphasized that because of the nature of the investigation (being an exploratory study), the qualitative method was deemed the most appropriate for the collection of data. For example, the use of observation, individual and group interviews to be used in the investigation would provide opportunity for interaction, listening and observation of motions and responses of interviewees. The next chapter will discuss the findings and interpretations of the research.

CHAPTER 4

ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

Chapter 3 focused on the research design and methodology. The current chapter deals with the analysis, presentation and discussion of data collected, from focus group sessions, held with parents (SGB members), educators (SGB members), learners (SGB members) and individual interviews with principals of four selected schools. The names or identities of the schools, educators, parents, learners and principals involved in the research, are not disclosed here, because the researcher assured them of confidentiality and anonymity during the negotiation for interviews. The participants in the research were both males and females who are either natives of the KwaCeza area or have lived and worked there for a very long time.

4.2 THE CONTEXT OF THE SELECTED SCHOOLS

The four schools are all found in the rural area of KwaCeza. They have similar characteristics (see Table 1 in chapter 3). The communities, in which the selected schools are located, are very poor. They lack facilities and resources such as clean water, clinics, good roads, shops, libraries etc. Many of parents are either unemployed or do not have access to formal employment, due to a combination of factors, such as a lack of education, skills training and lack of employment opportunities. There is generally a very high rate of poverty in the area.

Due to the high number of unemployed parents, it becomes clear that the majority of learners therefore come from a poor, often illiterate working class background and brought up by parents and grandparents who find relating to issues of education for their children, very difficult. Confronted by the illiteracy problems of the parents and the miserable home environment, it is evident that very few of these children get any real education support from their parents, given their day to day experiences of rural poverty. Thus school dropout is very high amongst the youth of the area, mainly because of poverty. Even though the programme of nutrition was introduced by the department of education in 2010, it made no difference.

The schools in this rural area lack resources such as libraries, science equipment, laboratories and proper fencing, etc. The only municipal library available is an average of 60 kilometers from the area of KwaCeza. Many adults migrate to work in other places like Vryheid and Ulundi and come home only once per month or per festive seasons (Christmas and Easter). During the rainy seasons schools experience a lot of absenteeism, due to the fact that rivers become flooded and children cannot cross to come to schools.

4.3 PARENT PARTICIPANTS IN THE FOCUS GROUP INTERVIEWS

The parent component of the SGB of each participating school was included in focus group interviews. Details of parents are included in Tables 4.1 to 4.4.

Table 4.1: School A: Profile of parent component of SGB

Gender	F	F	M	M	F
Age	50-55	40-45	30-35	50-55	34-38

Education	Gr 8 (Std 6)	Gr 9 (Std 7)	Gr 12(Std 10)	Gr 3 (Std 3)	Gr 9 (Std 7)
Employment	Housewife	Housewife	Self-employed	Security	Unemployed
Position on SGB	Chairperson	Deputy chairperson	Treasurer	Member	Assistant secretary
No. of Years on SGB	3	3	3	3	3

Table 4.2: School B: Profile of parent component of SGB

Gender	M	F	F	M
Age	35-38	30-35	35-40	60-65
Education	Gr 10 (Std 8)	Gr 10 (Std 8)	Gr 7 (Std 5)	Gr 4 (Std 2)
Employment	Unemployed	Housewife	Unemployed	Farming (animal rearing)
Position on SGB	Chairperson	Deputy chairperson	Treasurer	Member
No. of Years on SGB	3	2	3	3

Table 4.3: School C: Profile of parent component of SGB

Gender	F	F	F
Age	40-45	30-35	28-32
Education	Gr 12 (Std 10)	Gr 11 (Std 9)	Gr 12 (Std 10)
Employment	Self-employed	Unemployed	Small business owner
Position on SGB	Chairperson	Treasurer	Deputy chairperson
No. of Years on SGB	4 (Re-elected)	4 (Re-elected)	2

Table 4.4: School D: Profile of component of SGB

Gender	F	M	F	F
Age	60-65	45-50	40-50	35-40
Education	Gr 4 (Std 2)	Gr 6 (Std 4)	Gr 8 (Std 6)	Gr 12 (Std 10)
Employment	Pensioner	Unemployed	Housewife	Self-employed
Position on SGB	Deputy chairperson	Chairperson	Assistant secretary	Treasurer

Four separate focus group interviews were held with the parent components of the SGB of selected schools. As indicated by the tables above, the parent component of the SGBs comprised of more women than men and in school C there are women only. (11 women and 5 men). In terms of percentage, 69% are women and 31% are men. This is an indication that there are more women in the area as most men may be working outside their home's village. Although the participants met on different days, times and venues, each of the focus groups were given the same items or topics to discuss.

The focus group interviews for three schools: A, B and D took place in the staffroom of the schools under investigation, whilst that of School C took place at the school in an unused classroom. Each interview session with the parents took an average of 3 hours, because of

the interpretation process. The parent components of the participating schools included chairpersons, deputy-chairpersons, the treasurer, assistant secretaries and ordinary members. Before each session of the interview commenced, the researcher explained to the participants the purpose of the whole exercise.

The researcher also read each item, explained it and waited for responses from the participants. As the respondents discussed issues put before them, the interviewer made copious notes of both consensus and even divergent view points and they were also recorded. After each session the researcher met with someone who was helping her for about an hour to discuss and compare notes. This was done to make sure that all detailed information was captured whilst still fresh in their minds.

4.4. EDUCATOR PARTICIPANTS IN THE FOCUS GROUP INTERVIEWS

The researcher held four separate focus group interviews with each of the educator components of the selected schools. In each of the three schools only two educators serve on the SGB and only one in another school which is school C. Perhaps because of their knowledge and skills in writing and recording information, educators either serve as secretaries, assistant secretaries or assistant treasurers on the SGBs.

Table 4.5: School A: Profile of SGB (educator component)

Gender	F	M
Age	40-45	30-35
Educational background	Matric, STD, FDE	Matric, UDE (Sec)
Teaching experience	10 years	7 years
Position held at school	Biology educator	Language educator (IsiZulu)
Years serving on SGB	2	2
Position on SGB	Assistant Treasurer	Secretary

Table 4.6: School B: Profile of SGB (educator component)

Gender	F	F
Age	26-30	35-40
Educational background	Matric, UDE (Sec)	Matric, BA Ed
Teaching experience	7 years	11 years
Position held at school	EMS Educator	Maths & Science (educator)
Years serving on SGB	3	3
Position on SGB	Assistant secretary	Secretary

Table 4.7: School C: Profile of SGB (educator component)

Gender	M
Age	36-40
Educational background	Matric, PTD
Teaching experience	12 years
Position held at school	Educator
Years serving on SGB	3
Position on SGB	Secretary

Table 4.8: School D: Profile of SGB (educator component)

Gender	F	M
Age	28-33	36-40
Educational background	Matric, ACE	Matric, FDE
Teaching experience	6 years	12 years
Position held at school	Educator	Educator
Years serving on SGB	2	3
Position on SGB	Secretary	Assistant treasurer

The tables above indicate that all the educators (7%) serving on the SGB are professionally qualified with an average of 6 years teaching each. With school teaching experience of 6 or more years and SGB membership of between 2-3 years, the educators were information rich so that they knew more about the functionality of the SGB in these schools. The focus group interview for SGB (educator components) from the selected schools took place in the respective schools. In schools A, B and D the interviews were held in unused classrooms, where books (both new and old books and stationary) are stored. The interview for school C educators serving on the SGB, took place in the principal's office. The principal gave the participant permission to use his office whilst attending a principal's meeting in another school.

4.5. INTERVIEWS WITH PRINCIPALS OF SELECTED SCHOOLS

The researcher held face-to-face individual interviews with the principals of selected schools. The interviews with the principals were held behind closed doors in their respective offices for confidentiality. The principals who took part in the interviews were males and females and fall between the age group of 31 and 55. They have an average of 8 and 15 years teaching and principal ship experience, respectively.

Table 4.9: Profile of principals

	School A	School B	School C	School D
Gender	Male	Male	Female	Female
Age	31-36	48-50	36-40	45-55
Academic qualification	Matric, BA	Matric	Matric	Matric
Professional qualification	B.Ed	PTC, ACE	BA (Ed)	BA (Ed)
Further field of study	N/A	B.Tech (Ed)	N/A	N/A
Years of experience as educators	8	25	12	10
Years of experience as principal	2	10	7	5

Amongst four selected schools only two had learners serving in the SGB, since they have grade 8. The other two were primaries which only have grade 7 as their exit grade. The learners from two schools were males and females since in each school only two learners are serving in the governing body. The learners group was interviewed after school.

4.6. UNDERSTANDING AND IMPLEMENTING GOVERNMENT POLICIES

The SGBs have been established to implement educational policies at the local school level. Before members can implement educational policies effectively, they need to understand them well. Unfortunately, however, many of the SGB members, specifically the parent component in the circuit of KwaCeza, do not have sufficient reading skills to enable them to read, understand and interpret education policies. The educator groups on the SGB mentioned that *"we sometimes volunteer to read, explain and interpret the policies."* Meaning the policies regarding school governance and the role of school governors as stated by SASA (1996:20-21) to their parent counterparts.

The views of the educator counterparts which confirm those of the principals indicate their awareness of parents' inability to read and understand policy documents related to school governance. They added that if parents, as key role players, are to be actively involved in implementing policies then they need to be assisted. The government policy documents are written in English and the fact that some parents on the SGB are illiterate or did not complete even secondary school, could be a reason for their inability to read, understand their roles and interpret education policies.

Although the department of education is to provide introductory training to newly elected SGB members, SASA (1996:19) circulars that come from education offices must be interpreted and implemented. It is against this background that the educator components of the governing bodies volunteer to read and interpret roles and functions of the SGB to the parent members and also the learners. The learners can read, but they sometimes do not understand. In order to ensure their involvement and active participation in school governing matters, the educators on the SGB sometimes meet with their parent and learners counterparts to discuss the functions and roles of the SGB. They also explain the circulars from district offices to them. The educator however conceded that this process delays most of their programmes, as it takes a lot of time to get parents on the 'same page' as the educators before projects can be implemented.

The SASA (1996:31) makes provision for the language of instruction to be chosen by each public school in the country. This makes the understanding of education policies by parents very crucial. The issue regarding language of instruction is still not solved. It seems everyone has his/her own views on the type of language which should be used in teaching learners at schools especially in the foundation phase.

The government imposed that learners from grade 1-3 must be taught in their mother tongue. When learners write the paper from the department, which is the Annual Assessment (ANA), it is in English in grade 3, which is the exit grade from foundation phase. As parents who anticipate the kind of education they want for their children, their views on the language of instruction and its impact on learner performance is very pertinent. The parents were of the view that language of instruction in their schools must be the same language used in writing. The textbooks (used by learners), in both mother tongue and

English, must be taught for cultural and economic reasons and that language of instruction should not put learners at a disadvantage on the job market.

The parent's group of school A concurred with the educators and pointed out that since all the text books are written in English, instructions must be done in English, even though the parent component rationally agree with the fact that language is a major problem in their children's education. The same also applies to them as they could not assist in the education of their children. The illiterate status of SGB parent component contributes a lot in the decline of effective and productive governance of the school, since one of the core functions of the SGB as stated by SASA, (SASA 1996:20) is to support the principal, educators and other staff of the school in performance of their professional functions.

The parents in school B lamented on how they could support the principals, educators and other staff of the school in performance of their professional functions, whereas they cannot read and write and could not interpret the government policies they are working with. This makes school governance in KwaCeza circuit not how it should be. As the researcher explained earlier in the first chapter, the principals manipulate the parent component in decision making, because they view the principal as the superior person whereas they're co-workers or co-partners in decision making. Parents in school C and D also echoed that illiteracy is the hindrance to perform their role of school governance as for the school to be democratic.

Discussion

Policy analysis and implementation are very important, but could be difficult for parents in rural areas, especially KwaCeza circuit whose formal education may be limited. Without understanding policies and how to implement them, schools in rural areas may always lag behind. Parents in the rural areas may be illiterate, unemployed and lack knowledge and skills and would not want to see their children going the same route. No matter how one perceives or interprets the sentiments expressed by the parents, one thing is very clear. Parents are concerned about the future of their children in terms of identity and work opportunities. They live in rural areas where there are no job opportunities. Parents therefore want the kind of education which can open the world of work to their children, but will not alienate them from their culture.

4.7 SGBs LEVEL OF EDUCATION AND THEIR UNDERSTANDING OF THEIR RESPONSIBILITIES

According to Van Wyk and Lemmer (2002: 137) the main problem which besets parents in the previously disadvantaged communities in South Africa is the high level of illiteracy. An estimated 37% of the population of the country is functionally illiterate. This would obviously impact negatively on the Department of Education's capacity building programs for the SGBs.

The principal of school B was concerned about the SGBs lack of understanding of their responsibilities:

"...when we elect the (SGB) we don't look at the level of their education...the requirement is just having a child at a particular school irrespective of the educational level of the parent..."

The fact that there are educated parent members in the SGB is a matter of chance, because there is no purposive, predetermined criterion in place to have skilled and educated persons elected into SGBs. Even the recruitment process does not have any intentional guideline to draw people with the necessary expertise to this vital structure for school governance. It is also problematic for highly educated persons, who are elected into the SGB to work with the less educated SGB members, because these groups will be operating at different levels of knowledge and understanding. This might also cause unnecessary conflicts and misunderstanding among SGB members. The less educated or uneducated SGB members might either feel intimidated or dominated by the well-educated member(s) and on the other hand, the (highly) educated members might feel out of place and unchallenged by the lack of basic knowledge and understanding, displayed by less educated SGB members. Thus even the educated people who are elected into SGB may not be retained for the entire term of office, which will perpetuate the challenge of SGBs comprising mainly of people with little or no knowledge of their functions. This lack of knowledge of their role /function will hamper their effectiveness in school governance.

In rural areas of KwaCeza teachers seems to dominate the SGBs despite parents, in accordance with the South African Schools Act 84 of 1996 (RSA 1996,s 23 (9)), having the majority voice. Parents seem to defer to the teachers, because of teachers' class positions. Parents in the rural areas seem to feel that they have little chance to participate in SGBs and many instances are either silenced or withdrawing altogether from SGB activities. In this regard the Principal of school D argued that:

"if you take an SGB member who went to school up to standard 3 to a training workshop, you will always know that even if you can train this person, he/she is going to be overwhelmed by the training sessions.....[S] o the principal implementation is going to be difficult, but if you take a person who has gone up to Grade12, you are saying to that person able to read , is able to write, is able to argue constructively, and is able to advise....[M] ost school that have functional or effective SGBs... a greater percentage of the parent component has passed Std 10 or Grade 12... so these people likely to be very much effective... thus the SGB will be very much functional....."

There is, therefore, a need for predetermined intentional criteria for the recruitment and election of SGB members with a certain required level of education, skills and knowledge. The members cannot be expected to be fully functional if the system and procedures for electing them do not make predetermined provision for their effectiveness in school governance. Beside, a better education level for the SGBs will facilitate their successful training and subsequent successful implementation of the information that has been gained during the workshops.

The principal of school B asserted that:

".....if the SGBs level of literacy is below par, they will never understand the policies....and therefore implementation becomes very much staggered."

A certain level of education, particularly for the parent governors, is imperative for the training session on SGB functions to be successful and for them to succeed in performing their functions.

The principal of school A argued that:

“.....for most of the SGB members if you talk matters legal or anything that has to do with legislation then you are denying the information... [T]hat is why I was trying to emphasize that if these people are educated... to a greater extent, they will be able to grapple with any legal matter regarding school governance.....but most of them, even if they have been of the country... they are still grappling with an understanding of what the constitution is...what legislation isWhat is meant by the word amendment, clause, act.....”

Discussion

The SGBs level of education, which in this study proved to be inefficient, has marked influence on the effective performance of their duties and understanding of their logo stand when taking any action or making any decision within the school.

4.8 TRAINING OF SGBs FOR THEIR ROLES IN SCHOOLS

As school governors, parents have been elected and entrusted with enormous tasks and responsibilities in the schools under their jurisdiction. Some of their roles, as stipulated by SASA (1996:20), include supporting the school principals, educators and supporting staff in the performance of their duties. The support from the SGB may be in a variety of ways, for example, ensuring that quality teaching and learning happen at both school and home, management and resolution of conflicts (among staff, principal parents and learners), assisting School Management Team and educators to improve school performance and ensuring the provision of quality education and development of school.

In emphasizing how the SGBs assist the school to improve its academic performance, one of the governors from school C remarked: “I visit classrooms to see how teaching and learning take place. If the educator or a learner is absent, I jot it down in my file and follow up the matter.” This and other tasks are enormous and because of the fact that many parents have no experience in their new roles, it makes training crucial for effective discharging of their functions. It is therefore the responsibility of the department of education and the particular schools they serve, to equip the SGB members with basic skills that can enhance their work. The question arises from the other parents of the same school. Where will there be time for the school to conduct training workshops for SGB members instead of teaching their children? They agreed on what they need is for their children to be taught and perform well - that is what matters most to them. The SGB members also agreed in their responses that they have undergone workshops on budgeting, (basic book keeping), conflict resolution and holding of meetings.

These workshops, however as explained by the SGBs, particularly parents, are ad hoc, short and inadequate. The parents said the trainers or people who offer the workshops, do not engage participants in need analysis. They added that some of the workshops were therefore not focused on the real needs of people newly elected to serve as school governors. The parents who wanted to be trained well for their work, hence argued that the education of workshops should be long enough for the realization of meaningful learning. They added that a workshop on important issues like budgeting, conducting meetings and crisis management cannot empower them if it is done only once or less than a full day. They commented that governance in school involves many different tasks. They want training to be an ongoing process in order to empower them sufficiently to tackle their daily complex tasks. The sentiments are echoed by a parent from the Eastern Cape who said: “The

community should be helped with procedures they need to follow in making applications for donations” (Emerging voices, 2005:10). The above is an illustration of how desperate parents on the SGB are for training in basic skills, which can make them competent school governors.

4.8.1 The time allocated for SGB training workshops

It really takes time to build the professional capacity of governing bodies to enable members to sustain or challenge educational practice and to influence policy matters. However, this maxim seems not to be enjoying priority when training workshops are conducted. The departmental officials who are charged with the training of SGBs, seem too concerned with completing their quota of work rather than the quality of the outcome.

A SGB member of school A complained that:

“...the time [for the training workshops] was too short for the information they intended to workshop us on....thus they ended up rushing over the information in order to finish, but still they could not finish...[there was too much information given within a short space of time.

Rushing the workshops for the sake of finishing, compromised the quality of the information that was transmitted, which militated against the objectives of the workshop. The result would obviously be the negation of the implementation process and the SGB functionality, because the SGB members leave the workshops with a limited knowledge and understanding of their responsibilities.

Another SGB member from School A concurred that:

They [departmental officials who were conducting SGB workshop] need to make time again to workshop SGBs.....because they were rushing everything in order to finish without taking into consideration whether the SGB members understood what they were presenting or not.....

A crash course with elderly semi-literate or illiterate SGB members, like the crash course that this researcher attended, militates against the successful implementation of the intentions of the workshops. SGB members will most probably miss most of the valuable information which is meant to empower them in their governance functions. Besides, the semi-literate or illiterate SGB members are not able to study the workshop material and other relevant legal documents on their own in order to supplement and/or consolidate the information they received during the workshop presentations. The other problem is that the little knowledge they gained during the workshops will gradually fade with time, since these SGB members will not be able to refresh their memories through studying the workshops materials. As a result the workshop booklets are of little value to them.

The principal of school B raised the concern that:

.....only a half day workshop was organized for them [SGBs] ...and it did not make any difference....eh...I don't think it is enough[s]o you just elect people into [the] SGB and there is no adequate training provided for them...you expect them to work miracles.

This concern by the principal of School B is also supported by Van Wyk and Lemmer (2002:139) who assert that the responsibilities of SGBs are so important and complex that

they cannot be expected to be discharged effectively, without some training going beyond the normal process of picking up the job by doing it. To a certain extent the SGBs are failing in their governance functions because of the inadequate training which they received.

4.8.2 The language of SGB training workshops

The school governing bodies have to be fully empowered and given ready access to information they require, so that they can function competitively within their sphere of education governance. They need to confidently know that they are in charge within a recognized framework of SGB participation. However, SGB members seem to continue to experience barriers towards accessing critical information for discharging their fundamental responsibilities.

A Principal of school C asserted the following:

....I cannot say they are able to cope [with the workshop presentations]....but some are able to cope.... In the training sessions the manuals are written in English which is different medium of communication for most of the SGB members...but even if they can be written in the language that is understood by most of the people...there is still a problem of lack of the culture of reading and illiteracy....

Language and illiteracy remain the major barriers of most of the SGB members to access the much needed information to ensure the effectiveness in school governance, particularly in the rural area of KwaCeza. These barriers should be addressed by the recruitment and election processes which should embrace clear guidelines towards attracting skillful and knowledgeable people into governing bodies. It was proposed by an SGB members from school D that:

.....during elections they [parent] should try to elect people who will be able to read the training manuals on their own understanding.... [T]he manuals should also be written in the African languages.....

Furthermore, the principal of school A complained that:

....some of the manuals are written in English...and the facilitators present some of the items/topics in English....only to find that the SGBs, particularly the parent component, cannot understand, write and read the language [English]....[s]o those are the challenges encountered by SGBs...

The language used in the training manuals seems to be far beyond the basic literacy level of most of the parent governors. As a result it is virtually impossible for most of them to refer and/or study these manuals to supplement the few hours crash workshop, offered by the Department of Education. Thus most SGB members rely heavily on the verbal information they received during these workshops, in executing their governance responsibilities. The verbal information of the facilitators in itself is not so helpful, because being pressurized by limitations, facilitators become selective in their presentation of information. Facilitators cover a lot of work within a short space of time, resulting in information overload and subsequent loss of some valuable information. Judging from the manner in which these workshops are conducted and the literacy level and age of most of the SGB members, it becomes doubtful

if they are successful. This is also compounded by the fact that there is normally no follow-up to monitor and evaluate the implementation of the information and skills which were supposed to have been acquired during the workshops.

Discussion

The task of being a school governor in an era of transformation is complex, immense and could be overwhelming and stressful for people who hitherto might not have served in similar capacities. For parents (who are in majority and mostly not well educated) to ensure sound financial management of school, arbitrate and resolve conflicts, support tuition tasks of educators and improve the school's physical environment, they need continuous training. In summary, to be able to support the school principal and educators to teach effectively and also create a conducive teaching – learning environment - the department of education and the particular schools must ensure that SGB members undergo well-organized training that focuses on their key performance.

In other words, training is the cornerstone of affirming governors in the execution of their roles and responsibilities. Therefore, SGB members should be provided with consistent, adequate training to empower them to confidently and authoritatively discharge their complex responsibilities within the school. It is essential that information regarding school governance should be made readily accessible to SGB members to improve their knowledge and skills in governance functions for schools to be democratic.

4.9 INVOLVING PARENTS IN LEARNERS EDUCATION

The group discussed at length how government ensures that communities, particularly, parents, participate in the education of children. There was consensus among all the participants that parents' involvement and participation in children's education is crucial for the realization of educational goals. A comprehensive parent is a prerequisite for improving the culture of teaching and learning (Lemmer and van Wyk 2004:259). The involvement of parents in their children's education is generally accepted as essential to effective learning (Brofenbrenner, 1996, Corner & Haynes, 1991, Department of Education, 1997; Epstein, 1995; Lemmer and van Wyk 2004: Mckenzie & Loebenstein, 2007). It is for this reason that the government has made it compulsory for parents to serve as governors for schools where their children attend. By allocating roles to communities through the SGB, the government ensures that parents in particular, play a pivotal role in all aspects of their children's education. Unlike the period before 1994, there now is a forum for parents where they may not only discuss grievances about children's education, but provide suggestions, support and solutions to educational problems. The participants concurred that the task of educating children in modern society is too complex to be left in the hands of educators or school alone. In two schools in which this investigation was conducted consisted of teenagers.

It is at this stage of life many children, due in part to problems at home, poverty or peer pressure, may get involved in some kind of bad behavior, for example, experimenting with sex, drugs or alcohol. Such behaviors very often lead to poor academic achievement or school dropout. One parent elaborated that this circuit (KwaCeza), which for almost the past two years that it has been the last of five circuits that forms Mahlabathini management center of grade 12 results, are poor.

This situation requires parent's involvement in children's education, whereas parents they could provide guidance to learners at all times. Participants concurred that parents has a role to play by making learners aware of the danger and effects of drugs, sex and alcohol on school children. The parents who participated in the discussion, mentioned the steps taken to assist the schools to address the problem. Aware of the damaging effects of drugs, alcohol abuse and teenage pregnancies on learners, the two parent groups reported on what they do to warn learners of the result of engaging themselves in such activities. Parents working together with principals either invite the police, health workers, correctional service personnel or sometimes they themselves talk on the negative effects of substance abuse and teenage pregnancies on the future of the teenagers in general and on their academic achievement in particular.

The other two parents groups who participated in this research reported that they were not aware of the damage that can be caused by drugs and alcohol usage to the children. They thought their children were still too young to do such things. The educators in these groups explained to the parents that the teenage stage began at the age of twelve years where most of children are at primary level. They all agreed that it can be wise to warn them before the damage is done. One parent elaborated that this is true and it could help a lot, citing a Zulu saying: "ligotshwa lisemanzi", meaning you teach the child while still young. All the participants-parents, educators and principals agreed that teenage is a period of experimenting and in many cases disobedience to authority.

Many children at this stage of life are prone to contracting STDs, including HIV/AIDS or become drug takers and peddlers because they very often ignore advice from significant adults, for example, parents and educators. The parents agreed that it is their responsibility to ensure that their children avoid drugs, alcohol and early sex, in order to concentrate on studies. The parents group from school A and C for example, reported that at the general meeting they advise parents to be closer to their children and instill in them ethical and moral values such as truth, respect, punctuality and obedience to all adults. One woman from the group remarked: "If a child respects her parents or elders that child will obey them and avoid drugs, alcohol or early sex."

She stressed the need for parents to team up with educators to teach learners about good qualities (e.g. punctuality, obedience and respect), because educators alone cannot do everything for learners. The suggestion from this parent echoes the concerns of parents from Durban, who remarked that children need guidance. Because they can't justify why they are going to school, parents must monitor their work (Ilanga, 2012:3).

Educators agreed that they involve parents in organizing career days and all school trips (e.g. sport, games and excursions). The learners' representatives in these two schools A & C reported that they are not involved in organizing school trips, which is the reason why some of the activities turn out to be a failure. One learner said "parents and educators took decision about which games we must play or participate, only to find we have no interest in that kind of sport. This is a democratic country: everyone has the right to choose the sport he/she wants to play." They agreed that: yes they are our parents, but for the schools to be democratic, let us be involved in matters that pertain to us. The educators said this could boost the motivation of learners and get the support of parents in all educative activities the schools organize.

The government acknowledges the fact that parents have a major role to play; hence through legislation it has made provision for parents and community members to collaborate or come together with schools to educate children. This collaborative responsibility may remove the notion among some parents and community members that educators are the ones paid to educate and by getting involved it would jeopardize their children's education (Atkini, Bastiani & Goode 1988: 160; Decker, Gregg & Decker 1994:1). The principals generally agreed that it is a good idea for the government to involve parents in school governance. In appreciating the efforts to get parents involved in school matters, the principal of school A said:

"In view of discrimination, black schools were not properly catered for in all aspects under apartheid. After 1994 we all anticipated change in education but the way in which the changes were implemented has brought frustration and ineffective administrations in many schools."

Under the new governance system, school principals and educators are the main implementers of school policies (De Clerq 1997:130) and must therefore form partnerships for effective implementation of changes in education at the local level. In view of the way the policy was rushed, its implementation has brought a conflict of roles among some of the key role players in education. As reported by the principal of school D:

"The changes have brought conflicts in authority and responsibility. Some SGB executives does not know where their power starts and ends. They confuse school governance with school management. They sometimes want to take over the professional leadership role of the principal."

In a democratic country, communities usually fight for quality education and this can be realized when the local people, especially parents, are given the opportunity to make decisions in education matters. Rural schools in KwaCeza circuit generally lack resources and it is through the parent's role in school governance that significant improvements can be achieved to make them similar to city schools. As one of the parents from the SGB of school B appropriately said:

"We have been given the opportunity to transform our school into a city school."

This remark echoes and confirms the kind of education parents want for their children. At a parents meeting in one of the schools under investigation a parent said:

"We want education here to be the same as that in the urban areas. The government says education is equal for all the South Africans but in fact ours lags behind. I blame the government."

It has not created equal education for all. Different things are taught in urban and rural schools (Ilanga 2013:7).

This indicates that parents in rural areas desire to have schools equipped with resources like those in the cities, because educators and learners alike can improve academic output when they have access to modern teaching and learning resources, such as computers, overhead projectors, science laboratories and libraries. A better school can only be realized when parents and educators work together. Many experts in home-school partnerships agree that

such collaboration is of great value to parents, learners, the school and the community at large (Decker et al. 1994, Bastiani, 2000, & Lemmer and van Wyk 2004).

As school governors, parents in KwaCeza circuit would like to transform schools to be at par with well-equipped urban schools, but can only do so in partnership with educators and principals. It is only when this is achieved that their children's performance may improve and they would believe the government's slogan: "equal education for all."

Discussion

Parents' involvement is an important aspect of democratization and education transformation in the new South Africa. Schools are located in various communities and residents of the communities must own the school, protect, govern and improve it the way they see fit. With the introduction of SGBs, parents have been given the opportunity not only to be involved, but also to actively participate in matters relating to the improvement of learning. It is only when parents are visible on the school governance structures that they can influence policies and transformation and act as improvement agents of community schools. Schools' improvement strategies can have positive results on learner performance. In the words of Sergiovanni (1994: xi): "If we are to rewrite the script to enable good schools to flourish, we need to rebuild community. Community building must become the heart of any school improvement effort."

4.10 UNDERSTANDING THE ROLE OF SGBs AS GOVERNORS

The SGB is an elected body comprising of representatives of parents and educators with the school principal as an annex-officio member. Both parent and educator components of the SGB, who participated in the focus group interviews, concurred that as elected governors they have the responsibility to assist the school principal and staff to ensure improvement in school results. This acknowledgement is in line with SASA (1996:20) stipulation which makes it mandatory for the SGB to support the school principal and staff in the performance of their duties. The support could be in a variety of ways, for example: ensuring quality teaching and learning at all times. The SGB chairperson of school B was more than apt when he said:

"I visit classrooms to see how teaching and learning take place. If an educator or a learner is absent I jot it down in my file and follow up on the matter."

The above is an indication that the SGB concept is making community members, especially parents, to understand that they have rights and responsibilities towards children's education. The introduction of SGBs is an acknowledgement of the need for democratic school governance by the government. The SGB concept makes it obligatory for all role players in education – community (parents) and the school (educators) to take active part in education. It has given parents as governors an insight into the responsibilities associated with the running of schools. One parent representative from school C summed it up in the following words:

"I now understand the problems of the school truancy, lack of resources for teaching and learning better."

It is believed that with this understanding of the reality of things on the ground community members, especially parents would be in a better position to assist the staff to improve in all areas where there may be deficiencies. Thus through their involvement in the governance of local community schools, parents participate in the democratic transformation of education at grass root level. In short, it is clear that development and local participatory democracy are inseparable and complementary (Emerging Voices 2005: xiii).

The four principals agreed with the educators of the SGBs that for parents to understand their role in school governance very well, they must be given assistance in the form of training, as requested by SASA (1996:20 (20). They further pointed out that the transformation in education has given learners too much freedom and eroded the authority of the school, especially that of the principals and educators. For example, the participants pointed out that with the abolition of corporal punishment in the schools (SASA 1996:10), there is a general break down in discipline. Learners do as they please with no respect for educators or school authorities. Principals and educators said they do not know how to handle discipline problems, so that they would not be accused for 'abusing' children. Expressing her frustration, one lady educator from school A said:

"We (educators) are now like chickens set before eagles. We are supposed to educate, admonish and guide learners who now see themselves as superior and more powerful because of too many rights with no responsibilities. We all fear to admonish wrong behaviors because, some educators, especially women, are often targeted by learners.

Discussion

The concept of SGB is relatively new in South Africa and is part of transformation of education through democratization. With the establishment of the SGBs the government has acknowledged parents' (and indeed the whole community's) rights and responsibilities in children's education. The rights and responsibilities of community members (parents) might be incomplete and impaired if parents are excluded from participating in children's education. As SGB members and community members, parents are not only exercising their civic rights and responsibilities at the grass root level, but are also advancing democratic transformation of society (SASA 1996: preamble). Through their involvement in the SGBs, community members (including parents and caregivers) have begun to understand their role in education as school governors. Although all role players welcome transformation, school authorities need an effective, alternative measure to corporal punishment, because when discipline is taken away from the teaching, molding and upbringing of a child, the result might be counterproductive.

4.11 ESTABLISHING A CULTURE OF LEARNING AND TEACHING

Effective teaching and learning can only take place under a conducive atmosphere. In recent times many schools in KwaCeza area face crises which make teaching and learning difficult. In the light of these participants' views were solicited on how to ensure that the culture of teaching and learning is established or prevail in their schools. The participants' response pointed out that various proactive measures have been taken by the SGBs to install the culture of learning and teaching in their respective schools. These measures include regular meetings with learners to know their problems, frequent visit by selected motivational speakers and regular visits to schools by SGB members.

The above responses from parents, educators and principals indicate that all the participants agreed that the culture of teaching and learning is the very foundation of improved learner performance. To ensure the existence of a conducive teaching and learning climate, the SGB members said that they invite important people from the community and outside to talk to learners on issues ranging from violence, drugs and alcohol to careers which can make them productive adults in future.

Another way, through which the SGBs maintain a conducive teaching and learning climate at their schools, is by visiting and holding regular meetings with learners. Sometimes the SGBs meet with the Learners Representative Council (LRC), made up of prefects, to learn of some of their problems. The parents' representatives then make the School Management Team (SMT) (Principal and HODs) aware of learners' grievances and as partners, seek solutions together. For example, if a teacher bunks classes or comes to school late, the parents and the SMT would investigate the allegation and find solutions to the problem. One parent on the SGB from school B gave an example of a case in January 2013, where they requested three learners from grade 11 who were drunk, to go home. These learners' behavior was reported by the Learner Representative Council (LRC). Their parents were called to discuss the issue and they promised to deal with the problem at home.

The views expressed by participants here, reveal their concern for safety of both learners and educators at their schools. Indeed SASA (1996:65) strongly advocates for drug and violence free schools. It states, *inter alia*, "no person may possess illegal drugs on public school premises or enter public school premises while under the influence of an illegal drug or alcohol." Both parents and principals agreed that indiscipline among learners and some educators may not only lead to violence, but also poor learning output. The prevalence of violence in schools - much of it directed at teachers - makes safety the most important of all (Glatthorn & Fox 1996: 8).

All the parents' groups in this investigation agreed by pointing out that, although SASA (1996) has brought positive changes to school governance, it has also given challenges to schools, educators and parents. They agreed with the educators and principals who lamented that when corporal punishment was abolished, no effective alternative method was suggested to schools to deal with discipline problems among learners. Instead learners talk about their rights and not their responsibilities. Many parents think learners must be taught about their responsibilities more than their rights, because once you put your rights up front, you tend to forget your responsibilities (Emerging Voices 2005:9).

The educators' group in all schools under investigation, specifically pointed out that in order to achieve a culture of learning, learners' work must be monitored (e.g. homework, assignment, notebooks, portfolios etc. need to be checked time and again), discipline needs to be maintained at all times (punctuality and regular school attendance) and problems relating to bunking of classes, drinking of alcohol and drugs, must be seriously discouraged.

The responses from the educators' group, indicate that the SGBs can contribute to a culture of learning by enforcing discipline among learners. All the participants shared the view that for effective learning to take place, the school environment must be peaceful, calm and safe. The educators of school D particularly stressed that since effective teaching and learning can occur under a good school atmosphere, they (educators and parents) must establish a code of conduct to assist the school to enforce discipline. Indeed the school as a work

environment can either foster teacher motivation or exercise a negative influence on it (Glatthorn & Fox 1996: 9), which is why the educator components are particularly concerned about discipline. The realization of the fact that the culture of learning and teaching (COLTS) can only take place under conducive school environment, has motivated parents and educators on the SGB to commit themselves to ensuring discipline at all times.

According to the educators' group as SGB members of their respective schools, they vigorously check punctuality, attendance of classes, homework, alcohol and drug peddling and abuse among learners. They said that they were mandated to do so by parents as one female educator in one school replied, when the researcher asked if she was an SGB member. The lady became furious and pointed to the general meetings of their SGBs. SGB members should monitor learners and educators work. The educators' group however, pointed out that most of their colleagues (educators not serving on the SGBs) see the visit by SGB members to their classrooms as interference, disruption and infringement of their professional rights. This resentment of monitoring class attendance was confirmed by SGB chairperson and said:

"Go and ask that man there about SGB matters. He is not our principal but always enters our classes to check on us".

In practice while the educator component of the SGBs do not seem to have a problem with parents visiting classes to check learners and educators absenteeism, their colleagues who are not on the SGBs sees it as a problem. This indicates a general mistrust between the SGB and some educators. The lack of trust among some educators and the SGB members could undermine the effective implementation of projects initiated by school governing bodies.

Discussion

The issue of the culture of learning and teaching is of uttermost importance to the achievement of learner success. This culture however, does not seem to exist in many rural schools of Ceza circuit. As the foundation stone to the improvement of school performance, parents have realized the need to co-operate with educators and school authorities to establish and maintain it in their respective schools, in order to improve learners' performance. As the African adage goes: "it takes the whole village to bring up one child." This means schools alone cannot achieve the culture of learning and teaching without the co-operation of the entire community, most especially parents, guardians and caregivers who live with learners.

4.12 SGB AND IMPROVEMENT OF SCHOOL FINANCE

Schools are run with funds and this fact makes the financial position of school important to its effective functioning. In the rural areas of KwaCeza many parents are unable to pay fees, because they are not working. The current position of the government on school fees is that those who cannot pay must not be expelled from the school. In view of the importance of finance in school activities, the researcher solicited the views of the participants on that matter. The parents and educators pointed out that in an effort to raise funds for their schools, they encourage parents to pay school fees for their children, undertake fund raising activities and institute school funds for parents to pay money (no matter how little) to improve the school, but only a few parents pay because most of them are unemployed.

The desperate measures taken by the SGBs to improve the school position indicate that parents are aware of the fact that schools cannot run without money. As community residents it is their responsibility to encourage parents to try and pay fees or school funds and voluntary contribution by parents and also by undertaking projects such as concerts and singing competitions. Raising funds for the school is part of the function allocated to the SGBs. They need to raise money to purchase books, educational materials or equipment and also pay services rendered to the school (SASA 1996:21c and d). Indeed the financial position of the school must be improved, because basic teaching and learning materials such as chalk, dusters, overhead projectors and electricity must be paid for through the funds generated by the school. Lack of basic teaching materials such as dusters, chalkboard and papers to write tests etc., can impede academic progress of the school.

Discussion

The issue of school finance is very important in school organization and administration. Basic items such as duplicating papers and teaching aid-maps and sketches, are necessary for effective teaching and learning. Without funds schools may not get access to these teaching and learning materials. Other services like electricity used by the school, must be paid for. It is for these reasons that, in line with SASA (1996:21c and d), the responsibility is on the SGB to raise funds for the school and also see to it that school funds are not misappropriated. Lack of funds can impede the improvement in school performance.

4.13 LEVEL OF MOTIVATION OF SGB MEMBERS IN FULFILLING THEIR DUTIES

As it was indicated in section 2.4, being an SGB member is supposed to be voluntary task undertaken to serve a school and the community; an opportunity to help young people to benefit fully from their education. Members of a governing body are supposed to be people who care enough about schooling and what goes on in their own school, who want to be involved and make a difference. However, most SGB members seem unaware that being involved in school requires hard work and sacrifices of precious time (DoE 1997:9).

To most of the SGBs members, particularly in the rural area of KwaCeza, being involved in SGB activities becomes a tedious and reward less task. As a result their commitment and participation decline to a point where they begin to drop by the way side. In this regard the principal of school governance A indicated that:

"at any given time if a person feels bored with the activities of the SGB... he/she resigns without even informing the other SGB members of his/her decision...."

The tendency of some SGB members to "resign willy-nilly", militate against the best interest of the school, which they are supposed to promote and protect. Besides, it betrays the parent community's trust in the person and compromises the collectivity that is supposed to characterize the operation of the SGB. The principal of school C indicated that:

"...in our school in particular... out of 10 members, I have four members who are always attending SGB activities... they are there for interviews... they are there if we have difficult problems to deal with..."

The secretary of school B also complained that:

".... Two of the parent SGB members are no longer attending SGB meetings even if they are sent invitation letters... and they are always at home as they are not working..."

Furthermore the principal of school D was also concerned that:

.... There are those (SGB members) whom you no longer know whether they are still SGB members or not... the invitation letters are sent to them, they just don't turn up..."

The irregular and /or non-attendance of SGB meetings by some governing body members, suggests that the discussions taken during such meetings are not representative of the view and opinions of the official SGB, as they seldom form a quorum. The fact that the school principal continues to work with "skeletal" SGBs, suggests that the departmental guidelines are not observed. These guidelines stipulate that a school governor can stop from serving or can be removed from office for:

- Missing more than three meetings in a row, without giving a reasonable explanation;
- Not fulfilling the rules requested to stand as a member;
- Acting in a way that is "prejudicial" to the best interest of the school (DoE 1997:13)

The South African Schools Act 84 of 1996, directs that if the number of parents at any stage is not more than the combined total of other members with voting rights, the governing body must temporarily co-opt parents with voting rights (RSA 1996, s 23 (10)). However, these directives seem to be more applicable in communities where the education of the children is valued and there is a commitment from parents to voluntarily protect and promote the best interest of the school. In rural area of KwaCeza, parents focus on other challenges because of the high rate of unemployment and poverty. Most parents want to engage themselves in activities that will at least earn them some livelihood.

Principal of school C argued that:

".....the fact that they are not being paid sort of demoralizes them. I don't know if they can be given certain remuneration...maybe (then) the attitude and level of motivation would change...and the level of motivation would also be high..."

Principal of school A concurred that:

....some of these people (SGB members) really believes that they cannot perform SGB functions for free...they expect to be remunerated in a way....

Discussion

The idea that the SGB members should be remunerated seems to create a serious challenge for the principal to secure a full complement of parent members in the SGB. On the other hand the South African schools Act 84 of 1996 state that "no member of the governing body may be remunerated in any way for performing his/her duties (RSA 1996,s 27(2)). However, the education of the learners should not be left to chance; there should be a way of sustaining full parental involvement in SGB activities. If possible the legislation should be reviewed to accommodate a possible reward in the form of a sitting allowance.

principals' training role is limited by the fact that they already have a lot of work to do as subject teachers, administrators and managers of schools. However, there are some principals who are roped into the circuit governance teams, whose responsibility is to conduct SGB induction programs in their respective circuit on behalf of the Department of Education.

Although the principals are expected to assist in capacity building of the SGBs, their involvement is limited by their workload and skills as trainers. Thus the Department of Education remains mainly accountable for capacitating and empowering the SGB members.

4.15 GENERAL FIELD NOTES

This section deals with the researcher's observation of SGB involvement and functionality and training workshops. Many aspects, as shall be seen, correspond with the analysis of interviews which makes the research more reliable as a result of triangulation (see section 3.10).

4.15.1 Observation of SGB involvement and functionality in school governance

From the researcher's observation, working and interaction in meeting with the SGBs of the schools under study, it emerged that the principals will still remain in control of SGB activities. This was also confirmed during the interviews where one principal complained that *"as the principal you chair meetings....you end up calling meetings...come up with the agenda....come with proposals....you come up with all what has to be done....and they always rubber stamp what you say"*.

Therefore what is being seen happening in most schools, is predominantly the principal's ideas and decisions? Even if SGBs members are not showing any active participation in governance activities, their presence seem not to be missed as they have little or no contribution towards school governance. In most instances, most schools operate with or without the involvement of SGB members. This lack of active participation of SGB members deprives the schools of the benefit of effective and purposeful school governance.

It is not surprising that there that is a poor culture of teaching and learning in schools where SGB members have minimal or no contribution towards school governance, with a possibility of little or no hope of improvement in the foreseeable future. The SGB members that seem to be a necessity to retain are the signatories of the school cheques. However, if the principal had an alternative means of signing the cheques, even these SGB members would not be involved in governance activities. The financial records and statements are, most of the time, presented by the principals.

During the researcher's interaction, during meetings, with the school principals, it emerged that the functionality of most SGBs is hampered by the work commitment of some of the parent members. There is a serious concern from the principals regarding the participation of the parent members in SGB activities, because those who are working often apologize, stating that they are not released from their work to attend SGB activities, and those who have been recently employed just "disappear" without any report. Some parent members send word that they are not going to jeopardize their work opportunities by attending to SGB activities. This gave rise to the notion that SGB members should be paid for the participation in SGB activities. Nevertheless, the negative attitude by some of the working parent

members suggests that they do not understand the value and purpose of the primary objective of the SGB, namely: representing the community's interest and aspirations within the school and endeavoring for the best interest of the learners' education. Consequently the principal is left on his/her own to make major decisions on both governance and management of the school.

There is a dire need for SGB members, particularly in the rural area of KwaCeza to know and understand their position and role in school governance and to be encouraged to be actively involved in SGB activities for the school to offer education of progressively high quality to all learners.

4.15.2 Observation of SGB training workshops

The researcher observed that the organization and presentation of training workshops were characterized by several shortfalls, which compromised their quality and success. The facilitators continued to make reference to several pieces of legislation, such as the South African Schools Act 84 of 1996, National Education Policy Act 27 of 1996, Public Finance Management Act 1 of 1996 and the Constitution of Republic of South Africa Act 108 of 1996, without establishing from the SGB members if they have any knowledge of these acts, or even providing them with copies of the same. Thus such references had no meaning to the SGB members.

Communication and /or presentation were a serious challenge, as some of the presenters were less conversant with the indigenous language of the majority of the SGB members. To aggravate matters, they could not use English, as most of the SGB members could not understand it. Furthermore, the translation of most of the sections of the South African Schools Act, which were quoted and translated into the African language used for the presentation, was not always accurate. This distorted the information, resulting in wrong interpretations. The facilitators sometimes used confusing terminology in explaining some of the governance concepts.

It also emerged from the discussion of the SGB members, that there was no clear understanding and/or distinction between the governance functions of SGBs and the managerial and administrative functions of the principal. This sometimes caused unnecessary confrontations and conflicts.

The parent component seldom attends training workshops, because of lack of information as invitations are received by the schools and are honored by the teacher component. If they however, do attend, they are in most instances passive recipients of information. Where SGB members do ask questions it does not result in improving their understanding and handling of their responsibilities. Instead these questions reveal their differences and lack of co-operation with the school principals. The tone of their questions also suggests an intention to "police" the principal, rather than to cooperate with him/her.

The facilitators of training workshops discussed too many aspects of governance in one session, resulting in information overload and subsequent forgetting of most of the crucial aspect by SGB members. Furthermore, time was not well managed, resulting in the sessions being too long and the SGB members becoming impatient with the presenters.

Some of the facilitators were not authorities in school governance. As a result, several SGB members complained about the quality of the workshops, leading to decreased attendance in subsequent workshops; some of the SGB members threw away the workshop material at the venue out of frustration and disappointment.

There is a need to carefully screen prospective facilitators to ensure that workshops really become fruitful to the SGB members, so that the latter's confidence can be won and attendance improved. Furthermore, departmental officials should visit schools to monitor the functionality of SGBs, because in most instances SGB members are neither taking their rightful positions, nor fulfilling their responsibilities.

4.16 ANALYSIS OF DOCUMENTS

The training manual of school governance for the KwaZulu-Natal Department of Education, was analyzed to discern its relevance and suitability for capacity-building of SGBs in this province. It was discovered that the training manual is addressing pertinent governance issues such as: (1) democratic school governance, (2) policy development, (3) conducting effective meetings, (4) financial management, (5) managing diversity and (6) interviewing skills (DoE 2006). However, the training manual did not include other crucial governance aspects such as discipline, safety and security and curriculum development. Of the four SGB functions which seem to have critical implications, only two namely: financial management and policy development, are covered. The other two, namely: discipline and curriculum development, are not catered for. As a result, the manual does not make provision for a holistic capacity development of the SGBs.

The language and style of presentation of the training manual is too complex for the ordinary parent governors, particularly with their limited level of education. Thus the information in the manual remains somewhat inaccessible to most of the SGB parent component. The fact that the training manual is only written in English, further compounds the inaccessibility of the information to the semi-literate SGB members.

The training manual is divided into different sessions according to the respective topics. A detailed analysis of each topic is given below:

Topic 1. Democratic School Governance

This part of the manual seeks to familiarize SGB members with the content of South African Schools Act 84 of 1996, particularly the stipulated function of SGBs, establishment of various committees, functions of the executive committee members, and the strategic responsibilities of the SGBs.

This part of the manual seems to contain sufficient information for orientation and induction of the SGB members, to allow them to get started with their roles and responsibilities. It, however, falls short of mentioning and emphasizing the significance of partnerships and cooperative governance aspects, which are crucial in terms of delegated powers and the decentralization of responsibilities. The manual, however, does emphasize the fact that members of the SGB should understand that they are serving in a legal entity which does not come into existence as a result of some favors from an individual and that they have a huge responsibility entrusted upon them by the parents of learners in the school, under their governance (DoE 2006:29).

Topic 2. Policy Development

This part of the training manual seeks to capacitate SGB members on policy development, by emphasizing the policy technique and processes, and the acts which should provide the necessary guidelines in developing various policies. This part of the training manual provides essential information and procedures regarding policy formulation, and all the necessary policies that should be established to ensure consistent and effective school governance. The manual emphasizes that the SGB has the responsibility to ensure that National Policies, established by the National Minister of Education, are adhered to. These (DoE 2006:12) include the following:

- The language in education;
- The admission policy for ordinary public schools, and the
- National norms and standards for school funding.

It further states that SGBs should develop school policies as directed by the South African School Act 84 of 1996, which are in line with the Constitution and the School Act. Again all school policies established by the governing body should also be consistent with the national and provincial policies. Some of the policies that the SGB should establish, according to the manual (DoE 2006:12-13), are the following:

- Finance policy
- Religious policy
- Learner code of conduct
- Admission policy
- HIV/AIDS policy
- Language policy and
- SGB constitution

Although guidelines for policy formulation are provided, the actual process would still require SGB members to engage in serious reading and research on the various aspects pertaining to each policy, other examples of policies and the relevant legislation. Besides, the SGB members still need to receive education in policy formulation and implementation. This highlights the need to emphasize a particular literacy level for SGB members during the election process and to workshop SGB members on various acts and legislations that are applicable in education.

Topic 3. Conducting effective meetings

This part of the manual seeks to accentuate the importance of meeting in decisions, which have both legal and financial implications for the school (DoE 2006:2). The different types of meetings and their specific purposes are highlighted in meeting procedures and management is also outlined.

A clear understanding of this part of the manual assist in establishing effective and successful SGB meetings and accountable and developmental governance. The manual provides a solid basis for conducting effective meetings, in order to develop and improve learners' education. Besides, SGB members should also be able to defend and explain their decisions to both the parents and the Department of Education.

Topic 4. Financial Management

This part of the manual seeks to empower SGB members as far as financial management skills are concerned. Although it details most of the aspects pertaining to financial management, like exercising financial discipline by curbing unnecessary expenditure, involving as many people as possible from the community to plan the school budget, communicating the school budget to stakeholders, and evaluating the budget regularly in order to make adjustment when needed (DoE 2006:4), it is not specific on the actual function of the SGB members in this regard. Although, reference is made to crucial acts and procedures on financial management, namely, the Public Fund Management Act 1 of 1999, Norms and Standard for School Funding of 1998 and the Education Law Amendment Act of 2001, the workshops do not ascertain whether SGB members have any knowledge of these acts.

The manual, in which the information is presented, is appropriate for people with an advanced level of education and not lay persons, as is the case with many SGB members, particularly those in rural areas. Thus it would require a highly and skilful facilitator to make the information easily accessible to the majority of the SGB members, particularly if the current challenge of low literacy of the parent component is kept in mind.

Financial management is a delicate aspect of school governance, which require special attention to ensure that SGB members have adequate knowledge and understanding of what is expected of them, to ensure that schools not only benefit its learner's from its financial resources, but that there is proper and accountable handling of funds.

Topic 5. Managing diversity in schools

With regard to diversity management, the manual states that "schools" have to acknowledge the existence of a diversified society, appreciate the opportunity to exist in a diverse environment, and create an all-inclusive condition which is conducive for all. This entails planning, organizing, directing and providing support to the school, so that it can derive value from the differences and similarities of its human base (DoE 2006:7).

The limited guidelines provided in this regard will compromise the quality of the capacity building exercise.

Topic 6. Interviewing skills

This part of the manual seeks to empower SGB members with recruitment and staffing techniques. It outlines the possible steps to be followed in filling a vacant post in the schools. However, it is not explicitly clear on the actual role of the SGB members during the short listing and interviews process. Moreover, the SGB is supposed to play a pivotal role in the staffing process of the school. The inadequate capacity of the SGB members in the staffing process, culminates in their failure to address and is marred by ill-informed recommendations and undue manipulations by some unscrupulous departmental officials, leading to favoritism and nepotism, which deprive the school of the service of the better candidates and also compromise the best interest of the school.

4.17 SALIENT ASPECTS CONCERNING SGBs' CAPACITY DEVELOPMENT

The findings revealed the following aspects as essential for effective SGB capacity development:

- ❖ Improvement of knowledge and understanding of SGBs legal role and responsibilities.
- ❖ Continuous appraisal of SGB members to ensure that they perform the function as expected.
- ❖ Improvement of literacy/education level of SGB members as a key factor in the success of the capacity-building exercise and subsequent effective performance of governance task.
- ❖ Improvement of the recruitment and election process to have built in mechanisms to attract educated and/or skillful persons into the SGB.
- ❖ Making concerted efforts to train the SGB members on their roles and responsibilities.
- ❖ Ensuring that all stakeholders involved in SGB training, have a good understanding of their roles and also have the full capacity to fulfill their tasks.
- ❖ Allocation of sufficient time for SGB training workshops.
- ❖ Ensuring that critical information to improve the knowledge and skills of SGB members on school governance, is made readily accessible.
- ❖ Appointment of persons who are authorities in school governance to conduct SGB training workshops.
- ❖ Ensuring that the quality and standard of training workshops given to SGB members, should be a "proper fit" to improve the skills, knowledge and understanding of SGB members on school governance.
- ❖ Provision for continued additional support to the SGB members after the initial workshops.
- ❖ Ensuring that the SGB continue to work as a collective unit.
- ❖ Work shopping SGB members on major pieces of legislation, which govern education and
- ❖ Giving meticulous care to the quality of skill, knowledge and understanding of the people who are to be charged with governance functions.

The essential aspects for effective SGB capacity development will be further explained in the next chapter.

4.18 CONCLUSION

In this chapter the findings of the research were presented and discussed. The SGBs main challenge of lack of understanding of their roles and responsibilities was discussed as being characterized by a limited knowledge of their functions. Also a lack of knowledge on school governance, the SGBs level of literacy, which hampers their understanding on their roles and responsibilities, as well as the adequacy of the training programs.

The main challenges of SGB training were discussed as emanating from the limited time allocated for SGB training workshops, which compromise the envisaged output, the language barrier, which renders information inaccessible and the training sessions to be

less than successful, as well as the facilitators who seem to be less than competent in their duties, which in turn compromised the quality and success of training programs.

The main challenges faced by school managers of schools where SGBs lack of capacity in school governance were discussed, as the failure by the SGBs to set the tone and ethos that will drive the school vision and mission, the perception often held by some SGB members that school governance seem to be a tedious and rewardless task, leading to the waning of the SGB members which makes it impossible for them to render quality assistance to the SGB members, in terms of terms of training.

Through the research it was discovered that the SGB, especially the parent component in KwaCeza circuit does not understand their role in school governance. This results in most of the schools decisions to be taken by the principal, which is no longer democratic. The principals view the process of electing SGB as a waste of time. Even the department encourages people to participate in school governance. The training workshops that are offered to the newly elected SGB members are effective enough to equip them with the skills needed for school governance. There are no follow up programs from the department to monitor the functioning of the SGBs in the school.

In the light of the above, meticulous care should be given to the quality of skill, knowledge and understanding of governance issues, when appointing potential facilitators for SGB training workshops. Furthermore, the training programs should address the specific training needs of SGB members, and the recruitment and election processes should be structured in such a way that they will attract potentially ideal SGB members.

The following salient aspects on SGB capacity development for effective school governance were identified:

- Improvement of the knowledge and understanding of local governance functions, which will enhance effective and efficient performance of SGB tasks;
- The provision of quality training programs, which will improve capacity and the level of functionality of SGB members in school governance and
- Continued support and appraisal of SGB members which will ensure persistent development of the required skills and expertise in school governance.

The following chapters will deal about summaries, conclusions and recommendations.

CHAPTER 5

SUMMARIES, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The challenges of school governing bodies' lack of capacity and illiteracy raised questions on their ability and authority to assume their legal responsibilities and to successfully implement the education policies, in creating the desired teaching and learning environment and for the school to be democratic. Furthermore, most governing bodies in KwaCeza circuit are grappling with a lack of knowledge and skills in education governance, which impact on the general functioning of the school. This gave rise to the following questions which have to be answered by this research:

- Do people in KwaCeza circuit understand their role in school governance?
- What developmental strategies can be employed to capacitate the SGBs in KwaCeza circuit?
- What effect do the current election criteria have on the functionality of SGBs in KwaCeza circuit?
- What solution can be used to bring about adult literacy to help the functionality of SGB in KwaCeza circuit?
- Are schools aware of the need to involve parents in education?

These questions on SGBs ability, knowledge, understanding and skills, emanating from the challenges of lack of capacity, to carry out their legal functions, led to the aims of the research which also form the basis for this study.

In answering these questions and achieving the aims of the study, the second to the fourth chapter on: literature study - explored the functionality of the school governing bodies, paying particular attention on their election criteria; research design - which provided a description of the research design and the explanation of the research approach and data collection methods employed, analysis, interpretation and discussion of results – which in turn provided the findings and interpretations of the empirical research on the capacity of SGB members in discharging their legal duties respectively.

5.2 SUMMARY OF CHAPTERS

Salient facts pertaining to chapter 2 to 4 are provided below:

5.2.1 CHAPTER TWO: LITERATURE STUDY

The legislation on the establishment of school governing bodies professes a collective involvement of all stakeholders in the education of their children. Nonetheless, particular skills, knowledge and expertise are required in fulfilling the concomitant legal responsibilities and promoting and protecting the best interest of the school and for the school to be democratic.

Membership and election procedures for SGB members were discussed. The legal governance roles and responsibilities were also highlighted. Furthermore, some of the SGB functions that seem to have critical implications on the capacity of the school governing bodies, towards school governance, expatiated in order to draw emphasis on the significant influence of the SGB on the effectiveness of the school. These functions were: (1) determining the school curriculum (2) maintaining discipline, (3) determining the school policies, and (4) financial management (see section 2.6.2 - 2.6.6).

As part of co-operative governance, SGB members have vested powers in education governance. However, SGB members still need training to improve and integrate their skills with the requirements and systematic operations of both school and the Department of Education (see section 2.8.4).

The level of skills, knowledge and understanding of some of the SGB members in school governance, sometimes poses a challenge in the way they are supposed to discharge their legal role and responsibilities. This has an adverse effect on their confidence and also weakens their authority and power on school governance.

The current SGB criteria, which seem to emphasize numerical representation, more than particular skills, knowledge, ability and expertise, is a serious challenge in communities where most people are functionally illiterate, like in most rural areas. How the SGB structure is fitted in the structure of government as a result of democratization, is included.

Proper training and monitoring are fundamental issues in the effective functioning of SGB members, as they are the guardians and custodians of the best interest of the school and its learners. Furthermore, training is the cornerstone of affirming governors in the execution of their roles and responsibilities, and to harmonize the various skills, expertise and knowledge of the individual governing body members.

5.2.2 CHAPTER THREE: RESEACH METHODOLOGY AND DESIGN

The qualitative approach was used, because it seeks to describe live worlds from the point of view of the people who participate in the research project and its descriptive and exploratory nature make it more suitable for the study. The interactive nature of qualitative research made it more relevant for this study. The SGBs and principals of four schools in KwaCeza circuit where these schools are situated, were chosen to participate in this study. Data collection methods used, included interviews and observations of SGBs meetings. How the researcher will access the field (which is access and permission) was outlined.

5.2.3 CHAPTER FOUR: ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

The data revealed that SGB members, especially parent component have limited knowledge of their roles and responsibilities, with the result that school governance is adversely affected. The level of SGB members has a marked effect on the level of success of their capacity building programs and there seems to be no intentional guidelines to recruit educated and or skillful people into SGBs.

The data also revealed that there are several challenges that need to be addressed to ensure the successful implementation of SGB training programs. These are:

- The time allocated for SGB training workshops
- The language of SGB training workshops
- The competency level of facilitators
- The quality of training manuals

Furthermore, the successful management of the school has to be complemented by active involvement of capable and visionary SGB members. The implementation of educational policies and for the democracy or the school requires expertise and knowledge from the SGB members.

5.3 CONCLUSIONS OF THE STUDY

Findings of the study revealed that principals, as well as SGB members themselves, are concerned about the effect of SGB members' lack of capacity on the governance and management of the schools in KwaCeza circuit. The data also revealed that there is a need to provide purposeful guidelines on the recruitment and election of knowledgeable and skilful SGB members. This should be supplemented by vigorous training to harmonize the various skills, expertise and knowledge of the individual SGB members for effective governance of the school.

Furthermore, the analysis and interpretation of data provide answers to the following major questions posed in the study:

The current SGB election criteria which emphasize numerical representation rather than particular skills, knowledge and expertise, hamper the functionality of the SGB members in school governance. Thus in recruiting and electing SGB members' careful consideration should be given to amongst others:

- the educational level of candidates
- knowledge and understanding of educational issues,
- fundamental knowledge of financial management and reporting and
- understanding and acceptance of the legal implications of being an SGB member.

The effects of SGBs capacity on the implementation of education were discussed as:

- the need and importance to have sound knowledge and understanding of the relevant education policies and legislation in understanding the performance of SGB roles,
- the basic understanding of legal documents such as The South African Schools Act, Labour Relations Act and the Constitution of RSA to enable SGB members to maintain discipline and a sense of purpose in the schools and
- the correct interpretation and implementation of the guidelines provided by the Public Fund Management Act of 2000 on the control and management of the public funds to prevent fruitless and wasteful expenditure of school funds (see section 1.2).

5.3.1 The SGBs lack of understanding of their roles and responsibilities

The SGBs lack of understanding of their role and responsibilities became evident from the following:

- Most SGB members seem to have superficial knowledge of the functions of governing bodies.
- The SGBs lack of knowledge and understanding of their legal roles and responsibilities seem to perpetuate the wide spread phenomenon of dysfunctional school.
- Some SGB members have never been to school, which frustrates efforts to train them and the subsequent demand to implement the information received during the training session.

School governance is a statutory function which has to be performed by well informed and versatile people. The school community will be able to tackle and overcome most of their challenges and transform the school if they are led by well capacitated SGB members. This will bring about a general good performance of school and better academic progress of the learners as they'll be having a say in the education of their children. As the SGBs would maintain purposeful monitoring of the outcomes of the instructional programmes', thus ensuring that standard and quality of learning and teaching are continually maintained. The SGB will also be in a better position to establish a disciplined and school environment, dedicated to the improvement and maintenance of the quality of the learning process. This will be made possible by the establishment of a chain of accountability and responsibility within the school community, through the formulation and successful implementation of appropriate and well informed policies.

Furthermore, the SGBs systematic control of the school funds will create the necessary impetus for successful execution of the instructional practices and the achievement of the school vision.

5.3.2 Training of SGBs

The challenges experienced during SGB training are the following:

- Inadequate time being allocated for SGB training
- SGB training is inadequate
- The language used in training manuals is not understood by the majority of the SGB members. This results in information being inaccessible to them.
- The Department of Education does not seem to have a particular follow up monitoring mechanism after the initial SGB training workshops and is not doing enough to capacitate SGB members.
- No follow ups are made on the short training sessions which were conducted.
- The principal has a significant role to play in training the SGB members.

Responsible SGB members with full capacity, knowledge and undertaking of their roles and responsibility, will be able to set their own goals, target and time frames and to allocate to each other particular functions and/or responsibilities. This will assist in informing their programme for the year. Thus, they will be able to monitor their progress and the participation of individual members in school governance activities. Besides, they will be able to check, quantify and prioritize the needs of the school to ensure that there is quality teaching and learning in the school. This will also enable them to demand and interrogate the report from the principal on the actual progress of the teaching and learning activities. In

this way the quality and standards necessary to realize the vision and mission of the school, will not only be maintained, but it will also be improved.

5.4 Recommendations

School Governing Bodies need to have the necessary skills in order to perform their duties and carry out their responsibilities in an effective and efficient way for the schools to be democratized. The following recommendations should assist in ensuring democratization.

- Increase training efforts to build the capacity of the SGB members on governance aspects, including financial management, school safety, awareness of the different laws that pertain to school governance, including labour laws.
- Schools are to be clustered and their SGBs, in order to have quarterly collective standing meetings, facilitated by the governance and management sub directorate to share and develop their knowledge of roles and responsibilities.
- Make adult basic and training available and accessible to SGB members.
- To emphasize to the principals, the parents and SGB members the need and importance to have sound knowledge and understanding of the relevant education policies and legislation, to improve the performance of SGB functions.
- Increase the time allocation for SGB training workshops.
- To encourage the co-option of members with expertise, to be co-opted members of the SGB as it is stated in SASA.
- Mentoring programmes are to be continuously done for SGB members in order to capacitate them for their roles and responsibilities.
- The SGB election criteria to be considered on the following issues:
 - The educational level of candidates,
 - Understanding and acceptance of the legal implication of being an SGB member and
 - Knowledge and understanding of educational issues
- Incentives for SGB parent component to motivate them in doing their duties are to be considered.

5.5 Final Remarks

The findings have revealed the need for intensive and serious training for SGB members, particularly, for those schools in rural areas. The KZN Department of Education has conducted training for SGBs. However, it has been with no follow up support. It has been too academic and not practical enough to suit the needs of the members. Equally it has been conducted without a proper monitoring and follow up

support and mentoring by provincial Department of Education. Due to lack of monitoring, SGBs in most schools use their own discretion in conducting their affairs, neglecting issues of equity redress and democratic participation as stipulated in the policy. In order to expedite democratization in school governance, the application, facilitation and monitoring of some of the recommendations stated above (see section 5.4), would result in responsible SGB members who can perform their roles effectively.

BIBLIOGRAPHY

- Atkin, J., Bastiani, J., and Goode, J. 1988. *Listening to parents: an approach to the improvement of home-school relations*. London: Croom Helm.
- Babbie, E. and Mouton, J. 2001. *The Practice of Social Research*. Cape Town: Oxford University Press.
- Bailey, J.R. 1994. 'Great individuals and their environments revisited: William James and Contemporary leadership theory'. *Journal of educational studies* 1(4), 28-36.
- Basson, A.C., Christianson M. A., Garbers C., le Roux P.A.K., Mischke C., Strydom E.M.L. 2005. *Essential Labour Law*, Labour Law Publishers, Centurion.
- Beare, H. Caldwell, B.J. & Millkan, R.H. 1989 *Creating an excellent school, some new management techniques*. London: Routledge.
- Best, J. and Kahn, J.V. 1993. *Research in education* (7th edition) Boston: Allyn and Bacon.
- Bogdan, R.C. and Biklen, S.K. 1992. *Qualitative research for education: to an introduction theory and methods*, Boston: Allyn and Bacon.
- Booyse, J.J; Le Roux, C.S; Seroto, J; Wolhuter, C.C. 2001. *A history of schooling in South Africa*. Pretoria: Van Schaik.
- Borg, W.R. and Gall, M.D. 1989. *Educational research: an introduction* (5th edition). New York: Longman.
- Borrows, D. and Kendall, S. 1997. 'Focus groups: what are they how can they be used in nursing health care research?' *Social Sciences in Health*. 3; 244-253.
- Bray, M. Clarke, P.B., Stephens, D. 1986. *Education and Society in Africa*, Edward Arnold Publishers, Bedford Square, London.
- Bronfenbrenner, U. 1979. *The ecology of human development. Experiences by nature and design*. Cambridge: Harvard University
- Caldwell, B.J. and Spinks, J.M. 1988. *The self-meaning school*. London: Falmer.
- Christie, P. 2004. *Right to learn*. Pretoria: Ravan Press.
- City Press, July 23, 2006.
- Coetzee, S.A. 2007. *Legal Issues in Education Leadership*. University of South Africa: Pretoria
- Coetzer, L.J.M. 2002. *Management of educational institutions*. Pretoria: Van Dyk.

- Cohen, L., Manion, L. and Morrison, K. 2000. *Research methods in education*. New York: Falmer.
- Coombe, C. and Godden, J. 1996. *Local/District Governance in Education*, Lesson for South Africa. Centre for Education Policy, University of Pretoria.
- Corner, J.P, & Haynes, N. M. 1991. Parental Involvement in Schools. An ecological Approach. *The Elementary School Journal* 91(3) 271-277.
- Crease, M. & Early, P. 1992. *Improving schools and governing bodies: making a difference*. London Governance and Funding of School: Routledge.
- Creswell, J.W.2003. *Qualitative, Quantitative and Mixed Methods Approaches*. Second edition. London; Sage.
- Davies,E.H. 2001.*Administration of the education system and school governance*. Pretoria: Department of education management.
- De Clerq, F. 1997. Policy intervention and power shifts: an evaluation of South Africa's education restructuring policies. *Journal of Education Policy*, 12 (3):127-146
- De Vos, A.S. 2000. *Research at grassroots: A primer for the caring professions*. Van Schaik. Pretoria.
- Decker, E., Gregg, G.A. and Decker, V.A. 1994. *Getting parents involved in their children's education*. Arlington, Virginia: American Association of School Administrators.
- Department of Education. 1995. *Report of the Committee to Review the Organization*, Pretoria: Department of Education.
- Department of Education.1996. *South African Schools Act*. Pretoria: Gov Press.
- Department of Education 1997. Quality education for all. *Report of National Commission for special needs in Education and Training (NCSNET) and the National Committee on Education support services (NCESS)*. Pretoria: Department of Education.
- Department of Education. 2003. *Policy handbook for educators*. ELRC: Universal Print.
- Department of Education. 2007. *Public Financial Management Act(PFMA)*. Pretoria: Gov Press.
- Department of Education.2009. *Handbook for School Management Teams* KZN Department of Education: Pietermaritzburg.
- Dlamini, T. 1993. A comparison of existing proposal on school governance. *Education Monitor* 4 (4)
- Durrheim, K. 2006. Research design. In M. Terre. Blanche, K. Durrheim, & D. Painter (Eds) *Research in practice: Applied methods for the social sciences* (pp 33-59). South Africa: University of Cape Town.

Emerging Voices 2005. Nelson Mandela Foundation. *A report on education in South African Rural Communities*. Cape Town: HSRC Press.

Ferreira, M. and Puth, G. 1988. *Focus group interviewing. An introduction to qualitative research methods*. Pretoria: Human Sciences Research Council.

Fukuda-Parr, S., Lopez, C., Malik, K. 2002. Overview: *Institutional innovation for capacity development*. New solutions to old problems, Retrieved August, 6, 2007 from <http://www.Undo.org>.

Glesne, C. and Peshkin, A. 1992. *Becoming qualitative researchers: an introduction*. New York: Longman.

Harber, C. 2001. *State of transition*. Biddles Ltd, United Kingdom.

Henning, H.; Van Rensburg, W. and Smith, B. 2004. *Finding your way in qualitative researcher*. Pretoria: Van Schaik.

Heystek, J. 2004. *School Governing Bodies, The Principal's Burden or the Light of his life*. South African Journal of Education, 20: 308-332.

Hoberg, S.M. 1999. *Education management research methodology* (study guide for MEDEM 2-4) Pretoria: UNISA.

Hofstee, E. 2006. *Construsting a good Dissertation: a practical guide to finishing a masters, MBA or Phd on Schedule*. Sand ton: EPE.

Jansen, J.D. 2003. *Rethinking education policy in South Africa*. London: Oxford.

Joubert, R. and Prinsloo, S. 2008. *The law of education in South Africa*. London: Oxford.

Kani, B.Z. 2000. *A case study of the school development functions of SGB in a historically disadvantaged secondary school*. (Med dissertation) Vista University: Port Elizabeth.

Kogan, M. 1978. *The Politics of Educational Change*. Manchester University Press, Glasgow.

Krefting, L. 1991. Rigor in qualitative research: the assessment of trustworthiness? *The Journal of occupational Therapy*, 45: 214-224

Krueger, R.A. 1988 *Focus Groups: A practical Guide for Applied Research*. Newbury Park: Sage.

Krueger, R.A. Casey, M.A. 2000. *Focus groups: a Practical Guide for Applied Research*. Third edition. Thousand Oaks, California: Sage.

Kruger, A.G. 2005. *Efficient financial management*. Pretoria: Van Schaik.

Kruss, G., Sayed, Y. & Badat, S. 2001. *Implementing new education policy at the school level in the Western Cape*. An unpublished report to the NRF.

Kumar, R. 1999. *Research Methodology: A step- by Step Guide for Beginners*. New Delhi: Sage.

- Lazear, P. 2002. *Education in the twenty first Century*. Hoover Institution Press, California.
- Leedy, P.D. 1989. *Practical research planning and design*. New York: Macmillan.
- Lemmer, E. & van Wyk, N. 2004. Schools reaching out: comprehensive parent involvement in South African primary schools. *African Education Review*, Volume 1 Number 2.
- Lemmer, E. and Van Wyk, N.(eds) 2010. *Themes in South African Education: Liesbet van Wyk*, Cape Town.
- Lewis, M. 2000. *Focus Group Interviews in Qualitative Research: A Review of the Literature Action Research E-Reports 2*. Available at [www. Usyd. Edu.au/arrow/arer/2002.htm](http://www.Usyd. Edu.au/arrow/arer/2002.htm).
- Looyen, R. 2000. *Co-operative School Governance: From Policy to Practice* Pretoria: University of South Africa.
- Mabusa, T. and Themane, J.2002. *Stakeholders Participation in School Governance in South Africa*, 20(3): 111-116
- Makhando, N.D. 2002. *Challenges educators experienced in the provision of environmental education at schools in Curriculum 2005*: Johannesburg: Rand Afrikaans University.
- Makoa, F.K. 2004. Aids Policy in Lesotho: Implementing challenges. *African Security Review* 13(1), 71-77
- Maluleka, J.S. 2008. *The capacity of school governing bodies in rural schools in the Moretele district of the Nkangala region*. (Unpublished Masters Dissertation) University of South Africa, Pretoria
- Manning,A.D.2009. *The management of school financial policy and internal financial control in designated section 21 schools in the Motheo education district, FreeState*. Bloemfontein: UFS.
- Margaret, J.1996. School effectiveness: who does what? The government's role, in: *Striving for quality in schools*. Cornforth, A and Evans T. (eds), London: The Latchmere Press.
- Maree,K. 2011.*First step in research*. Pretoria: Van Schaick.
- Marishane, R.N. and Botha, R.J. 2011.*School Leadership in Changing Context*. Pretoria: Van Schaik.
- Marishane, R.N.1999. *Partnerships in school governance: foundation for reform and restructuring*, (Med dissertation), Unisa: Pretoria
- Marishane,R.N; Botha,R.J; Du Plessis,P.2011. *Schooling leadership in a changing context: a case for school-based management*. Pretoria:VanSchaik.
- Marshall, C and Rossman, G.B. 1995. *Designing qualitative research*. Thousand Oaks, London: Sage.

- Masheula, N.M. 2003. *Restructuring school governance: the changing leadership role of the principal in a democratic decision-making milieu*. Pretoria: Unisa.
- Mason, J. 2006. *Qualitative researching* 2nd Edition. New Dehli: SAGE.
- Mathison, S. 1988. *Why Triangulate? Education Researcher*, 17(2): 13-17
- May, T. (ed) 2002. *Qualitative Research in Action*. London: Sage
- Mazibuko, S.P. 2003 *The role of school principal in the implementation of OBE in KwaMashu Schools*. (MEd min- Dissertation). UNISA: Pretoria.
- Mbuli, S.V. 2010. *The Impact of Transition on Historically Disadvantaged Primary School since the 1994 Democratic Election in the Vryheid District (KZN)*. (Unpublished Masters Mini Dissertation) University of the Free State, Bloemfontein.
- Mc Laughlin, M.W. 1997. Learning from experience: Lesson from policy implementation. *Education and Policy Analysis*, 9(2) 171-178.
- Mc Millan, J. H. and Schumacher, S. 2006. *Research in education, evidence-based enquiry, sixth edition*. Boston: Person Education Inc.
- Mc Millan, J.H. and Schumacher, S. 1997. *Research in education: a conceptual introduction*. New York: Longman.
- Mc Millan, J.H. and Schumacher, S. 2001. *Research in education*. Fifth edition. Virginia Commonwealth University. New York: Wesley Longman inc.
- McGuirk, N.J. 1990. *I speak as a white*. Marshalltown: Heinemann.
- McMillan, J.H. 1990. *Steps in conducting research*. New York: HarperCollins.
- Measor, L. 1985 'Interviewing: A strategy in Qualitative Research' In Burgess, R.G (ed) *Strategies of Educational Research: Qualitative Methods*. London: Falmer.
- Mkhonto, S.M. 1998. *The involvement of community members in the governing bodies of two rural high schools in Thulamahashe*. (Med dissertation), Rand Afrikaans University: Johannesburg.
- Mncube, V. 2009. *The perception of parents of their role in the democratic governance of schools in S.A. Are they on board?* S.A. journal of education, 29, 83-103.
- Moate, J.K. 1996. *Secondary School Governance: Challenges and issues in the Brits District of the North West Province*. Mafikeng: University of North West.
- MoE. 2010. *State of Namibian education report*. Windhoek: Government Press.
- Morgan, D. L. and Krueger, R.A. 1993. "When to use focus groups and why". In Morgan D. L. (ed) *Successful Focus Groups*. Newbury Park: Sage.
- Moshotle, K. J. 2010. *Free Education vis-à-vis The role of school governance*. (Unpublished Masters Dissertation) University of Free State: Bloemfontein.

Mouton, J. 2008. *How to succeed in your Master's and Doctoral Studies: A South African Guide and Resource Book*. Pretoria: Van Schaik.

Mouton, J.; Marais, H.C. 1990. *Basic concepts in the methodology of the social sciences*. Pretoria: Human Sciences Research Council.

Nambinga, S.T. 2007. *The role of adult basic education and training programmes in the development of rural black women in the Omusati region in Namibia*. Windhoek: University of Namibia.

National Education Co-ordinating Committee (NECC)/ SACHED Trust 1992. *Build your PTSA: a manual for organizing parent-teacher-student associations* Johannesburg: NECC/SACHED Trust.

Nemutandan, N. 2004. *The management of educator redevelopment in Limpopo Province*. Pretoria: University of South Africa.

Neuman, W.L. 2006. *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson.

Nkosana, M.M. 2003. *Restructuring School Governance: The Challenging Leadership Role of the Principal in a Democratic Decision-Making Milieu*. Pretoria: University Of South Africa Printer.

Portgieter, J. M. Visser, P.J. Van der Bank, A.J. Mothata, M.S. and Squelch, J.M. 1997. *Understanding the SA Schools Act*. Department of Education. Pretoria: Government Printer.

Quan-Baffour, K.P. 2006. *The role of school governing bodies in improving school performance in Taung rural Areas* (M.Ed. mini-Dissertation). Pretoria: UNISA.

Rabie, F. 2004. "Focus Group Interviews and Data Analysis Proceeding of the Nutrition Society", 63, 655-660.

RSA (Republic of South Africa) 1996. *South Africa Schools (Act No.84 of 1996)* Pretoria: Government Printers.

Sayed, Y. 2002. *Democratising education in decentralized system: South African Policy and Practice*. Compare, a British Association for International and Comparative Education, Volume 32 Number 1

Schulze, S. 2000. *Quantitative and qualitative approaches. Research seminar for Med and DEd students*. UNISA: Institute for Education Research.

Schumacher, S. 2010. *Research in Education. Evidence-based inquiry*. Boston: Pearson Inc.

Schurink, W.J. and Schurink, E. M 1998. *Focus Group Interviewing*. Pretoria: HRSC.

Sergionvanni, T.J. *Building community schools*. San Francisco. Jossey- Bass Publishers.

Siedman, I.E. 1991. *Interviewing as qualitative research: a guide for researcher's in the Social sciences*. New York: Teachers College.

Soobrayan, B. 1990. *People's education for peoples power*. Durban: UKZN. Ary, D. Jacobs, L.C and Razavish, A. 1990. *Introduction to research in education* (4th edition), Fort Worth: Harcourt Brace.

Squelch, J.M. & Lemmer, E.M. 1994. *Eight keys to effective school management in South Africa*. Southern: Half way House

Stey, G. M. & Squelch, J. 1994. South African principal's perception on restructuring schools: A small scale evaluation. *School Organization, Volume 14 Number 2*.

Straus, A. and Corbin, J. 1990. *Basics of qualitative research: grounded theory, procedures and techniques*. London: Sage.

UmAfrika, 12 September 2004. Independent Newspaper. Durban: KwaZulu Natal.

Umkhandlu olawula izikole, 15 April 2009. Independent Newspaper. Durban: KwaZulu Natal.

Van Wyk, J.N. 1990. *Parent Involvement in Black Urban Communities in Gauteng*. Unpublished D.Ed.-thesis. Pretoria: UNISA.

Van Wyk, N. and Lemmer, E (Eds) 2002: *Transforming Education: The South African Experience In-Education, Emerging Goals in the New Millennium*. New York: Nova Science Publishers.

Walters, J. and Richardson, C. 1997. *Governing Schools through Policy: A blue print for Creative School Governance*. London: Lemos and Crane.

Wellington, J. 2000. *Educational research. Contemporary issues and practical approaches*. London: Continuum.

Online publications

www.dinf.jp

www.qualisresearch.com

Annexure A

DECLARATION BY THE INTERVIEWER AND THE INTERVIEWEE

WE, UNDERSIGNED HEREBY AGREE

- To observe STRICT CONFIDENTIALITY in respect of all names of interviewees and all discussions concerning the interviews of all interviewees by not communicating details thereof to any person not having authority to know the details.

INTERVIEWEE

DATE

INTERVIEWER

NDLELA BP

DATE

Annexure B1

P.O. BOX 8145

ULUNDI

3838

THE PRINCIPAL AND THE SGB

[NAME OF SCHOOL] SCHOOL

P.O.BOX [BOX NUMBER]

TOWN

[POSTAL CODE]

APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH PROJECT AT YOUR SCHOOL

I am a student studying a Master's Degree in Governance and Political Transformation at the University of the Free State. I am asking permission to conduct a research project on school governance in your school.

Respectfully

NdilelaBongiwe Prudence (student)

Sinquma Primary School

P.O. Box 215

CEZA

3866

22 May 2014

P.O. Box 8145

ULUNDI

3838

Dear Ms Ndlela


Re: Application to conduct the research


We have received your letter in which you were asking to conduct your research in our school. With great honour you are welcome.

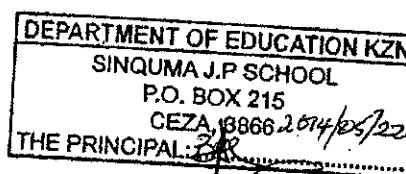
Thank you

Yours sincerely

SGB chairperson and the Principal

B.C. Tulu 

B.D. Sino 





education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/1/133


Ms BP Ndlela
P O Box 1213
Ulundi
3838

Dear Ms Ndlela

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "THE ROLE OF SCHOOL GOVERNANCE IN THE DEMOCRATIZATION OF PUBLIC SCHOOL WITH REFERENCE TO CEZA CIRCUIT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2014 to 30 June 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (Zululand District)


Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 22 July 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 Fax: 033 392 4200
EMAIL ADDRESS: keholoqile.connie@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: WWW.kzneducation.gov.za

Mashiyane Primary School

P.O. Box 1213

ULUNDI

3838

12 May 2014

Dear Miss Ndlela

We the SGB and the Principal of the above mention school received your request to conduct your research in our school. We are pleased to inform you that your request is accepted. We are looking forward to be of great help in your study.

Yours sincerely

SGB chairperson and the Principal

DEPT. OF EDUCATION (KZN)
MASHIYANE PRIMARY SCHOOL
P.O. BOX 1213, ULUNDI, 3838
CONTACT NO: 033 4207 170
PRINCIPAL: *[Signature]* DATE: 12/05/2014

